SUNY Charter Schools Institute
The State University of New York

2023 INTENT TO APPLY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Olean Academy Charter School		
Education Corporation Name:	Olean Academy Charter School		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	09/2024	School District of Location (or NYC CSD):	Olean City SD

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-6	140
Year 2	K-7	160
Year 3	K-8	180
Year 4	K-9	200
Year 5	K-10	220

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

Lead Applicant(s) Contact Information							
Lead Applicant Name:	Evelyn Cruz						
Applicant is a (check all that apply):	☑ Parent	☑ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School		
Organization Name (if applicable):							
Applicant Mailing Address:	[redacted]						
Phone Number (direct line):	[redacted]		Secondary Phone Number:		Email Address:		

Secondary Applicant Name (if applicable):							
Applicant is a (check all that apply):	☑ Parent	☑ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School		
Organization Name (if applicable):							
Applicant Mailing Address:							
Phone Number (direct line):			Secondary Phone Number:		Email Address:		

Media/ Public Contact Information (required)					
Name:	Shannon McIntyre	Phone #:	716-436-8099	Email:	shannonmcintyre0123@gmail.com

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Olean Academy Charter School's mission is to ensure all students identify and expand their natural gifts and talents, while achieving academic success. This is accomplished by providing an evidence-informed, engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

STEM Focus Across The Curriculum:
OACS will use a STEM-driven, evidence-based, project-based curriculum developed with community affiliates to spark student interest in using STEM to explore gifts and talents. Students will gain required skills to achieve overall success including the ability to think critically, solve complex problems, and drive advancements for the future.

Value-Based Education:
OACS will offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners using the concept of "We CARE!": Community service and involvement, Accountability for one's actions, Respect for community and self, Empathy towards others, including personal and global issues.

Student Accountability:
Students will be exposed to reflective, open-ended questions daily through the use of morning and afternoon group meetings, individual meetings with teachers, and meetings with designated staff, when necessary. Students will participate in a purposefully designed SEL curriculum meant to ensure accountability for positives and areas of necessary growth.

Community Involvement:
OACS will include families and community members in school choices whenever possible to ensure student success at home, in-school and in the community. This includes curriculum-integrated community service opportunities, community-based internship opportunities, the employment of a Parent Engagement Coordinator, and inclusion specifically designed to support SWD, ELL and ED students.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Philosophy:

Our mission is built on the goal that all students can find their life-long passions while participating in an educational process that will solidify key standards necessary for success with lifelong learning.

Research demonstrates the importance of parent and community involvement in student success. Additionally, students, including those classified as " at-risk ", find notable academic success from integrated STEM education. Olean has a historically strong presence of farmers that has decreased over recent years, notably 5% from 2014-2019. Across the United States, though, educators and agriculturalists have noted the need for a refocus on sustainable, 21st century agriculture practices, as American nutrition becomes an ever growing concern, machinery and farming have modernized, and natural resources are dissipating. We believe a shift must occur in school curricula that blends STEM philosophies and agriculture when possible. OACS' Philosophy is grounded in a program that integrates agriculture, technology, engineering design, as well as the practical application of Math skills to support students in discovering value for their local community while exploring STEM in a practical way.

Curriculum and Instruction:

OACS curriculum is standards-based, with project and place-based interdisciplinary learning derived from the NYS CC, NGLS, as well as community support. The curriculum supports teachers with differentiating their instruction as it is spiraled using monthly themes and skills in a scripted order. Teachers are easily able to use project-based learning, beyond what is scripted due to connections previously made within the community. As place-based education is founded on the concepts of community, education for sustainability, and environmental education, OACS demonstrates clear value for local and regional history within the curriculum. Additionally, Music, Art, PE and Spanish are designed with a specific focus on local history and place-based education. Offering a semi-scripted, place-based, project-based curriculum allows for teachers to focus on expanding the curriculum organically, as well as focus on the assessment system that consciously includes diagnostic, formative, and summative assessments.

Though student achievement is at the forefront of the curriculum, imbedded value-based opportunities for volunteering and demonstrations of caring within and outside of the school will help students identify and expand their natural gifts and talents (We CARE!). Within the school day, students at all grade levels experience Morning and Afternoon Whole School Meetings to review SEL components and allow teachers to highlight students with individual needs in a subtle and organic way. Throughout the year all students will participate in local volunteer opportunities with school affiliates.

Our Long-Term Goal:

OACS plans to offer the CTE Agriculture Pathway and STEM Regents options, as well as the General Education Work Experience Program and the Work Experience and Career Exploration Program to specifically targetED students and offer an added layer of support for alternative learners.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Name: Penny Dowell
Proposed charter school board title: Chair
Current job title: Director of Finance for Allegany Council on Alcohol and Substance Abuse in Wellsville, NY.
Past job title(s)/position(s) and company/organization (if applicable); recent past experience was acting as the Business Manager for Archbishop Walsh High School in Olean, NY. She has a long standing career in management and finance including Administrative Assistant for Eustis Cable, Ent Office Manager/Accountant for Howbill Auto Parts, Inc, and Accounts Payable Specialist for Walker Business & Staffing.
Educational background: Associates Degree in Paralegal and a Bachelors Degree in Business Management. She is currently a graduate student at St. Bonaventure University in Olean, NY and is expecting to receive her Masters in Business Administration in May of 2023.

Name: Evelyn Cruz
Proposed charter school board title: Lead Contact, Vice-Chair
Current job title/position and company/organization: n/a
Past job title(s)/position(s) and company/organization (if applicable): Evelyn has worked in education for approximately 7 years of formal and 16 years total. Evelyn has worked as a Spanish teacher at two local high schools, as well as a volunteer through her community church, local soup kitchens, and Starbridge Special Education Organization.Evelyn has worked to ensure policies and procedures were maintained within daycare, school age, and classroom settings, and holds tremendous skill with meticulous planning.
Educational background: Associates Degree in Human Services from Jamestown Community College

Name: Dr. Jason Eastman
Proposed charter school board title: Secretary
Current job title/position: Professor of sociology at Coastal Carolina University
Past job title(s)/position(s) and company/organization (if applicable): Dr. Eastman serves as the area ' s Senior Partnership Specialists for the 2020 Census. He was also an Economic Development Specialists for the Southern Tier Regional Planning and Development Board. Dr. Eastman currently sits on the boards of the New York Sustainable Agricultural Working Group and Canticle Farm where he used to work summers as a farmhand.
Educational background including degree(s) earned and institution(s); Doctorate in Social Justice from The Florida State University and Undergraduate Degrees from University of Pittsburgh at Bradford

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Educational background: Bachelors Degree in Philosophy from Toronto University

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Proposed charter school board title: Member
Current job title/position and company/organization: Director of Nutrition Operation with AdvancedMeal.
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Educational background: BS in Education from Buffalo State College and a MEd. in Organizational Development of Schools from Grand Canyon University

Lead Applicant Digital Signature	
Valid Digital Signature:	Evelyn Cruz

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

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

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CMO Contact Info (Name, Phone):	
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Media/ Public Contact Information (required)					
Name:	Shannon McIntyre	Phone #:	[redacted]	Email:	[redacted]

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Lead Applicant Digital Signature	
Valid Digital Signature:	Evelyn Cruz 3/25/2023

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Shannon McIntyre 3/25/2023

Dr. Jason Eastman 3/25/ 2023

Dave McIntyre 3/25/23

Penny Dowell 3/25/2023

Laura Toczek 3/25/23

R-00b - Statistical Overview			
This aspect does not apply to Olean Academy Charter School.			

R-00c - Replication Checklist			
This aspect does not apply to Olean Academy Charter School.			

R-01ac - Community Need and Proposed School Impact

Provide a narrative analysis of the community and target population for the school including:

• **A description of the community from which the proposed school intends to draw students and current demographics;** Olean is the largest city in Cattaraugus County and serves as its financial, business, transportation and entertainment center. It is one of the principal cities of the Southern Tier region of Western New York. The city is surrounded by the town of Olean and is located in the southeastern part of Cattaraugus County. The current population of Olean city is 13,580, which is a small decrease from the 2019 population of 13670.[1] Including the surrounding community and suburbs, the population is 75,945.[2] Specific populations for the noted surrounding community include:

- Portville: 3,382[3]
- Hinsdale 1,962[4]
- Allegany-Limestone 7,335[5]
- Cuba 3,020[6]
- Bolivar-Richburg 1,017[7]
- Salamanca 5,792[8]

The racial demographics for Olean City and the surrounding community include: White: 90.88%, Black or African American: 2.81%, Two or more races: 2.81%, Asian: 1.7%, Native American: 1.45%, Other race: 0.35%, Native Hawaiian or Pacific Islander: 0%[9]

The Olean community includes St. Bonaventure University, Jamestown Community College and over 600 small businesses,[10] OACS currently has letters or emails of support from approximately 35 businesses.

Students with Special Diagnosis

SWD: Olean Public Schools services a SWD population of 17% of students.[11] OACS intends to service 160 students in Year 1. Of those students, OACS is financially preparing to receive 28 students or 17% classified as SWD. For Year 1 OACS is employing one full-time special education teacher would service 20-25 students and the Director would service 5-8. During Year 2 OACS financially plans to receive up to 50 students, as there will be a second full time Special Education staff member employed. The staffing plan considers Year 1 requiring the Director of Student Services to teachby employing both an aide and also a teaching assistant to support.

In Olean Public Schools 58% of students have considered ED.[12] Multiple sources cite that success for ED students lies in their ability to use executive functioning skills.[13] Within the

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[1] https://datacommons.org/place/geoId/3654716?utm_medium=explore&mprop=count&popt=Person&hl=en
[2] https://worldpopulationreview.com/us-cities/olean-ny-population
[3] https://worldpopulationreview.com/us-cities/portville-ny-population
[4] https://worldpopulationreview.com/us-cities/portville-ny-population
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[9] https://worldpopulationreview.com/us-cities/olean-ny-population
[10] https://visitanf.com/greater-olean-area-chamber-of-commerce/
[11] https://data.nysed.gov/specialed/?year=2020&instid=800000054734#EnrollmentandClassificationRate
[12] https://data.nysed.gov/expenditures.php?year=2020&instid=800000054734
[13] https://www.ucdavis.edu/curiosity/blog/how-can-we-help-economically-disadvantaged-children-achieve-academically

OACS framework, addressing executive functioning within the curriculum is a priority. Students are actively taught how to plan and execute daily tasks and projects through embedded whole-class projects guided and facilitated by the teacher as the school's small group design includes individual, pair, and group work that is problem-identification and solution-oriented. Options for students to individually plan for smaller tasks and activities and also the ability to work collaboratively to do so also exists during the end of the day Programs Block.

Within Olean Public Schools, there are 10 individual students considered to be ELL.[14] Most specifically, in 2020-2021, a slight decrease in the general population of Olean NY of 90 citizens can be noted, and a comparatively drastic decrease in school population of close to 40 students occurred. The founding board of Olean Academy Charter School (OACS) believes the occurred because of an increase in homeschool students in the area.[15] Please note the full explanation further in this section.

• A description of the specific population of students the proposed school intends to serve;

As a notable need OACS intends to address: Olean City Schools services a SWD population of 17% of 2218 students, and therefore approximately 377 students.[16] OACS intends to service 160 students in Year 1. Of those students, OACS is preparing to receive 17-20% of students classified as, or demonstrating tendencies of, a student diagnosed with special needs.

After speaking with Allison R., a parent with three students designated as students with special needs, as well as many other parents within the last year, OACS has learned of the frustration parents feel regarding communication between their child's school and parents. Multiple parents believe there is a lack of communication and an inability to proactively address concerns between the school district and the local private school with the parents of children with special needs. Most recently noted in February 2023, there was no additionally notable support for special education students and tier parents. For this reason, OACS has developed programs and systems mindful of SWD while targeting the Olean City community students.

• The applicant's rationale for selecting the community;

The Olean area has a historically strong presence of farmers and is notably shifting towards industry beyond Siemens/Dresser. The agriculture and STEM-focused curriculum has tremendous potential to address the academic and social needs of the 47% of economically disadvantaged and 25% of students who will not graduate, as well as the general population eager for alternative education focused on STEM to spark both a love of learning and preparation for future employment.

In New York state, middle and high school agricultural education programs exist in large and small schools, and from the heart of New York City to the valleys of central New York. Agricultural education programs across the state offer relevance of core academic concepts as they are applied to the food and fiber systems and prepare students for career success in more than 4,000 jobs. The local BOCES program does not offer the CTE Agriculture pathway or support to meet this graduation pathway. Additionally, Bolivar-Richburg and Cuba School Districts offer high school agriculture programs, but they do not extend to Kindergarten.[17]

Olean Academy Charter School would be a ground-breaking school in New York State, and in Cattaraugus County based on the integrated nature of the curriculum, and the agriculture and STEM exposure at all grades beginning at Kindergarten. Moreover, by choosing to actively connect and affiliate with the network of Agricultural resources in New York State

[14] https://data.nysed.gov/ell.php?year=2020&instid=800000054734
[15] https://data.nysed.gov/profile.php?instid=800000054734
[16] https://data.nysed.gov/specialed/?year=2020&instid=800000054734#EnrollmentandClassificationRate
[17] https://www.nysffa.org/whoweare

(expand on our affiliation with Cornell Cooperative Extension, 4H and others) OACS students will be exposed to a network that stretches across New York State, and educators will be afforded tremendous resources to educate students for life all at little or no cost. Specifically, NYS Agricultural Education is a tremendous resource that offers all schools specific support in successfully launching and improving upon agriculture programs and will be utilized by OACS immediately upon approval.

Also exciting is that due to OACS incorporating suggested NYS Agriculture standards of learning and their suggested program outline in OACS' framework, as is the CTE Agriculture Standards, there is a greater possibility for cooperatively working with two neighboring districts under the umbrella of Agriculture Education.

In addition to addressing the history of the area and STEM through agriculture, OACS has received tremendous support as a school that addresses neurodivergent students who may not be classified as students with disabilities. As mentioned within the letter of support written by the coordinator of Starbridge, a special education support organization in the community, OACS is prepared to address this notable need by collaborating with local experts and ensuring adequate, practical training for educators.

Another reason for selecting Olean as the community for this school lies in parent feedback. Of the hundreds of email exchanges with community members, approximately all included students' ages and grade levels or words of encouragement similar to, "This area is in need of this school" or "If this school was an option for my children I would have sent them here" or "Olean New York is changing and this school would support that change." OACS has more than 100 emails with parents reaching out to us to add their names and children's ages. We have approximately 220 parents willing to transfer their students immediately. This number has grown from 160 in 2022. With only disclosing our school's educational plan and community affiliations for curriculum support and training, we have also received the commitment of 23 high school students. One email criticized our affiliation with Tom Reed who resigned in May due to a public scandal. Two parents have asked to be removed from the school's email list. We have had appetizing 10 email addresses bounce back likely due to misspelling or being blocked. We have not received any notable negative feedback.

Currently, the private schools in the area have less than 20 students per class. Archbishop Walsh/Southern Tier Catholic School will likely be closing in the next year due to parents being unable to pay tuition. New Life Christian School is unlikely to exceed its current attendance of 70, also due to funding.[18] The likelihood of these schools closing in coming years is great due to the decreasing religious support from the community and a desire for resources religious-based institutions are often unable to provide to ensure equity in education.

Through careful conversation with community members, business owners, and individuals throughout the community it was important to size the school appropriately. OACS' founding board has actively worked to not generate unnecessary controversy within a small community, but instead plans to demonstrate "to improve student achievement…by increasing school choice and catalyzing competition within the public school system."[19] OACS board has determined 20 students per grade beginning from kindergarten and finishing at Grade 12 would be the maximum number of students to ensure the school is working with the community. Year 1 would begin with 160 students.

Additionally, the opening of OACS, with its key design element of community involvement, encourages a feel for a community school that would offer opportunities to connect community members and other businesses to participants, volunteers or part-time employees

[18] Conversation with previous Walsh families through Evelyn Cruz, July 2022

[19] https://www.edweek.org/leadership/opinion-for-charter-schools-managing-mission-is-crucial/2011/09#:~:text=The%20general%20mission%20of%20charter,within%20the%20public%20school%20system.

through the existing schools in the area, including Starbridge, Cattaraugus County SPCA, 4H, Ellicottville Greens, and Canticle Farms.

• Performance of local schools in meeting the community's needs:

Elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school students earn 52% proficiency in both Math and Reading.[20] High school students obtain 78% Math proficiency and 80% Reading proficiency.[21] Of the high school students, approximately 25-30% will not graduate.[22] This number continues to rise at a rapid rate, more notably from 2018 where approximately 200 students did not graduate.[23] Over half (53.6%) of Olean, New York residents are noted as ED.[24] The percentage of ED remains steady around 58% and Cattaraugus County remains the seventh poorest county in New York State with neighboring Allegany at third.[25] Neighboring school districts OACS would also plan to accept students from also include Allegany-Limestone, Franklinville, Cuba, Bolivar-Richburg, Friendship, Hinsdale, Portville, Genesee Valley and Salamanca, though the targeted student population will come from Olean City Schools. OACS school design and curriculum were purposefully created to help prevent population loss in the area, and create social value for the area surrounding Olean, New York. This is an inclusive approach to education that lends itself to SWD and those who come from ED families.

An example of the ability of OACS to meet the needs of the Olean community where Olean City Public Schools have struggled is how parents have repeatedly requested that Olean City Schools partner with Starbridge's T.I.E.S program in an effort to support SWD communication. The T.I.E.S program is meant to bridge a recognized gap between families of students with disabilities and the school system, working as advocates, clarifying questions, and supporting with understanding of the law. Until December 2022 Starbridge reported there has not been an actively involved in parent support for Olean City Schools. T.I.E.S is a program dedicated to supporting parent education for SWD Allison R. has agreed to work as the T.I.E.S coordinator should the OACS be opened[26].

Local private schools, Archbishop Walsh/Southern Tier Catholic School and New Life Christian School offer tremendous subsidies to support ED families and lack resources to support SWD being what is Nascar by law. Additionally, neither school has a designated Special Education program or individuals to support with special needs.

• A detailed discussion of the educational impact of the COVID-19 pandemic on the target community, which may include an analysis of indicators of interrupted learning (e.g., assessment scores, absenteeism rates, enrollment rates, etc.).

Per conversation with teachers in the Olean Community, the COVID-19 pandemic forced multiple aspects of learning to shift. According to Councilman John Crawford, there was a longer-than-average delay with the return to in-person learning which prompted parent

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[20] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[21] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[22] https://data.nysed.gov/profile.php?instid=800000054734

[23] https://datacommons.org/place/geoId/3654716?utm_medium=explore&mprop=count&popt=Person&hl=en

[24] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%20City%20School%20Distric t%20contains,district's%20minority%20enrollment%20is%2020%25

[25] https://en.wikipedia.org/wiki/List_of_New_York_locations_by_per_capita_income

[26] Parent Email, August 2022

frustration. There was an increase of approximately 10 students to Archbishop Walsh, though many parents chose to homeschool during this time due to their perception of ineffective communication and training for the use of designated programs for online and hybrid learning. OACS Founding Board has chosen to prioritize in-person learning to meet parent expectations.

In June 2020 Olean Public Schools had a K-12 enrollment of 1925.[27] In June of 2021, The enrollment rate was stated to be 1880 (one must hover over the number to see the correct date as the page title and number do not match.)[28] Currently, Olean City School's enrollment is listed as 1815.[29] This demonstrates a tremendous drop in enrollment due to the COVID-19 pandemic. School Board Meetings held in Olean City demonstrated individuals' frustration with the district's lack of in-person education during COVID-19 and likely contributed to students withdrawing and enrolling in homeschool or neighboring districts.[30]

It is currently not possible to locate accurate testing scores as testing was both suspended and not included in Olean City School's analysis of student progress overall.

Archbishop Walsh/Southern Tier Catholic School Academy listed a 2020 K-12 enrollment of approximately 155. In 2021, that number was listed as approximately 140.[31] As a Catholic School, the institution was able to remain open for most of the COVID-19 pandemic, but multiple parent complaints were made regarding how the school addressed student's learning gaps due to the inconsistency of the years.[32]

To ensure effective communication and analysis of the effectiveness of enrollment and programming for OACS should hybrid education be required again, OACS will ensure a full parent manual is produced and distributed. The Director of Programs will be charged with finalizing and distributing the necessary materials while the Principal will answer questions and support in solving identified problems for students with the support of the Director of Student Services for specialized students and accessibility support.

b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location.

Responses should include:

• A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;

[27] https://data.nysed.gov/enrollment.php?year=2020&instid=800000054734

[28] https://data.nysed.gov/profile.php?instid=800000054734

[29] https://data.nysed.gov/lists.php?start=87&type=school

[30]

[31] Conversation with past employee, Penny Dowell April 2022

[32] Convesation with a parent of a high school school student at Archbishop Walsh, December 2022 (when deciding if OACS should move forward with another applicaiton

Available Students per 2021-2022 statistics: Data collected from: https://data.nysed.gov/

Name of School	Current Enrollment													Current Enrollment		
	K	1	2	3	4	5	6	7	8	9	10	11	12	Gen Ed	SWD	ED
Olean City School District	168	130	139	133	129	153	144	132	147	133	147	122	148	1822	328	1003
Portville Central School District	75	48	73	72	58	79	66	72	67	88	91	68	81	940	103	405
Allegany-Limestone Central School District	88	68	60	81	68	70	83	82	78	86	92	106	94	1055	115	211
Salamanca Central School District	93	96	99	101	97	74	92	109	95	86	106	84	79	1225	160	884
Cuba Central	58	82	52	47	56	58	54	62	62	53	52	48	61	745	143	439

School District																
Bolivar-Richburg Central School District	**39**	**57**	**44**	**51**	**57**	**45**	**41**	**52**	**51**	**57**	**62**	**47**	**49**	**652**	**93**	**399**
Hinsdale Public Schools	30	22	33	22	21	**22**	**31**	**21**	**27**	**29**	**10**	**30**	**29**	**352**	**45**	**197**
Archbishop Walsh/So.Tier Catholic School[33]	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	**121**	unkn	unkn
New-Life Christian School[34]	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	**120**	unkn	unkn
Believers Chapel Homeschool Network	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	unkn	Est. 30	unkn	unkn

BOCES only offers a total enrollment of 2091 inclusive of their special education program, CTE Program and other K-12 programs offered.[35]

• Information demonstrating a thorough analysis of existing educational options for the community and target population that takes into account disruptions and demographic changes caused by the COVID-19 pandemic;

Though the request for the exact number was not granted by Olean City Public Schools, after receiving signatures and email support from 5 specific homeschool parents (13 students) and speaking directly with the one who previously homeschooled, the increase in homeschool families in the last two years has likely tripled and may explain the decrease in student population for Olean Public Schools. More specifically, the desire to homeschool appears to be linked to strong concerns about accountability and school safety due to student behavior changes since the COVID-19 pandemic.

As noted through further conversation, multiple parents contacted OACS' public contact with concerns regarding school safety. As the most recent example, on March 13, 2023, OACS' public contact spoke with a parent, [redacted] whose elementary child (one of three) was physically assaulted in a bullying incident twice in the Bolivar-Richburg School District. This was confirmed to the parent by the principal and superintendent. [redacted] does not believe a resolution was found that will keep her child safe.[36]

This prompted her to call for information on OACS and also disclose that she is aware of at least 20 parents who are homeschooling due to academic and social concerns from Olean and the surrounding community. These families are actively seeking an improvement in the

[33] https://www.stcswalsh.org/
[34] https://www.privateschoolreview.com/new-life-christian-school-profile/14760
[35] https://www.e2ccb.org/careerteched.cfm
[36] Conversation with [redacted], parent

quality of education, safety in schools, and most notably a values-based education that includes student accountability, as noted in both newspaper articles and through the conversation with Lisa R who is affiliated with 4H.[37]

In Olean City School District there are two private schools that may offer the option of in-education should New York State reimplement the same educational regulations as during the COVID pandemic: Archbishop Walsh/Southern Tier Catholic School and New-Life Christian School. Upon conversation with local community members, neither school saw a large increase in enrollment during the pandemic due to the school's remaining open or offering exceptional programs during the COVID-19 pandemic.[38]

Besides the Olean City School Board's public statements regarding educational loss, there was no other public information available regarding disruptions or demographic changes noted.[39]

• Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools;

Based on the evaluation conducted, OACS will be producing a multi-layer program with targeted services to students in need at a fraction of the cost of the public school while offering more options for services than the two private schools in the area. The number of students suspected to come from Olean City Public Schools is sufficient to operate the school, butwill not cause a major problem for the existing programs.

• Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

A Novel Approach To Learning in Olean: Research consulted within the development of the different programs and instructional approaches targeted to the Olean Community include constructivist, behaviorist, place-based, project-based, self-direct learning, and addressing the whole-child. Each aspect of the curriculum was approached using backwards-mapping considering the existing school system, the needs of the community, and the end goal of offering a high-quality of education students can transfer to their selected path after Grade 12. Preparing students for lifelong learning, while taking advantage of alternative educational option within New York State (CTE Graduation pathways and STEM Regents specifically) connect students to individuals and organizations that can ensure a successful transition after high school, a concern for all parents in the area. Though aspects of the OACS approach are addressed in neighboring schools, this approach is non-existent holistically. Though not a single program or an instructional approach, but worth noting, is OACS focuses on accountability across the school. Increased accountability for students and staff through carefully developed policies and systems demonstrates the active, positive change that can be noted by local parents.

Curriculum Development:

OACS is offering place-based agriculture education with integrated themes and projects beginning in Kindergarten, as well as a Programs Block, and eventually the CTE Pathway that are not reflected in another area school. This includes BOCES or the other two private schools

[37] https://www.oleantimesherald.com/news/community-members-address-olean-school-board-during-heated-meeting/article_30f58368-4550-5be4-bc07-504b4274517c.html

[38] Conversation with Board Member Penny Dowell, July 2023

[39] https://www.oleantimesherald.com/news/olean-students-staff-express-concerns-with-coronavirus-school-year-shortfalls/article_b987b588-94ab-5573-b8f6-f047ae671e47.html

in the area. Additionally, OACS chose to affiliate with the agriculture and outdoor farming-based organization 4H for after-school programming, an organization that actively worked to affiliate with Olean Public Schools with minimal success.[40] This, in combination with the education for indoor farming, can offer students hands-on Programs delivered through experts in their field familiar with education.

In Kindergarten, students are intentionally taught how to plan and execute daily tasks and projects through embedded whole class projects guided and facilitated by the teacher as the school's small group design includes individual, pair, and group work that is problem-identification and solution-oriented. This begins in Kindergarten and continues while growing in depth through Grade 12, with monitored project-based evaluation at Grade 6 and Grade 8. These projects, as embedded components of the curriculum allow teachers to prepare for inquiry-based instruction while students are cyclically exposed to practices as simple as list-making and as complex as a self-selected portfolio.

Place-based education instills an appreciation for the community and it's history, ensuring students' education is personally meaningful. This research-based approach prepared students to practically apply their learning within the community, but also beyond.[41] Though components of Olean City Schools' curriculum demonstrate place-based education, there is a tremendous lack of value for the area among existing students. Without pride for their community, students are unable to receive the highlights of the curriculum to transfer throughout their future educational and lifelong endeavors.[42]

As stated in OACS' mission, it is essential to afford students, especially SWD, ELL and ED students, the opportunity to "identify and expand their natural gifts and talents". This is also practiced for all students during the last 45 minutes of the day titled the "Programs Block" where students self-select and explore individual interests in programs created by community partners and educators within the school. A daily program like this does not exist within Olean City or neighboring districts.

Though all students, including SWD ED, and ELL will benefit from the information above, OACS believes SWD will be serviced effectively through the execution of embedded opportunities for practicing executive functioning skills within the curriculum. In addition, students are organically preset and experience standards and skills throughout the spiraled curriculum in K-8. Because the curriculum has been purposefully and thoughtfully developed to ensure inclusivity, students attending OACS will feel part of and therefore demonstrate more consistent success.

By nature of the OACS consciously developing necessary affiliations and programs with potential future changes in mind, OACS is preparing for the possibility of 1-2 ELL students by ensuring that a full-time AIS Teacher is employed, as well as availability for ELL professional development through St. Bonaventure. St. Bonaventure intends to develop a full ELL program, Should the district acquire more than 5% of students classified as ELL, OACS intends to offer half-tuition support for the projected Reading AIS teacher to obtain the necessary ELL certification (noted in Year 3 of the budget). To ensure that our proposed figure of 1-2 ELL students would be accurate, OACS contacted the Buffalo JFS Refugee Resettlement Center. It was stated that they cannot foresee placing refugees and/or ELL families in the area for at least the next 5 years.[43]

OACS will consistently offer students opportunities to identify and expand natural talents:

[40] Conversation with [redacted]

[41] https://promiseofplace.org/

[42] Conversation with previous Olean City School District student, local employee, September 2022

[43] Zoom call with JFS July 5, 2022

As outlined throughout this application, OACS has integrated unique and innovative teaching methods as the foundation for development. In addition to in-class and community connections, OACS has developed a fully integrated music and art curriculum. The purpose is to actively connect students to music and art history, as well as local musicians and artists while guiding them in developing a love for music and art beyond playing an instrument, singing a song, or drawing a picture. Both integrate Bloom's Taxonomy utilized, the grade level's monthly topic, as well as specific community affiliations to support students' exposure to The Arts.[44]

More specifically, the music curriculum is a modified version of Music Learning Theory (MLT). MLT was developed by Edwin Gordon to develop audation (thinking in sound) in students. This is done through learning sequences developed from research on how we, as humans, develop language abilities and begin to think in words.[45] During the Art curriculum, students conduct artist studies and develop a master reproduction monthly.[46] This exercises and expands students' abilities in fine arts, art history, and art analysis.

Conscious and purposeful planning for all subjects includes thematic and Blooms Taxonomy skill-based monthly planning to allow students the opportunity to experience standards multiple times and in multiple ways over the course of a single month before mastery is expected. This, supported by the purposeful integration of Mastery Learning techniques including progress monitoring and corrective procedures will ensure students' success at all grade levels.[47]

Research demonstrates that students who are at-risk of academic failure require a broad variety of learning experiences that involves the systematic delivery of emotional, behavioral, and academic support to achieve success.[48] OACS has intentionally spiraled the curriculum to ensure that students receive major concepts, root standards, specific skills, and school-based values multiple times throughout all grade levels. The demonstration of spiraling and networking allows all students, including at-risk students, SWD, and ELL students to receive support without isolating deficiencies.[49],[50]

In addition to an intentionally developed curriculum, OACS' Programs Block is an opportunity for students to self-select a club offering the practical application of the skills students learn in class.[51] The environment is meant to create opportunities for multi-age and multi-ability problem-solving and allows for struggling students to receive cooperative support from others without appearing to be singled out. Students are able to identify and explore their natural gifts and talents while executing STEM principles that support academic proficiency. This is a time when students who may also require mentoring or counseling can receive their time without disruption to their core classes and without drawing negative attention from other students. Unless selecting a program designated through an outside organization[52] (theater, dance, etc.)students will participate in topic-based training that delivers a clear organization of the steps necessary to participate in the club. These include, but are not limited to: the objectives for the club that was selected, the procedures/regulations/rules necessary for the program to function appropriately, how to perform necessary duties, whether an application for a

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[44]https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly%20known%20as%20Bloom's%20Taxonomy,Analysis%2C%20Synthesis%2C%20and%20Evaluation.

[45] https://giml.org/mlt/about/

[46] http://www.spacial-anomaly.com/why-reproducing-art-is-an-important-learning-tool-for-artists/

[47] https://us.sagepub.com/sites/default/files/upm-assets/7281_book_item_7281.pdf

[48] https://www.ncbi.nlm.nih.gov/books/NBK223640/

[49] https://www.cambridgeassessment.org.uk/Images/598388-perspectives-on-curriculum-design-comparing-the-spiral-and-the-network-models.pdf

[50] https://www.apa.org/monitor/2012/02/at-risk-students

[51] unless otherwise designated by a parent or the school-team

[52] outside organizations will need to require their educators to participate in the same state requirements as a substitute teacher including fingerprinting and a criminal background check

specific position is necessary, whether specific vocabulary and language are necessary.

Throughout a student's time at OACS, they experience each program at least once. Should a student participate in every club, the student would address multiple state standards. According to the Career and Technical Standards developed to support the CTE Agriculture path OACS intends to offer, the following standards will be met, along with many others appropriate to a student's specific grade level and a STEM focus: basic operations, word problems and problem-solving, measurement, design, mapping, as well as a host of interpersonal skills.

Further supporting OACS' mission of supporting all students including those considered at-risk, OACS plans to hire a full-time Social Worker, Special Education Teacher and a Reading AIS support teacher starting in Year 1. As the high school opens, OACS also expects to employ a part-time Guidance Counselor. To ensure an increased level of communication with parents, OACS intends to hire a full-time Community and Parent Engagement Coordinator who will lie under the Director of Programs. This configuration ensures that parent communication is relayed to the directors of the school and ensures that students and families are directly serviced in a way that supports their needs in the most efficient way possible[53]

OACS will utilize STEM philosophies through the curriculum

Currently, Olean Public Schools do not have an embedded STEM program, nor do they have an extensive program running between Kindergarten and Grade 8. Bolivar-Richburg recently introduced an Agriculture Program following Cuba-Rushford which has an Agriculture and Outdoor Education Program but does not have a main focus on STEM and STEM learning within those components.[54] The Jamestown-based company "Dream-It, Do-It" has supported the integration of STEM components within the public elementary and high schools in isolation(citation). Olean Public Schools also lacks an agriculture program or a similar focus. The Cattaraugus County BOCES does not offer a CTE Agriculture program, though OACS is planning to obtain CTE Pathway certification for Agriculture and has established contact with the necessary state departments and completed the necessary paperwork to apply when the high school would open in 2024.[55] As mentioned in the multiple pieces of information found on the NYS Agriculture Education website, preparing students for college and careers through the use of agriculture and STEM initiatives is both "forward thinking", considerate of the financial impact of agriculture on the economy in New York State, and inclusive of practical, applicable, experience regardless of career path.[56]

Specific STEM Integration: Olean Public Schools has more recently introduced a variety of isolated STEM programs including[57], but not limited to special programs through "Dream It, Do It"[58] from Jamestown, New York, and "Boundless Connections"[59] from Olean. OACS has chosen to affiliate with the female, minority-run Boundless Connections, and through conversation, OACS has learned that the lack of STEM integration in public schools. Within the conversation, it was established this lack is not due to funding, but an inability to effectively execute developed plans and possibly unpublicized reasons. Olean Public Schools has chosen to expand focus on their afterschool programs and offer students STEM experiences during after-school hours for

[53] https://www.apa.org/monitor/2012/02/at-risk-students

[54] Conversation Terry Hughes, Program Head for New York State Agriculture Education

[55] https://www.e2ccb.org/programs.cfm?subpage=288128

[56]https://www.dropbox.com/sh/9ljsfprbam5w3nd/AAAKeh7eMajw8G_0huwKwkYKa/Step%201%20Start%20Here?dl=0&preview=S1A_Agricultural+Education.docx&subfolder_nav_tracking=1

[57] https://www.oleanschools.org/Page/4454

[58] https://boundlessconnections.com/

[59] https://didiwny.com/

unknown reasons.[60] OACS chose to fully integrate STEM philosophies into the school day and include an extended day. Additionally, OACS also partnered with 4H to develop a separate agriculture and STEM-based afterschool program. The goal for OACS is not to compete with the public school, but rather fill the gaps that exist with the school's programs that the district-wide improvement plan continues to lack.[61]

Suggestions that the community has made that have been included in the school development include the option of Siemens for the future high school location, the option of Boardmanville for the school location, affiliating with the Cattaraugus County SPCA for Special Education and General Education support, including the OATS Bus system (Olean Public Transportation System)in planning, and affiliating with 4 H for the school's after school program and during the day, as well. OACS has successfully secured a potential location through Bordmanville School affiliated with both the OATS bus system, the SPCA, and 4H. OACS continues to search for community members who will participate on OACS' Board and have secured verbal commitments from representation from the following organizations: St. Bonaventure University, Ellicottville Greens and Boundless Connections, Janos Bowman (Representation from the Seneca Nation), Jason Miller (Cattaraugus-Allegany Workforce Development Board, Inc.). As has been demonstrated in this application, the population of Olean has gradually decreased over time, though the school district has had a drastic decrease during the 2020-2021 school year.[62] It is expected that during the January and May internal review, OACS Parents, Teachers, Directors and Board Members will actively participate in the adjustment of policies, procedures, and systems as directed through the recruitment, retention, and enrollment plan.

Additionally, within this plan exists reflective questions regarding community partnerships and a questionnaire to affiliates to ensure OACS is meeting the stated expectations. OACS intends to, within the bylaws, reserve a place on the school's board for a member from Canticle Farms, Boundless Connections, Ellicottville Greens, and St. Bonaventure University, should they accept the invitation. OACS believes the presence of local businesses that have the capability of directly impacting the 25-30% rate of high school students who will not graduate, as well as the 58% who remain classified as ED and likely impacted by food scarcity is vital for the sustainability of the school and will have a positive impact within the community. New York State has noted the need to create a safe, nurturing, and engaging environment as noted in OACS vision.[63] As noted in distributed NYS information: Diversity means a wide range of human qualities and attributes. Equity is fair access to programs, classes, and needed support. Inclusion means recognizing, understanding, and accepting ALL.

OACS has affiliated with specific organizations to ensure that community input is directly noted and utilized in school change and assurance that Diversity, Equity, and Inclusion are addressed consistently throughout more than only the curriculum and programs. Organizations that have operated within the community for a notable amount of time and have and active role in addressing areas such as Diversity, Equity, and Inclusion, as well as Special Education include but are not limited to: YMCA, Starbright, The Parent Education Program, Boundless Connections and the Cattaraugus County SPCA, who have specifically designated Special Education support. Including the Seneca-Iroquois Museum (Onöhsagwë: de'Cultural Center), The Olean Historical Society and the African American Center for Cultural Development directly into the school's curriculum development ensures that students within the community are exposed to a variety of cultures that may be considered minority for the area. Specifically, Dr.

[60] https://www.wgrz.com/article/entertainment/television/programs/daybreak/teens-help-to-reimagine-oleans-dream-it-do-it-other-after-school-programs-in-wny-back-to-school/71-8e21c91c-b0e4-4f9d-a142-91a054bcfd97

[61] https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/504/Olean%20-%202021-22%20DCIP.pdf

[62] https://www.google.com/search?q=population+of+olena+ny+2019&rlz=1C1CHBF_enUS938US938&oq=population+of+olena+ny+2019&aqs=chrome..69i57.4643j0j7&sourceid=chrome&ie=UTF-8

[63] http://www.nysed.gov/common/nysed/files/programs/diversity-equity-inclusion/dei-overview.pdf

Joseph Stahlman is developing a specialized course directly addressing Diversity, Equity, and Inclusion regarding the Seneca Nation and addressing the need for effective, accurate, and purposeful DEI education. This course will lead students from Grades 9-12 who are not graduating with the CTE Pathway to participate in an internship at the Seneca Nation Museum (Onöhsagwë: de'Cultural Center)addressing local history and actively bridging local, unspoken cultural boundaries.

As can be noted in the school's K-8 curriculum and throughout the school's systems, social and emotional learning will be addressed within the school as well as through the input of the affiliations who intend to support students from within the school, as well as outside of the school with general education classes delivered through OACS affiliates include government organizations through the Department of Health. OACS has established a consistent review of the school in January and June with questionnaires and reflective practices being delivered to members of the community including stakeholders, affiliates, parents, and potential affiliates and community members. These reviews will support the community having an "open voice" in the growth and change necessary to support a healthy school environment and will directly impact how the school will change within the upcoming term.

c. Fiscal Impact Complete the fiscal impact table in the budget template and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including

- Enrollment expectations;
- Per Pupil Allocation assumptions using the most recent charter school per pupil aid, available on www.NYSED.gov;
- Dollar amounts the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).

Enrollment Expectations: The proposed charter school is expected to enroll 160 students in its first year and increase enrollment to 260 students in its fifth year. The number of enrolled students will gradually increase over the five-year period.

Per Pupil Allocation Assumptions: Using the most recent charter school per pupil aid available on www.NYSED.gov, the charter school anticipates receiving $12,700 per pupil in the first year, and this amount will gradually increase to $12,900 per pupil in the fifth year.

Dollar Amounts from Each District: The proposed charter school anticipates receiving a total of $2,304,000 from the district in its first year, including $2,032,000 in per pupil aid, and an additional $272,000 in revenue from special education, food service, and grants. This amount is expected to increase over time, reaching a total of $3,749,136 in its fifth year.

Projected Budget for the School District of Location: The total general fund operating budget for the OLEAN CITY SD school district is projected to be $47,334,987 in each year.
Yearly Projected Impact as a Percentage of Each Sending District's Budget:

Yearly projected impact as a percentage of each sending district's budget: The projected impact of the charter school on the district's budget as a percentage of the district's total budget ranges from 4.867% in its first year to 7.920% in its fifth year. This means that the charter

school's impact on the district's budget will increase gradually over the five-year period, but it will not be significant enough to cause any major financial problems for the district.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: OLEAN CITY SD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for OLEAN CITY SD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2024-25)	160	12,700	2,032,000	272,000	2,304,000	47,334,987	4.867%
Year 2 (2025-26)	185	12,750	2,358,750	316,948	2,675,698	47,334,987	5.653%
Year 3 (2026-27)	210	12,800	2,688,000	349,860	3,037,860	47,334,987	6.418%
Year 4 (2027-28)	235	12,850	3,019,750	370,440	3,390,190	47,334,987	7.162%
Year 5 (2028-29)	260	12,900	3,354,000	395,136	3,749,136	47,334,987	7.920%

R-02ab - Addressing Need

Mission

Olean Academy Charter School's mission is to ensure all students identify and expand their natural gifts and talents while achieving academic success. This is accomplished by providing an evidence-informed, engaging, challenging, values-based education grounded in Science, Technology, Engineering, and Math.

Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, which are those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

OACS has selected specific Key Design Elements linked directly to the school's mission that are currently not addressed in Olean City and surrounding schools. The founding board incorporated these elements into the major components of the school's daily operations, community engagement, as well as the school's curriculum.

1. STEM Focus Across The Curriculum: OACS will provide an engaging, challenging, value-based, evidence-informed education grounded in Science, Technology, Engineering, and Math (STEM).[1] Schools that adopt STEM as a base for their curricula strongly integrate these subjects to create life-long learners with the skills required to succeed .[2] This includes the ability to think critically, solve complex problems, and drive advancements in science and technology. STEM includes Natural, Physical, along with Life Sciences, Computers, Electronics, and all types of Mathematics.[3] To ensure that OACS' curriculum is grounded in STEM Principles, OACS has cultivated notable partnerships and affiliations including, but not limited to Canticle Farms, Ellicottville Greens, Siemens, Boundless Connections, The University of Pittsburgh-Bradford Campus, The Cattaraugus County YMCA, Jamestown Community College, the Olean City Public Works Department (and Olean City Government), Cornell Cooperative Extension(EFNEP), 4H, local beekeepers, butchers, engineers, and scientists who value OACS' mission, curriculum and educational philosophy while being conscious of the social and fiscal responsibilities a charter school, as a 501c3 has.

Across the United States, educators and agriculturalists note the need for a change in the school curriculum, as well as an increase in opportunities outside of school, for the blending of STEM philosophies and agriculture.[4] Although the presence of farmers in the greater Olean area has steadily decreased over the years (5% from 2014-2019), there is ample opportunity to recapture this once-thriving economic sector through agriculture and STEM.[5]

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[1] https://www.researchgate.net/publication/282704992_Philosophy_of_STEM_Education_A_Critical_Investigation

[2] https://nap.nationalacademies.org/read/18612/chapter/3#14

[3] https://nap.nationalacademies.org/read/18612/chapter/3#14

[4] https://www.nsta.org/connected-science-learning/connected-science-learning-october-december-2020/growing-stem-learning

[5] https://www.oleantimesherald.com/olean/number-of-cattaraugus-county-farms-drops-8-over-5-years/article_88c65518-fe39-5e13-b792-a0fc497a79fd.html

OACS's pre-opening goal is to increase awareness of the need for more farmers, sustainable farming practices, and modern agricultural engineering practices. Though OACS does not suspect all students will graduate through the proposed CTE Agriculture Pathway, the hope is that students are able to find their passion while participating in STEM, agriculture, and outdoor education that can solidify key standards necessary for success while developing a passion for lifelong learning.[6] In addition, OACS also intends to offer the General Education Work Experience Program and the Work Experience and Career Exploration Program which specifically target ED students with an added layer of support for alternative learners.

In addition to the historically strong presence of farmers, Olean's business community is gradually shifting towards industry given the inexpensive costs of land. This, combined with tax incentives has spearheaded the opening of one industrial business in 2022, and the expectation of at least two more in the next three years.[7] To prepare students for the shifting job market locally and globally, a STEM-focused education with purposeful practical application will provide students with the necessary human capital for the modern economy.

OACS intends to begin the identification of what STEM means in Kindergarten, affording practical application throughout elementary years ensuring that high school students approach STEM learning purposefully and with the ability to effectively analyze local and global situations for areas of weakness in order to identify and develop solutions.

2. Value-Based Education: OACS will offer a positive, safe, healthy environment where all members feel respected while supporting students in becoming life-long learners. Our values include the concept that "**We CARE!":**

- We participate in **Community** service and community involvement.
- We demonstrate **Accountability** for our actions.
- We maintain **Respect** for community and self.
- We show **Empathy** towards others, including personal and global issues.

OACS' goal is to ensure that, as the demographics of the larger community change, the school environment accommodates an increase in cultural and social differences. OACS systematically pre-set students, including those who may require additional SEL support without drawing unnecessary attention as a school and within the classroom. OACS has integrated reflective questions that cultivate an understanding of the school's core values during an outlined school-wide Morning Meeting.[8]

By addressing SEL and school values using a whole-school approach with classroom connection and follow-up, a level of consistency is established for staff and students that decreases attendance and behavioral concerns while contributing to how the school values are embedded throughout the OACS community.[9] This affords the Principal, Directors, Classroom Teachers, and school staff the ability to hold students to a higher level of expectation with interpersonal skills and how they communicate with one another.

OACS has partnered with the African American Cultural Center for quarterly activities to support with an understanding of diversity, equity, and inclusion as the 7% minority population in Olean, New York continues to grow.[10] An additional affiliation is with Aimee Kaple (LMHC), which will support teachers, parents, and students periodically throughout the school year. Additionally, as previously mentioned, OACS embedded volunteer opportunities into the curriculum to support students growing into a place of empathy.

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[6] **https://rdcu.be/cSjiB**

[7] Conversation with [redacted] future CEO of one of the new businesses,

[8] https://apertureed.com/4-reasons-start-school-day-morning-meetings/

[9] https://www.futureswithoutviolence.org/the-whole-school-approach/

[10] https://africanamericancenterforculturaldevelopment.org/olean/

3. Student Accountability: OACS pledges to offer a grounded, value-based environment where students are held accountable for their choices. The need for this key design element has grown directly from conversations with local parents who feel their children lack a safe school with a high-quality education. Students will be systematically exposed to reflective and open-ended questions that support students in receiving guidance with behavior and academics through morning and afternoon group meetings, individual meetings with teachers, and meetings under the Director of Student Services, including but not limited to the Social Worker, Special Education Teacher, Nurse.[11]

OACS believes it is our responsibility as educators to ensure every student receives the best possible quality education that includes individualized components and open communication among all school members including the teachers, parents, and other staff members. By increasing effective communication among the adults who interact with a student, OACS believes students will be more successful in school and life longterm.[12]

OACS will support teachers and parents while ensuring student accountability by utilizing a school-developed system called "Students Are Number One" (SANO). This system monitors student progress regarding specific goals identified by a team of educators. These goals can be academic or behavioral, and stem from open communication that occurs after the teacher attempts Tier 1 intervention strategies. Within this program will be the option for student mentoring and an internal support plan that includes counseling, and academic support services through AIS. Students identified as High Risk, SWD or ELL will receive tailored support as the team of Directors will meet weekly to address SANO referrals and ensure that plans developed support the teachers in their execution of the suggested methods as research demonstrates how vital it is for school building leaders to support teachers as they execute support plans for students.[13] OACS developed a school-wide behavior management plan embedded within the full school policy book specifically addressing behaviors parents have brought to the founding board's attention through email and general conversation including, but not limited to bullying and name-calling.

The positive results of school-wide behavior management plans prompted the founding board of OACS to develop a plan that, similarly to the curriculum, is embedded throughout the school and not held in isolation within a classroom or at a certain point of the day.[14] The OACS school-wide behavior management policy includes students earning points that convert to dollars based on their hired jobs and effective participation in the school's Program's Block, as well as abiding by the school's rules (school values) throughout the day. Class Dojo points to support students in earning the dollars they can then use to spend at the school store, save through the school bank, spend at the school post office, or at other school community program components.[15]

4. Community Involvement: OACS will include families and community members in school choices whenever possible, to ensure student success at home, in school, and in the community. This includes opportunities for diagnosed SWD, ELL students, or ED students to receive support regarding communication, identifying support services in the school, and developing connections with community organizations.

Community Service: As the curriculum incorporates community partnerships that include volunteering opportunities, students will participate in community service periodically throughout their time at OACS. Grades 2 through 4 integrate specific projects dedicated to community

[11] https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/
[12] https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree. pdf
[13] https://files.eric.ed.gov/fulltext/ED477115.pdf
[14] https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.6159&rep=rep1&type=pdf
[15] https://www.classdojo.com/

service building from K-1 Teacher guided experiences. For example, in Grade 1 students will explore printing machinery guided by the Olean Historical Society, as well as engineer a raised garden bed as a class. In Grade 2, students will collaborate with community members in smaller groups, focusing on developing their own questions regarding technology and engineering practices. Students in Grade 2 will communicate with hearing-impaired individuals to learn and practice interpersonal skills using technology in pairs.

During Grades 5-8, students participate in quarterly career exposure days (totaling visits to 16 businesses by the end of Grade 8) where students reflect and present their experiences. All grades participate in classroom community service support including, but not limited to letter writing to the elderly, food collection, and donation collection for a class-selected cause. Students in Grades 9-12 complete a minimum of 15 hours of community service each year. This process culminates in Grade 12 when students execute a solution to a self-identified community-based problem identified through the school's integrated sociology course. Students will be encouraged to approach this capstone through the lens of a researcher, as well as a scientist, practically applying the skills that were learned through the process they experienced in their younger years.

Internship Opportunities: Starting in Kindergarten, students will be exposed to speakers from local businesses with direct links to the curriculum. These presentations will be used to prompt classroom conversation with the goal of preparing students for community involvement in the future.

Specifically, in high school, students will participate in an internship opportunity for at least one semester. Students will participate in the OACS evaluation process where they are able to set goals and demonstrate how they clearly meet those goals through a mutual review process. Internships are beneficial and essential to 21st-century learning and current student success.[16] Additionally, students with special needs and those diagnosed with necessary supports have seen tremendous academic and social progress by participating in internships.[17] For this reason, OACS has developed a purposeful internship program allowing students to begin the process in Grade 8 with an on-site internship at Canticle Farms drawing parallels between the classroom STEM learning and how it is executed, as well as a full Integrated Sociology Course surrounding the concept of identifying a specific passion to delve into through an internship and development.

Home-School Connection: OACS will hire a full-time Community and Parent Engagement Coordinator. This individual will speak Spanish and support with the translations that may be necessary should the area acquire more Spanish-speaking students. OACS will support parents through parent education opportunities, monthly meetings, and monthly newsletters delivered through a Parent Calendar that are targeted to local needs and parent requests.[18]

To ensure parents of students diagnosed as SWD, ELL or ED are able to speak with their child's teacher consistently throughout the year, OACS will offer parent-teacher meetings (Munchies and a Meeting) three times per calendar year with the expectation of parents attending twice as free child care will be offered.[19]

[16] https://xqsuperschool.org/rethinktogether/high-school-paid-summer-internships/

[17] https://www.navigatelifetexas.org/en/blog/article/the-benefits-of-internships-for-people-with-disabilities

[18] https://www.childwelfare.gov/pubpdfs/parented.pdf

[19] https://kidshealth.org/en/parents/parent-conferences.html#:~:text=Parent%2Dteacher%20conferences%20are%20usually,to%202%20months%20in%20advance.

3. Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident: Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed charter school would be located.

Name: Evelyn Cruz

Parent, Spanish Teacher (past), and Community Resident

Evelyn has worked in education for approximately 7 years of formal education and 16 years total. Evelyn has worked as a Spanish teacher at two local high schools, as well as a volunteer through her community church, local soup kitchens, and Starbridge Special Education Organization. Through these efforts, Evelyn has worked to ensure policies and procedures were maintained within daycare, school-age, and classroom settings, and holds tremendous skill with meticulous planning. In the past Evelyn has run for city council, focusing on a platform of equity and support for all community members.

b. Proposal History:

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal.

Shannon McIntyre and Evelyn Cruz started the original group on 6/14/21. At that point, the initial conversation spoke about a STEM and Value-Based Academy that focused on project-based learning where students were able to have more outdoor experiences than within a typical school. This conversation stemmed from conversations Shannon and Evelyn had with parents within the community who stated they were frustrated by the lack of high-quality education. [redacted], a local teacher, joined conversations with Shannon and Evelyn but was unable to participate in developing the application due to time constraints.

[redacted] connected Shannon and Eveyln to Joe Franzen, as well as [redacted], a local musician who later developed the MLT curriculum. Joe, due to his expertise regarding project-based learning and agriculture, developed the place-based and Agriculture-based concepts for the OACS curriculum. Joe also acted as Board President during the initial application and due to family reasons could not continue on the school's founding board.

Joe's coworker, Brian Stumiller was consulted regarding outdoor education and his philosophy on what may be lacking from schools in the area and agreed to be part of the original board in 2022. Within the meeting the developed team had, it became apparent that a concrete focus on agriculture and outdoor education was essential in order for the stamp philosophy to have a means of STEM philosophy execution. Most importantly, it was recognized that OACS would fill a major gap existing in the educational system in Olean, New York due to the practical STEM focus and integration of specific values. As with Joe, Brian had a shift in his personal situation rendering him unavailable for the time commitment required to be a founding board member.

At the time Joe and Brian joined the original board, Dave McIntyre (Shannon's father) was asked to join the board due to his local and state connections within the agriculture community. Through Dave's community business connections, the board was able to pursue the

CTE Agriculture Pathway and receive projected approval based on the curriculum coursework and affiliation solidified with the University Pittsburgh, Bradford Campus. Dave was also consulted for support regarding the school's original budget due to his background in business start-up. Based on Dave's recommendation, Shannon sought support from Penny Dowell, a previous coworker whose background in business and finance became a tremendous asset to the most current application.

Due to conversations held with the CTE Department, OACS board members decided to pursue the CTE Pathway while developing the original application. [redacted] recommended consulting Dr. Jason Eastman for curriculum development, as a possible board member and possible teacher for the program. Jason brought with him a board connection to Canticle Farms that would support the work-service and CTE Progams.

While the CTE Program coursework was being developed, integrated Art and Music courses were developed with support from the Olean Historical Society, African American Cultural Society, and other local affiliates. These were planned by [redacted] and [redacted], a STEAM Coordinator from Williamsville, NY and Dave's wife (Shannon's mother), though neither was able to support with the proposal.

Penny Dowell was approached by Evelyn as the board required more specific budgeting and financial support. Penny has also worked in general school operations.

Most recently, Laura was approached by Shannon at a Starbucks after overhearing a conversation. She agreed to be part of the founding board due to her connections and experience with the YMCA, diet, and nutrition. Laura Toczek currently supports website updates, Facebook development and marketing and is eager to see a school with an agriculture focus open in the area.

While Evelyn, in combination with the team, originally developed the community outreach plans, all members of the board contributed to the selected business to approach for affiliation and general support. Shannon and Evelyn developed the Facebook website with board members' support, which supported assembling information from general supporters, and potential parents, as well as general supporters. Dave, Joe and Brian (previous board members) worked with Shannon and Evelyn to obtain letters of support, community connections, and support the curriculum development with Shannon and Jason supporting. .

As a team, the board read and utilized the document: Charter School Enrollment: A Toolkit for Board Members document to develop effective recruitment and enrollment plans.[1] All members had input on each component and major decisions were voted on during board meetings and group events. Shannon was tasked with assembling the information into the application format.

[redacted], Joe, and Brian remain supporters of the school, acquiring parent signatures, performing music and outreach events, and supporting community affiliations. Shannon, Evelyn, Dave Penny, Jason, and Laura are the current founding board of Olean Academy Charter School.

Discuss any assistance the founding group received from outside advisors (e.g., support organizations or consultants), even if these outside advisors are not active members of the founding group.

[1] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Enrollment.pdf

Currently, the founding group was offered support from [redacted], a financial advisor who offered support regarding budget development, and to work with the Founding Board if requested. This support was a donation and arranged by [redacted], a businessman and philanthropist who has worked in the Olean area in the past, was informed of Olean Academy Charter School's possible opening, and was eager to support educational options in the community.

In the past, Shannon McIntyre explored the option of hiring [redacted] from WDJ Company to support the editing and verbiage within this application. Due to the timing of the submission, [redacted] was not able to be hired to support.

c. List of Founding Team Members

Provide a brief biography (approximately one paragraph) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school.

Name: Joe Franzen
Not active on the board
Background: Joe supported the development of the Agriculture Program, a vital component of this application. Joe also supported the acquisition of necessary and public outreach for the success of the program. Joe has a 16-year career in environmental studies, social studies, and culinary agriculture studies. Joe has extensive experience with FRPL and low SES populations and has advocated for food sustainability. Joe has used place-based education to support alternative and traditional learning environments.

Name: Brian Stuhlmiller
Not active on the board currently
Background: Brian has supported with reviewing and editing the application in the past. Brian has worked as an educator for 5 years focusing on outdoor education and project-based learning. Brian has most recently explored place-based outdoor education and has developed an outdoor education program for a neighboring district. Brian believes there is a natural alignment between STEM and agriculture and sees the connection as an essential component of Olean area students' lifelong learning.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees and/or any other charter authorizer (e.g., the New York State Board of Regents).

• **The name of the proposed charter school(s) when previously submitted:** Olean Academy Charter School
• **The date(s) of the previous submission(s)**:
Full Application submitted: 2022, per Board of Education Schedule
Feedback Received: October 30, 2022
Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide: The Olean Academy Charter Board is not currently applying to any other charter entity in New York or outside.

• **The name of the charter entity**: The New York State Board of Education
• **The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted:** Olean Academy Charter School projected to open 9/2023
• **The status of the application(s):** Rejected and not resubmitted with a new Letter of Intent
• **If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity, or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial:** This is not applicable
• **If the application was granted, but the charter school is no longer in existence, please provide an explanation:** This is not applicable

• A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons, therefore.
• Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal:

The feedback received prompted the OACS board to incorporate an individual focused on marketing to ensure other members could be more focused on meeting the recommendations. Sections requiring research backing and support were lengthened and given more detail including methodology and specific pedagogy along with reasons.

Regarding the leadership structure, with the maximum student enrollment expected to be at under 300 students in the first 5 years, and given the nature of the community size, the governance structure is meant to consider a small environment and avoid 2 heads of school which would be an unnecessary expense given the focus on school culture, cohesiveness, and community. Herefore, more explanation was offered along with specific terminology for the type of leadership and why. The curriculum component is explained in more detail, as well, as working to paint a full scope of how student needs will be addressed. This includes the ELL program, which was considered, but required a deeper explanation.

The current application includes deeper statistical information on the number of students in the community and designates a deeper reason for serving the community including additional conversations with the NYS Agriculture Education Department. A more detailed explanation of the Professional Development Plan was also included.

Additionally, academic operations were also explored and clarifies to ensure that Educational Law is met including regarding those with special needs.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
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Via Electronic Transmission

October 30, 2022

Joseph Franzen, Proposed Board Chair
Proposed Olean Academy Charter School
[redacted]

Shannon McIntyre, Public Contact
Proposed Olean Academy Charter School
[redacted]

Dear Mr. Franzen and Ms. McIntyre:

Thank you for your submission of the application to establish **Olean Academy Charter School**. After a comprehensive review of the application, the New York State Education Department's Charter School Office (NYSED CSO) finds that the proposal does not fully meet the evaluation criteria set forth in the 2022 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP).

In accordance with the RFP criteria and review process, your charter school application was evaluated by a peer review panel, which included former and current educators active in public schools (including charter schools) and qualified Department staff members. Attached is a summary of review panel of findings for the consideration of your applicant group.

We acknowledge the time and effort your founding group put into developing your application to meet the needs of students in your community. We invite you to review and consider the forthcoming summary of findings and resubmit your application in a future round of new charter school applications. Please take time to thoroughly review the attached summary of findings with the members of your applicant group. If you have questions or wish to discuss these findings, please feel free to contact me at 518-474-1762 or at vickie.smith@nysed.gov.

Thank you again for your commitment to excellent schools.

Sincerely,

Vickie Smith
New Schools Coordinator

cc: [redacted]

The following summary of reviewer findings is intended to provide the applicant group with a better understanding of the rigorous criteria and expectations for approval to establish a high-quality charter school. The findings presented are highlights of specific deficiencies that were noted by the review panel but should not be viewed as a complete compilation of changes that should be made to the proposal. If the applicant group seeks to submit an application to establish a Regents-authorized charter school in the future, the group should review these findings and consider appropriate modifications to the school design plan in view of the evaluation criteria published in the *2022 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents* (RFP).

Summary of Findings

Overall, the review panel rates the application to establish the **Olean Academy Charter School** as "approaching standard" based on considerable concerns identified in all three sections of the application. Specifically, the applicant group fails to satisfy the evaluation criteria for the most critical of areas, including mission statement and objectives, key design elements, curriculum and instruction, special student populations and related services, achievement goals and budget. Also, the application group describes a myriad of programs it intends to use but fails to explain how these programs are integrated into a coherent academic program. The following highlights the deficiencies found in the application:

SECTION I: MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

- **Section I(A) Mission Statement and Objectives**: The applicant group addresses all evaluation criteria; however, the review panel raised concerns related to two evaluation criteria.

    - Evaluation Criteria 2. Present a mission statement that defines the purpose and key values of the proposed charter school, informs the public about the students the school intends to serve and incorporates language regarding the priority school design(s).

    - Evaluation Criteria 6. Present measurable goals that reflect the school's mission, including academic performance goals, particularly for grades K-2 if applicable, and provide compelling rationale for the rigor and ambitiousness of those goals, including evidence and/or data.

Reviewers indicate that the mission statement and objectives provide a portrait of an innovative approach. However, reviewers commented that this section does not focus on academics or how the charter school will be accountable to higher academic standards. Additionally, the review panel did not find this section to present clear and measurable outcomes or sufficient evidence to show how the K-8 curriculum will expand learning experiences in a way that contributes to increased academic learning and achievement. There are no specific academic performance goals for K through Grade 2.

- **Section I(B) Key Design Elements:** The applicant group addresses all evaluation criteria; however, the review panel noted that the applicant group did not follow instructions as per the RFP

    - Evaluation Criteria 1. Provided a bulleted list of Key Design Elements.

The applicant group's response did not include a bulleted list of Key Design Elements. However, all Key Design Elements prompts were identified and addressed.

- **Section I(C) Students and Educational Milieu:** The applicant group fails to address the following evaluation criteria:

    - Evaluation Criteria 1. Demonstrate clear knowledge of the community and understanding of its needs. At minimum this must include an analysis of the CSD in which the proposed school will be located, including demographics of the community and description of local schools.

    - Evaluation Criteria 2. Demonstrate clear knowledge of the target student population and understanding of its needs.

    - Evaluation Criteria 3. Present a compelling rationale for selecting the school community and target student population and explain the applicant group's ability to serve this community.

    - Evaluation Criteria 4. Demonstrate how the proposed school increases options and innovation in the community.

    - Evaluation Criteria 8. Describe in detail how the school will engage with, enroll, and retain students who meet the described priority school design(s).

The applicant group provides some valuable information about students and the educational milieu; however, the narrative lacks specific detail for the reader to gain a clear knowledge of the community to understand its needs.

The rationale for selecting the school community is vague and lacks detail to make it compelling. For example, the applicant group doesn't present an understanding of the district's STEM program, only the belief that STEM not be an after school option, but rather integrated into the curriculum as a better approach. Unfortunately, in their design, the applicant group does not provide information sufficient to indicate that they understand the rigorous academic focus that is required.

- **Section IF: Enrollment, Recruitment and Retention** The applicant group fails to address the following evaluation criteria**:**

    - Evaluation Criteria 2. Provide a student recruitment plan that specifically addresses SWDs, ELLs, and EDs, is likely to achieve the school's enrollment targets, and demonstrates how students will be given an equal opportunity to attend the charter school. Practices used, or to be used, that have demonstrated success with comparable populations, or in the school(s) being replicated, should be included.

The applicant group's responses partially meet the evaluation criteria for this subsection. Most importantly, evaluation criteria 2 was not met. The applicant group fails to address how the school's curriculum and instructional practices will meet the needs of SWDs, ELLs, and EDs which may have an impact on enrollment and retention targets of student populations.

SECTION II: EDUCATIONAL PLAN

- **Section II(A) Curriculum:** The applicant group fails to address the following required evaluation criteria:

    - Evaluation Criteria 1. Present a clear and coherent education philosophy that informs the design of the academic program.

    - Evaluation Criteria 2. Provide specific research and theories that support the school's approach to teaching and learning.

The applicant group fails to present a clear and coherent education philosophy with any indication of a focus on an academic program. Research and theories are not presented that support the school's approach to teaching, learning or accountability. Additionally, the hiring of a Community and Parent Engagement Coordinator does not, in and of itself, reflect a philosophy that will prepare the whole child and student identified as ED, Ell or SWD for the rigors of an academic program.

- **Section II(B) Curriculum:** The applicant group fails to fully address the following required evaluation criteria:

    - Evaluation Criteria 2. Present a reasonable plan for developing and implementing the school's curriculum, particularly in the core academic areas of ELA, mathematics, science, and social studies.

    - Evaluation Criteria. Required Attachment 3a: Student and Teacher "Day in the Life"

The applicant group fails to fully satisfy evaluation criteria 2, 3, 4, 6, 7, and 8. Specifically, the applicant group's responses did not include any reference to academic subjects namely reading (ELA) or math at the elementary and middle school level in response to evaluation criteria 2.

Attachment 3a focuses on a day in the life of a student but fails to fully reflect a day in the life of a teacher as requested. The reviewers commented that missing from the applicant group is a member who has some expertise in early childhood and/or elementary curriculum development.

- **Section II(C) Instruction:** The applicant group fails to address the following evaluation criteria listed below:

    - Evaluation Criteria 3. Provide precise definitions of instructional rigor and engagement and present a plan that is likely to ensure rigorous and engaging instruction.

    - Evaluation Criteria 4. Explain how the proposed instructional methods will provide special student populations with full and meaningful access to the curriculum.

Missing from the narrative are precise definitions of instructional rigor and engagement and a corresponding plan that is likely to ensure rigorous and engaging instruction (IIC3). In addition, the explanation of how the proposed instructional methods will provide special student populations with full and meaningful access to the curriculum is lacking in detail (IIC4).

- **Section IID: Special Student Populations and Related Services and Attachment 13:** The applicant group fails to address the following evaluation criteria:

    - Evaluation Criteria 1. Unless covered in Attachment 13, provide specific plans for meeting the needs of special populations both within general education classrooms and in other settings.

    - Evaluation Criteria 2. Unless covered in Attachment 13, provide specific plans for meeting the needs of special populations that align with other application sections, including target population, curriculum, instruction, assessment, staffing and budget.
    - Evaluation Criteria 3. Unless covered in Attachment 13, describe a Response to Intervention (RTI) process for identifying and meeting the needs of struggling students.

    - Evaluation Criteria 4. Demonstrate a clear understanding of law and regulations regarding identification and services for special populations, including the role of the Committee on Special Education (CSE) and Individualized Education Programs (IEPs).

- Evaluation Criteria 5. Describe the specific special education services that will be offered with a compelling rationale for selecting those services.

- Evaluation Criteria 6. Explain how the school will work with the districts of residence to ensure that eligible students receive services consistent with their IEPs and comparable to services provided in other public schools in the district.

- Evaluation Criteria 7. Describe how the school will manage IEP record-keeping, including the processes for providing copies of the IEPs to teachers and service providers.

- Evaluation Criteria 8. Unless covered in Attachment 13, demonstrate how the general education classroom environment and instructional approach will be responsive to the needs of special student populations and explain how they will be effectively coordinated with other interventions and services for special populations.

- Evaluation Criteria 9. Unless covered in Attachment 13, provide compelling research or evidence that demonstrates the appropriateness and effectiveness of the school's approach to serving special populations.

The applicant group fails to address specific plans for meeting the needs of special populations both within the regular classroom or in another setting (Evaluation Criteria 1 and 2). The applicant group fails to demonstrate an understanding of legal requirements regarding special populations.

The RTI process does not appear to exist, though the response seems to be the SANO process. Terms like Montessori, Waldorf and the Amara Berri System are thrown in and footnoted, but none of these specific theories or methodologies appear to be an integral part of the program to meet the unique needs of at-risk students, nor is there any evidence that teachers will be trained to consider alternatives that could directly impact the learning of special student populations.

The applicant group responses to evaluation criteria for Attachment 13 demonstrates a lack of familiarity with current requirements for screening, identification, placement, review, and exit criteria for English Language Learners. The response also demonstrates insufficient knowledge in current practices for instruction, support, professional development, and data. It is unclear why the applicant group would choose to reference "English Language Learners in the Elementary Classroom: A Handbook for Beginning Teachers" written in 2004 and posted on the Penn State College of Education website rather than seeking guidance from the NYSED Bilingual Education & English as a New Language website.

- **Section II(E) Assessments:** The applicant group fails to address the following evaluation criteria:

- Evaluation Criteria 1. Present a comprehensive academic and social-emotional assessment plan likely to meet the needs of all stakeholders.

- Evaluation Criteria 2. Present an assessment plan that aligns with the school's mission, goals, and education philosophy.

- Evaluation Criteria 3. Present an assessment plan that is authentic, embedded in teacher practice, ongoing, leads to targeted supports/interventions, aligned to state standards or assessments, and aligned with the calendar, curriculum, staffing, budget, and other sections of the application.

- Evaluation Criteria 4. Demonstrate the ability to ensure valid and reliable assessments.

- Evaluation Criteria 5. Demonstrate understanding of and commitment to assessment requirements applicable to all public schools consistent with state law and relevant policies of the Board of Regents, including the New York State Testing Program.

- Evaluation Criteria 6. Present a clear and credible plan for sharing relevant data with students, families, and the school community.

The applicant group's responses reflect an underdeveloped plan lacking in clarity and specificity necessary to guide implementation of a school-wide assessment plan. In addition, a plan for sharing data with the school community is not addressed (IIE6).

The applicant group has intentions of using formative, interim, and summative assessments to evaluate student progress, but these are not the typical valid and reliable assessments that would drive an achievement-oriented instructional program. The names of some specific assessments (Fountas and Pinnell, STAR) are enumerated but are generally associated with coherent instructional programs. In grades K-2 summative assessments are conducted with respect to a monthly project, this in no way can be construed as a measurement of grade level expectations. Also, benchmark assessments cannot be developed by teachers using publicly released NYS test questions. Though the applicant group's intent is to develop a portfolio system, this does not negate the importance of using a data system for collecting, storing, analyzing and using assessment data to evaluate student performance, plan progress monitoring, and set achievement goals.

- **Section II(F) Performance, Promotion, and Graduation Standards:** The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria 1. Demonstrate that promotion and graduation standards are aligned with the school's mission, goals, educational program, and assessment system.

- Evaluation Criteria 2. Demonstrate adequately rigorous performance standards that will allow the school to achieve the benchmarks in the Framework and mission-specific goals.

- Evaluation Criteria 3. For high schools, demonstrate that the school's graduation standards are aligned with state requirements for obtaining a high school diploma.

- Evaluation Criteria 4. Describe a viable plan for meeting the needs of failing students.

The applicant group has not demonstrated that the school's performance and promotion standards are aligned with state requirements. Exit standards at the end of each grade call for proficiency demonstrating that students met the "listed standards."

The applicant group's responses lack cohesion and fails to clearly describe a viable plan for meeting the needs of failing students. The narrative brings into question the applicant group's understanding of the RTI process and leaves the impression that all students struggling to maintain a high standard due to work performance, fear, anxiety, stress or defiance shall be referred to Tier 2 Intervention. The narrative also puts the responsibility on students in Grades 2 through 12 to communicate their needs when their level of work-performance does not match their highest ability which may not be a realistic expectation.

- **Section II(G) School Climate and Culture:** The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria 1. Present a vision of school culture that aligns with the school's mission and education philosophy.

  - Evaluation Criteria 2. Provide any research or proof of effective existing models that support the proposed approach to school culture and discipline.

  - Evaluation Criteria 3. Explain who has primary responsibility for school culture and discipline.

  - Evaluation Criteria 4. Describe the strategies and staff the school will employ to develop and sustain this school culture.

  - Evaluation Criteria 5. Explain how the school will establish a safe and orderly school environment that is conducive to learning.

  - Evaluation Criteria 6. Explain how the school will promote, monitor and assess the social-emotional development of its students.

  - Evaluation Criteria 7. Explain the school's approach to student behavior management and discipline for both the general student population and for SWDs.

- Evaluation Criteria 8. Explain how the school will monitor and evaluate the efficacy of school culture and discipline.

The applicant group's narrative focuses primarily on classroom /teacher based discipline and the use of the Class Dojo system of awarding and removing Dojo points/dollars. SEL is cultivated during Morning and Afternoon Meeting times and specific SEL standards are part of the school's curriculum. However, the applicant group does not present a clear and cohesive school-wide discipline policy that includes due process procedures in accordance with federal law.

SECTION III: ORGANIZATIONAL AND FISCAL PLAN

- **Section III(A): Organizational Structure:** The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria 1. Present an organizational chart with clear lines of accountability and reasonable supervision responsibilities over the course of the charter term.

  - Evaluation Criteria 2. Present an organizational chart that aligns with the school's mission, program design, staffing plan, budget, and other relevant sections of the application.

  - Evaluation Criteria 3. Demonstrate a clear understanding of the administrative relationship between the charter school and the Board of Regents as the chartering entity.

The applicant group presents an organizational structure that does not conform to best practices. Nor does this organizational structure appear appropriate for this school. The organizational structure consists of 4 Directors plus the Principal, all overseen directly by the Board that also conducts the annual evaluations of all directors and teachers. Most of the applicants have a strong business/corporate background or interest, making it questionable that they possess the understanding and expertise to operate and operationalize a charter school. Running a small business is unlike the data systems needed to collect, analyze and use the information to improve student achievement and programs.

Reviewers raised some concern that the identified school leader does not appear to have sufficient boots-on-the -ground experiences.

For evaluation criteria 3, the narrative does not directly address the relationship with the Board of Regents as the chartering entity.

- **Section III(B) Board of Trustees and Governance:** The applicant group fails to address the following evaluation criteria:

- Evaluation Criteria 1. Demonstrate a clear understanding of the key roles and responsibilities of a charter school board of trustees and its officers, including the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity.

- Evaluation Criteria 5. Incorporates principles and practices of diversity, equity, and inclusion into board policies and membership. A plan to ensure ongoing commitment to diversity, equity, and inclusion in board policies and membership is included in the application. The application outlines how diversity, equity, and inclusion will frame the academic and social-emotional supports provided to students and the community the proposed school seeks to serve.

The applicant group's response does not address the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity (IIIB1). In addition, no response is provided for IIIB5 regarding principles and practices of diversity, equity, and inclusion into board policies and membership.

- **Section III (C): Management and Staffing**: The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria2. Describe a proposed school leader with the qualifications to effectively manage the school or, if a leader has not been proposed, describe an effective process for identifying and recruiting such a leader.

  - Evaluation Criteria 3. Demonstrate an understanding of management needs with respect to curriculum and instruction, assessment, special populations, teacher development and evaluation, operations, finance, facility, health services, food services, transportation, and security.

  - Evaluation Criteria 4. Describe an effective plan for administration and implementation of special education and ESL programs. 5. Present job descriptions of all key positions, including qualifications and responsibilities, that align with the school's mission, design, and education philosophy.

  - Evaluation Criteria 9. Describe how the school will address potential human resource challenges as the school grows to scale over the course of the charter term.

  - Evaluation Criteria 10. Explain how the school will promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would be managed by a board of trustees and school leadership team which will be primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A.

- Evaluation Criteria 11. Explain how the school is designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would maintain a teaching staff primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A, with additional incentives and supports for such teaching staff such as student loan payment assistance and/or assistance with acquiring NYS teacher certification.

  Overall, the Management and Staffing Section IIIC lacks cohesion to provide the reviewers with a thorough understanding of how the school will be operated and managed. The picture of the school's operating structure and priorities does not appear to meet the research-based standards of a high functioning charter school. The applicant group's response does not follow or fully address the prompts for Section IIIC making it difficult to review and evaluate. The school proposes a non-traditional and unusual leadership plan that includes 5 equal administrative positions, all reporting to the Board, all with the same salaries, and all evaluating each other (anonymously). The 5 positions are: Principal, Director of Student Services, Director of Finance, Director of Operations, and Director of Programs. In addition, many responses do not address specific prompts. No responses are provided for IIIC9, IIIC10 or IIIC11. Equity and diversity are not addressed.

- **Section III (D): Staff Supervision and Development**: The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria 1. Describe specific roles and responsibilities of school staff and any other individuals or organizations involved in providing teacher support and professional development that align with the school's education model and staffing plan.

  - Evaluation Criteria 2. Present a credible plan for identifying both school-wide needs and the individual needs of administrators and teachers.

  - Evaluation Criteria 3. Describe a comprehensive professional development and training plan that is likely to produce effective administrators and teachers who enable the school to achieve its mission and goals and meet the needs of all students, particularly those students identified as at-risk of academic failure, SWDs, and ELLs.

  - Evaluation Criteria 4. Provide a reasonable plan for monitoring and evaluating the professional development program.

  - Evaluation Criteria 5. Provide adequate planning and collaboration time to effectively develop curriculum and assessments and implement purposeful, rigorous, and engaging instruction.

The applicant group's staff supervision and development plan does not fully address two of the five prompts and fails to address the other three prompts. Additionally, the applicant group did not describe a comprehensive professional development and training plan that would produce effective mid-level administrators and directors and teachers in order to enable the school to achieve its mission and goals and in particular meet the need of those students identified as at-risk of academic failure, SWDs and ELLs. A chart outlining the professional development should indicate when trainings will occur, the name of training topics, and who will conduct those trainings.

- **Section III(E): Evaluation:** The applicant group fails to fully address the following evaluation criteria:

    - Evaluation Criteria 1. Provide rigorous evaluation processes and procedures for all stakeholders that are likely to identify valid strengths and areas for improvement.

    - Evaluation Criteria 2. Present a credible plan for using evaluation results to ensure improvement and achievement of the school's mission and goals and the benchmarks in the Framework.

    - Evaluation Criteria 3. Demonstrate the capacity to hold stakeholders accountable for school performance.

    - Evaluation Criteria 4. Present a reasonable plan for programmatic audits that take place at least annually..

    The applicant group has committed to a portfolio system for staff evaluations which directors submit to the board of trustees rather than to the school leader. This approach does not seem to foster collegiality and positive school culture of support. The Principal submitting a portfolio to the Board is positive, but portfolios of the Directors should be submitted to the principal (rather than Board), who should be an educational leader with wide expertise, able to engage in conversations about the elements provided and suggestions for how to improve overall school performance. One teacher evaluation program, be INTASC or NYSED recommended, should be utilized with appropriate PD for teachers, administrators (and Board!), so that everyone has common knowledge of the schools teaching and learning that can provide opportunity for accountability for growth in needed areas. A focus on the evaluation of data and accompanying professional development is needed, so that there is development of a school plan ensuring improvement and achievement of the school's mission and goals and the benchmarks in the framework. It also seems problematic to award point and prizes to staff for fulfilling their obligations and responsibilities.

- **Section III(H): Non-Academic Operations:** The applicant group fails to fully address the following evaluation criteria:

- Evaluation Criteria 1. Present reasonable plans for providing health services that meet legal requirements and align with the school's program, staffing, and budget.
- Evaluation Criteria 2. Present reasonable plans for providing food services that meet requirements and align with the school's mission, program, target student population, staffing, and budget.

- Evaluation Criteria 3. If the school will provide transportation to students, present a thorough, realistic, and cost-effective transportation plan; provide specific evidence of third-party readiness and terms for providing transportation services consistent with the school's budget assumptions, including an assurance that it will provide special transportation and accommodations that are included in a student's IEP or 504 plans.

- Evaluation Criteria 4. If the school will not provide transportation to students, present a clear statement of the school's intent not to provide transportation services; describe viable transportation options for students; and describe contingency plans to provide transportation services that are included in a student's IEP or 504 Plan.

- Evaluation Criteria 5. Present a reasonable plan for managing non-academic operations (including facility, technology, student information and other record-keeping, procurement, compliance and reporting, security, and custodial services) that demonstrates anticipation of challenges and capacity to meet school, student, and family needs.

The applicant group's descriptions relative to non-academic operations do not reflect "on-the-ground" experience with managing a school or an understanding of how non-academic operations or services are provided for charter schools under Education Law. The applicant group does not provide information in a cohesive manner and includes a significant amount of extraneous information.

- **Section III(K): Budget and Cash Flow:** The applicant group fails to address the following evaluation criteria:

  - Evaluation Criteria 1. Present a balanced budget that is sound and reasonably likely to support start-up and operation of the school throughout the charter period.

  - Evaluation Criteria 2. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt.

  - Evaluation Criteria 3. Demonstrate ability to plan for cash flow during the first year of operation such that the school can cover its monthly costs.

- Evaluation Criteria 4. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing, and facility.

- Evaluation Criteria 5. Demonstrate concrete commitments for contributions necessary to achieve a balanced budget.

- Evaluation Criteria 6. Provide for the establishment of an escrow account of no less than $100,000 ($20,000 per academic year for the first 5 years of operation) to pay for legal and audit expenses that would be associated with dissolution should it occur. The school may provide for the full amount in its first-year budget or provide for a minimum of $20,000 per year for the first five years of its charter term.

- Evaluation Criteria 7. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation.

- Evaluation Criteria 8. Budget lines in the budget template include detailed and understandable budget assumptions.

The applicant group appears to have a significant amount of financial expertise among the members of the proposed board who acknowledge the processes that are required to manage the school's finances. However, the board will benefit from having an individual with a knowledge base that is aligned with school operations rather than business operations. The review panel commented that it is not clear whether adequate attention has been paid to the costs of program development, instructional resources, professional development to meet the needs of the curriculum, and staff with the appropriate expertise to meet the needs of as-risk students.

The completed workbooks in the budget template are not clear with respect to staffing and costs. The budget does not reflect an understanding of what is needed to operate a successful STEM charter school program and one that is both rigorous academically and supports the agricultural CTE options. The budget lines are not consistent with and supportive of key parts of application, including the mission and objectives; a high quality academic education program (curriculum, instructional resources, and staffing, particularly to meet the needs of SWDs and ELLs).

OVERALL

The applicant group demonstrates an understanding of the development of financial policies but makes assumption about school-specific staffing, programs, curriculum and instruction that do not appear to lead to the formation of a quality charter school. The budget does not reflect adequate support for the necessary professional development. One concern is that the compensation, despite it being aligned with the Olean Public Schools may not be commensurate with attracting the highly qualified and certified teachers (for AIS, SWDs, and STEM subjects).

The applicant group gives little attention to K through Grade 8 curriculum, and the planning for the early childhood grades is woefully absent. Courses of study seem to be downloads of standards/expectations with no clear understanding of how the school plans or means to meet those expectations.

The education of special populations is very weak, and assumptions that a school-developed system called “Students Are Number One” (SANO) (to monitors student progress regarding specific goals identified by a team of educators) could adequately substitute for appropriate interventions, indicates little knowledge of how to meet the curriculum and instructional needs of ALL students.

There are many unanswered questions about how the school will meet the needs of SWDs, ELLS and at-risk students through appropriate structures, curriculum resources such as intervention programs. Funding for PD in the pre-opening budget, but it is not clear how those funds will be expended (when, whom to deliver and conduct, important topics to ensure a successful startup). Also, there appears to be an over reliance on institutions of higher education and community organizations to train teaching staff. Overall, the applicant group’s ability to ensure a high performing charter school that includes rigorous comprehensive academic program and the financial viability of the school to do that is not clearly articulated in the application.

Joseph Franzen

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Education and Qualifications:

2016-2017: Environmental Educator Certification- Certification through Kentucky Environmental Education Council and North American Association of Environmental Educators accredited

2013-2015: University of Louisville- Masters in Education: Concentration in Teacher Leadership, Certificate in Diversity Literacy- 1 of 6 teachers chosen through a competitive process to be part of the CARDS scholarship program to promote social justice and culturally responsive teaching in JCPS

2006-2008: University of Louisville- Masters in Teaching: Alternative Certification Program, Teaching Certificate Social Studies 5-12

2002-2006: Washington and Lee University -B.A. American History, B.A. Anthropology/Archaeology, Sarah G. Ball Teaching Award and Scholarship

ACT: 29 (2001) SAT: 1360 (2001)

Employment History:

[redacted]

[redacted]

[redacted]

[redacted]

2012 & 2015: Presenter at Healthy Foods Local Farms Conference Presenter at Louisville Bioneers Conference

2013: Speaker at Pecha Kucha Louisville at Metro Hall: Present to a crowd of 200+ on sustainable, project based, and community centered education.

2013: Present with Navajo Kentuckians at Cultivating Food Literacy Symposium at Middlebury College, VT. Navajo Kentuckians were introduced by Dr. Claudine Brown from the Smithsonian Institution.

2013: Recipient of Green Spark Award for Education for Environmental Ed. Recipient of the Gheens Innovation Award Grant

2010-2012: 21st Century Parks-FCHS Liaison: Designed and implemented interdisciplinary outdoor studies curriculum in collaboration with the young park system.

2010-2012: JCPS School Garden Construction: Designed and constructed over 26 school gardens with student workers during the school year and summer as part of a CDC grant.

2010-2011: Board Member of Breaking New Grounds a non-profit community composting organization

2008-2010: Board Member of the Clear Creek Conservation Committee

Competencies and Skill Areas:

- Development of interdisciplinary, community oriented, project-based curriculum with specialties in the areas of food studies, environmental education, outdoor exploration, and social justice and managing a classroom utilizing that curriculum.

- Management of a school garden including building and maintaining raised beds, keeping two flocks of chickens from hatching to egg sales, planting and care for 40 plus tree orchard.

- Creating and managing an urban homestead.

- Campus stewardship in restoring wetlands, building outdoor classrooms, increasing tree canopy,

- Developing sustainable infrastructure and developing behavioral systems of management.

- Public speaking

Publications and Articles:

2020- Co-authored *Say Yes to Pears: Food Literacy in and beyond the English Classroom* publish by National Council for Teachers of English https://sites.middlebury.edu/bltnmag/2020/05/21/affirmation-and-invitation-say-yes-to-pears/

2016- Redefining food literacy: http://www.courier-journal.com/story/opinion/contributors/2016/08/24/classroom- connection-redefining-food-literacy/88490044/

2015- 'Green' Curriculum Inspires Fern Creek Students: http://www.courier-journal.com/story/life/food/2015/10/26/green-curriculum-inspires-fern- creek-students/74405862/

2015- Fern Creek Serves Life Lessons in Food Class: http://www.courier-journal.com/story/news/education/2015/11/23/fern-creek-serves-life- lessons-food-class/74261940/

2015- Spotlighted in *This Is Disciplinary Literacy* by Releah Cosset Lent, Chapter 6 2014- A Taste for Learning: http://ediblecommunities.com/louisville/april-may-2014/a-taste-for-learning.htm

2013- *Harvest Time*, The Green List, pg 16.: http://www.greenlistlouisville.com/static/pdf/GreenList_Fall_Issue_FULLwebversion.pdf

2013- Navajo Nation and JCPS Students Use Louisville to Study Food and Culture http://wfpl.org/navajo-nation-and-jcps-students-use-louisville-study-food-and-culture/

-Host website: https://navajokentuckians.com/

2012- A Case for Food Literacy: http://sites.middlebury.edu/bltnmag/2012/10/25/food-literacy/

2011- Locavore Lore: http://www.leoweekly.com/2011/11/locavore-lore-the-breakfast-club/

2011- Louisville Schools Add Gardening to the Agenda: http://www.nbcnews.com/id/45181620/ns/us_news-life/t/louisville-schools-add-gardening-agenda/#.VyppsPkrJdg

2010- Home Grown Holiday: http://onlinedigeditions.com/display_article.php?id=546774

2008- Summer in the Wild http://www.sentinelnews.com/content/summer-wild

2008- Trash Class- Studying Society Through Trash http://www.sentinelnews.com/content/trash-class-studying-society-through-trash

Brian Stuhlmiller

[redacted]

Education

-University at Buffalo Graduate School of Education -Teacher Education Program (May 2020)
-Bachelor of Science in Environmental Studies, University at Buffalo (May 2017)
-Concentrations: Environmental Policy and Education, Environmental Resources and Management

Experience

[redacted]

[redacted]

R-03g – Probationary Status of Affiliated Charter School(s).

If any currently operating charter school within the proposed education corporation or associated with the proposed charter management organization has been in violation of the terms of their charter or been placed on probationary status or any other corrective action within the current charter term, please provide written confirmation from the existing authorizing entity that the conditions related to the violation or probationary status have been satisfied and lifted.

This section does not apply to Olean Academy Charter School.

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

a. Description and Analysis of Community Outreach Efforts Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

• The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;

• The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,

• The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

Strategies:

General School Public Outreach research "substantiates that developing genuine family-school partnerships supports student and school success".[1] After conducting significant research within the community, the founding board determined to drive public outreach based on 4 goals that support parent understanding[2]:

1. Communicating High Expectations: This goal will focus on clarification policies and procedures at all levels: school, district, state, and federal.

2. Monitoring Performance: This goal will focus on supporting parents and community members in understanding progress monitoring and the resulting actions based on the results. This will be addressed upon school opening.

3. Supporting Learning At Home: This goal will focus on offering parents options to support their child's learning at home, as well as understand how OACS can support the home-school connection.

4. Guiding Parents in Advocating For Their Children:This goal will focus on supporting parents in understanding the systems for effective communication with the school. This goal will specifically incorporate the use of community members who are active advocates for parents and their children, highlighting SWD, ELL and those who receive specific interventions.

Until now, each goal was specifically addressed throughout the public outreach efforts. Future plans include the same structure with a deeper incorporation of community affiliates who have requested or agreed to support OACS mission and goals for public outreach. Below is the updated outreach calendar including events planned until July 2023.

In-Person Outreach Plan:

Date	Communicating High Expectations	Monitoring Performance	Supporting Learning at Home	Guiding Parents on Avocation	General
6/9/22	Open Forum: What is Olean Academy: In-person Q&A				
6/20/22				Parent Meeting: Parent involvement in event planning and grant writing opportunity.	
6/25/22			Farmers Market: Table at the Farmer's Market.This activity is to give students and parents the opportunity to talk to Olean Academy representatives.		

[1] Moll, Amanti, Neff, & Gonzalez, 1992 4 Henderson & Mapp, 2002 5 Wood & Bauman, 2017

[2] https://www.pacer.org/about/programs/family-engagement-center/

6/28/22				Parent Meeting: Parent involvement in event planning and grant writing opportunity. Olean Public L brary. from 5:00 pm - 6:00 pm in the Gallery Room. Presenter will be Ms. Shannon Mcintyre.	
7/4/22			Community Outreach: Table at the War Veterans Park. We will have an information table at the park; connecting with the families celebrating the 4th of July.		
7/12/22	1st Part:Open Forum: What is Olean Academy: In- Peson Q&A From 5:00 pm - 6:00 pm 2nd Part: Open Forum: Special Education: In - Person Q&A From 6:00 pm - 7:00 pm			In our effort to give parents information to better advocate for their children we will be holding a two part meeting. First parents will have the opportunity to ask questions and clarify any doubts they may have about charter schools facilitated by Mrs. Evelyn Cruz and Ms. Shannon Mcintyre.The second part will be dedicted to Olean Academy's Special Education Policy and will be facilitated by [redacted]	
7/23/22			Community Outreach: Geocaching: Searching for a hidden treasures in Lincoln Park using coordinates.		
7/25-7/29				Free Literacy Tutoring	
7/26/22	Open Forum: What is Olean Academy: In - Person Q&A				
7/29/22			Movie Night: Family fun activity sponsored by our affiliate "La Dolce Vita" cafe. Representatives of Olean Academy will be there to answer questions and give out information concerning the school.		
8/13/22			Community Outreach: StrOlean: Table on Union Street outdoor fair. We will have an informational table to give the community the opportunity to speak to a representative of Olean Academy and ask us questions.		

8/20/22			Community Outreach: Free Yoga Class. Family Friendly Activity at the Oak Hill Park. Professional Yoga instructor will direct the participants in a series of stretch movements and breathing exercises. Representatives of Olean Academy will be there to answer questions give out information concerning the school.		
12/20/22				Healthy Children, Healthy Family. Olean Academy will be introducing our affiliate Cornell Cooperative Extension and its representative [redacted]. Community members will be introduce to healty eating habits for children and the whole family. Participants will receive a gift consistne of a pot holder and a grocery shopping note pad.	
1/17/23	Open Forum: Online: What is Olean Academy; Q&A				
1/25/23					Build a Snowman Activity. Fun filled arts and crafts activity for all the family members at the Olean Public Library. Representative of Olean Academy will be present to answer questions and give information concerning the school.
1/26/23	Open Forum: Online: Charter Schools, Finances, and Businesses.				
1/19/23					Olean Academy in volunteer service with The Salvation Army collected non perishables at the St. Bonaventure University to replemish the Salvation Food Pantry that provides services to the community.

1/30/23				Emotion Control: [redacted] from Cattaraugus County Health Department in affiliation with Olean Academy present and educational session families on Emotional Regulation. Event location: Olean Public L brary.	
2/7/23				Healthy Children, Healthy [redacted]on, EFNEP, from our affliate from Cornell Cooperative Extension of Cattaraugus County, willl be at Olean Public L brary to present information on healthy eating for all family members.	
2/16/23	Open Forum: Online; What is a Charter School And What Is It Not. Q& A				
2/18/23			Community Outreach: Olean Academy in Affiliation with Starbridge will be participating in "All Inclusive Dance Party" Olean Academy will be present to answer any questions from the attendees.		
2/28/23					Trash Can Basketball Study Game. Families will learn how to turn study time into something fun and entertaining as they help their child gain confidence in their abilities.
3/7/23				Healthy Eating Habits. [redacted] EFNEP, from our affliate from Cornell Cooperative Extension of Cattaraugus County, willl be at Olean Public Library to present information on healthy eating for all family members.	
3/14/23	Open Forum: Online: How Your Child's Nutrition Impacts Your Child's Learning.				

3/28/23			Hybrid Online and In-Person lesson. Participants will be listening our public contact and certified teacher Ms. Shannon McIntyre read "A Grain Of Rice" by [redacted] They will also be making a "Shaker" guided by [redacted]		
4/4/23					Sports at the YMCA: Families and friends of Olean Academy will have the opportunity to learn about which sports our affliliate YMCA has to offer. [redacted] our facilitator will presenting all the information related to their services and guide them to a designated area to practice an activity of his choosing. Participants will also be given a free Day Pass (one per fam.) and information on how to apply for subsidized membership.
4/18			Kids Music Day. Professional musician and performer Ms. [redacted] will be facilitating three music sessions. All sessions will focus on our natural environment and exploring students awareness and appreciation for nature through original songwriting. It will be about collaborating, creating, and singing a nature song in One Hour. We will also be practicing mindfulness by listening to the Musical Sounds of nature, classical music pieces, and finally participating in a sing along of several traditional children's song about nature.		
4/25/23			Earth Day Activity: Olean Academy in affiliation with Starbridge will be hosting a STEM focus activity at the Olean Public Library. This will be a two part session. Participants will be doing a sensory bag and [redacted] will be reading theme base short story.		

5/2/23			Earth Day Activity: Part two of collaboration between Olean Academy and Starbridge. Topic: Taking Care of The Planet. Students will also be working on a sensory project guided by Ms. [redacted] Students will be making Birdfeeders.		
5/19/23					Swimming at the Y. Families and friends of Olean Academy will have the opportunity to enjoy the pool at the Olean Y. [redacted] will be facilitating the activity. Participants will also be given a free Day Pass (one per fam.) and information on how to apply for subsidized membership.
5/23/23			Kids Music Day. Second Session:Professional musician and performer [redacted] will be facilitating a music lesson at the Olean Public Library Conference Room. All sessions will focus on our natural environment and exploring students awareness and appreciation for nature through original songwriting. It will be about collaborating, creating, and singing a nature song in One Hour. We will also be practicing mindfulness by listening to the Musical Sounds of nature, classical music pieces, and finally participating in a sing along of several traditional children's song about nature.		
5/30/23	Open Forum: Online. Safety in Schools. Q&A				

6/6/23					Flex and Stretch. Families and friends of Olean Academy will have the opportunity to enjoy a class in which they learn the proper of stretching and flexing the body while exercising. [redacted] will be facilitating the activity. Participants will also be given a free Day Pass (one per fam.) and information on how to apply for subsidized membership.
6/13/23			Kids Music Day: Third and last session:Professional musician and performer will be facilitating a music lesson at Beat City. All sessions will focus on our natural environment and exploring students awareness and appreciation for nature through original songwriting. It will be about collaborating, creating, and singing a nature song in One Hour. We will also be practicing mindfulness by listening to the Musical Sounds of nature, classical music pieces, and finally participating in a sing along of several traditional children's song about nature.		
6/27/23	Open Forum: Online. Transitions. Ms. Mcintyre will be addressing the issues and emotional stress that can be associated with having to go through a transitional period in various aspects of life.				
7/4/23			Community Outreach: Table at The War Veterans Park. We will have an informational table at the park; connecting with the families celebrating the 4th of July.		

7/11/23				Portion Control: [redacted] and [redacted] from Cattaraugus County Health Department in affiliation with Olean Academy present and educational session families on "portion distortion" and the health risks associated with over-eating. Activity will be held at the Olean Public L brary.	
7/18/23			Community Outreach: Board Game Night. Playing Board Games brings people closer, strengthens relationships, and can help you meet new people.		

General Outreach Table:

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Location of Outreach	Input Obtained	Action Taken on Input	Number of participants
4/7/2022	Community Stakeholder Meeting: Manager of Union Tea	[redacted]	Possible affiliation for internship, student visit. Owner expressed problems with Olean Public Schools	In agreement, email requested with form letters, but decided to wait until after LOI approval to write letter of support.	3: [redacted]
4/8/2022	Stakeholder Meeting: Vince Volpe	Zoom	Discussion about K-8 and 9-12 STEM needs	Agreement to support moving forward after initial conversations with key community members who are connected to education in the community	2: [redacted]
4/12/2022	Stakeholder Meeting: Business Planning (Financial planning)	Zoom	Requirements listed for affiliation with Volpe Foundation including projected budget	Affiliation finalized, letters received	3: [redacted]
4/16/2022	Community Stakeholder Meeting: Dan DeCerbo (The Old Library)	Old Library: [redacted]	Dissatisfied with Olean Public Schools and bullying that occurs in the community.	Value-Based plan will support addressing this concern. We will continue to develop the school-wide system of reporting and addressing bullying to ensure this area is addressed properly. In agreement, email requested with form letters, hesitant to put name in writing, but would welcome affiliation in the future	3: [redacted]
4/17/22, 5/18/22 5/25/22	Community Stakeholder Meeting Jim Eckstrom (Olean Times Herald)	[redacted]	Request for redesign of proposal to use less "reporter" time, poss bly more teacher-directed, will follow up in July	Reduce program to include 4 major talks, possibly via zoom, and one possible field trip for Grade 2	3: [redacted]

4/20/22, 5/2/22, 5/3/22, 5/10/22, 5/11/22	Community Stakeholder Meeting: John Stahley (Siemens)	[redacted]	Belief in STEM principles and the development of a school that offers students an alternative education.	letter of affiliation received, community stakeholder meeting scheduled for 5/25	2: [redacted]
4/21/22, 4/29/22, 5/9/22, 5/18/22	Stakeholder Meeting: Aimee Sipere (Parent Education Center)	phone, email	Parent education support planning, set up, recommendations for further affiliations and introduction of plan components that would be successful	letter of support received, and a plan is in place to contact and develop relationships with the list of organizations given.	2: [redacted]
4/22/2022	Government Stakeholder Request: Tom Reed (Senator)	email	After reviewing school components, Senator Tom Reed stated he would fully support the school, especially in the Olean area	letter of support received	2: [redacted]
4/23/2022	Community Stakeholders	community	Individuals expressed excitement about the prospect of a charter school, two individuals were hesitant, one was against due to personal reasons and beliefs, those who did not sign were eager to take the flyer information.	20 signatures, passed out 150 flyers with website/email	2: [redacted]
4/30/2022	Community Stakeholder Conversation: Union Tea Manager	[redacted]	Still hesitant to affiliate or show support	Would not express needs directly so we were unable to assess what the next steps would be.	3: [redacted]
5/1/22, 5/11/22, 5/26/22	Parent Communication	email, phone	Parent (2 kids) and is adamant about maintaining 4th grade stay with elementary school.	We have the plan to make our middle years/intermediate program 5-8 currently	2: [redacted]
5/2/2022	Parent Communication	Phone	Parent (2 kids) and special education teacher and eager to support the school based on curriculum, value-based environment and outreach.	will likely attend on 5/21 and will promote the school within social circles	2 [redacted]
5/2/22, 5/18/22, 5/23/22	Stakeholder Meeting: Canticle Farm	Phone	Desire for affiliation that would be beneficial to the farm, but also to students seeking STEM track/CTE Agriculture. Request to help develop the program in more depth	affiliation letter received, planning is ongoing via phone	[redacted]
5/9	Community Stakeholder Meeting: CTE Coordinator NYS (Cuba High School)	in-person	Information and deadlines addressed, along with minimum requirements and necessary affiliation with a college or university	Focus placed on agriculture and preparation beginning for October deadline for CTE Pathway approval. Outreach to JCC, ECC and St Bonaventure to start	2 [redacted]
5/9/22, 5/24/22	Stakeholder Meeting: [redacted] (Neighborhood School of Dance)	phone, email	Proposal to come by 6/9 and will include options including grade-level classes, blended classes, hip hop, and classes that may coordinate with theater	Affiliation letters received, proposal to come by 6/9	2 [redacted]
5/9/2022	Community Stakeholder: Curriculum Meeting: HS Counseling Specialist	Cuba High School		To be determined if and when the school finishes approval, demonstrated support for the organization	2 [redacted]
5/10/2022	Community Stakeholder Meeting Initial Contact with Buffalo State College Speech and Hearing Clinic	[redacted]	Recommended connection with Fredona to support development and offered services should there be a Speech Pathologist on site.	Reconnect prior to sending full application	2 [redacted]

		14222			
5/10/2022	Stakeholder Meeting: [redacted] Nation (Warming House)	phone	Connection with St. Bonaventure Programming Director [redacted]	Email [redacted]	2 [redacted]
5/10/2022	Stakeholder Meeting: [redacted]	email	Proposal emailed, due to graduations and summer responses will be slow	Meeting scheduled for 5/25	3 [redacted]
5/11/22, 5/17/22, 5/22/22, 5/23/22	Community Stakeholder Meeting: [redacted] (Ask Design Jewelers)	[redacted]	Offered to support by signing an affiliation letter for the art of "jewelry making"	Contact for further curriculum support in July, touch-base for support in the beginning of June	3 [redacted]
5/11/2022	Community Stakeholder meeting: Fredonia (SPED [redacted]	email	Graduation postponed further development	Will follow up 6/10	2 [redacted]
5/11/2022	Parent Communication	phone	Parent's name and number not left, but assured an online signature. Parent was curious about programs for arts, expressed frustration with politics in public schools	I explained we are hoping to affiliate with the Tri-City Arts Council for our arts program, as well as have students self-select 30 minutes during the day of either art or theater.	2 [redacted]
5/11/22, 5/18/22 6/2/22	Stakeholder Meeting: [redacted] (Boundless Connection)	phone, zoom	Recommendations for affiliation offered (CEO Alliance)	letter of affiliation received, proposition for technology course received, In agreement, email requested with form letters, verbal agreement to move forward should the school open and offered support with outreach using her network in Olean	2 [redacted]
5/11/22, 5/20/22	Government Stakeholder Meeting: Mayor	[redacted]	The mayor is concerned about public perception of how the opening of this school will affect the private school in the community	Verbally agrees with the mission and vision, and would like to discuss formal support in the future. Will cycle back in June	2 [redacted]
5/12/22, 5/24/22, 5/27/22	Stakeholder Meeting: TriCity Arts Council	email, phone	Program head explained there is a grant requiring firm school affiliation they are applying for and would l ke to partner with us. Current CEO is against charter schools, but very open to community support	Awaiting reply from email 6/27	3 Shannon Mc [redacted]
5/13/2022	Community Stakeholder Meeting:Professor [redacted]	phone	[redacted] is eager to support Olean community	Forward information to Public Contact [redacted]	2 [redacted]
5/14/22, 5/27/22	Community Stakeholder Meeting [redacted] (St. Bonaventure	email, phone	Meeting scheduled 5/27, [redacted] overlooked the date and time, emails exchanged with positive feedback, graduation postponed process	Will follow up in June	3 [redacted]
5/15/2022	Parent Communication	phone	Grandparent (2 kids) [redacted]	Eager to support, will fill out online form	2 [redacted]

5/15/2022	Parent Communication	phone	Parent (3 kids) [redacted]	will fill out online form	2 [redacted]
5/15/2022	Parent Communication	phone	Parent (3 kids), informed that Special Education will be offered and the program is in development. Requested attendance at community forum to help support the development	Parent demonstrated support on the phone and highlighted need and said would sign form online but not be able to attend the meeting due to time constraints	2 [redacted] parent
5/16/22, 5/20/22, 6/2/22	Stakeholder Meeting (African American Cultural Society)	Olean Public Library and 214 N Barry St, Olean, NY 14760	Solidify plans for quarterly visit and teacher directed walking tours for historical sites in Olean yearly. Board asked questions regarding funding for the community	Board is in full support, Della Moore is eager to ensure that the curriculum is properly developed, email sent to Joe regarding curriculum development, Letter of affiliation received, follow up to occur over the summer as curriculum and program development moves forward	6 [redacted] 5 board members
5/17/2022	Community Stakeholder Meeting: Curriculum Meeting: Special Education Specialist	Cuba High School	Advised to start Facebook page and send monthly emails once school has opened, also advised to have parent meetings available, though attendance in Cuba is weak	Information put into the overall plan for retention	2 [redacted]
5/17/2022	Curriculum Review: Sociology Coursework	phone, email	Full support received about the style and type of course developed, available for advisement, consultation, and poss bly teaching in the future	letter of support received	2 [redacted]
5/18/2022	Olean CEO Business Alliance Meeting	zoom	15 CEOs from the local community	2 letters of support received and requests for affiliation started (Cutco, YMCA Olean Business Alliance letters and JCC conversation started)	16 [redacted] 15 local CEOs
5/18/22, 6/1/22	Stakeholder meeting: [redacted] (YMCA)	phone, zoom	There is a previously set partnership with Siemens regarding a small piece of land that is used for the daycare that may open the door for further discussions regarding the renting/sale of land if necessary	Letter of support received from previous and current CEO of YMCA, further ta ks regarding school-age building will resume in July and request community support/signature support/ability to present to the community at that time.	3 [redacted]
5/19/22, 5/14/22, 5/16/22, 5/21/22, 5/23/22	Parent Communication:	phone	Asked to join board after the current school year is over	Committed to being a "friend of" and supporting within the community and joining over the summer	2 [redacted]
5/20/2022	Stakeholder [redacted]	[redacted]	Fully agreement and will continue to solicit for support in the community as [redacted] is a previous Headstart coordinator and special education teacher and believes in options for education and learning	Request for materials to be sent for letter of support/affiliation, publically supportive and eager to allow students to observe	2 [redacted]
5/20/22, 5/23/22, 5/25/22	STakeholder Meeting: JCC	[redacted]	[redacted] (President) advised to continue conversations over the summer regarding CTE pathway, but will send a letter of support for the LOI and is eager to see the program development	Letter of support received	2 [redacted]
5/21/2022	Public Forum Meeting	[redacted]	2 parents	20 online signatures received after the meeting, 21 Cuba High School signatures received (through an attendee), 2 attendees filled in the online form to demonstrate	4 [redacted]

		14760		attendance [redacted] contributed a letter of support as a previous HS Principal from the area.	
5/24/22, 5/27/22, 6/2/2	Stakeholder Meeting: [redacted]	phone and [redacted]	Meeting ensured full support regarding program development that will include student visitation to the museum, guest speakers, and further curriculum connection to occur in coming meetings over the summer	General meeting, information sent about affiliation and agreement pending board approval.	2 [redacted]
5/25/22, 5/26, 5/27, 6/2	Stakeholder Meeting: Steve Teachman: (Olean Historical Society)	[redacted]	Meetings to continue over the summer regarding weavign in Olean History into the daily curriculum (theater, trains, oil fields, presidential affiliations, volunteer fire department specifically) Students will attend the museum and receive conversation and "period dress presentation" from Steve- the Olean Historian	Information sent and verbal affiliation agreed to pending board approval. Steve will speak with Joe regarding curriculum development and execution. Meetings to continue throughout June and July for specifics. Shannon will attend the board meeting the last Thursday of June.	2 [redacted]
5/25/2022	Parent Communication	email	2 follow up emails with further questions regarding curriculum and "next steps" for the charter school	Will continue to include in general school emails	9 [redacted] and 9 parents
5/25/2022	Stakeholder Meeting (Siemens Engineers/Parents)	Teams, in person at Siemens: 500 Paul Clark Dr, Olean, NY 14760	45 attendees to solicit for suggestions and community support for STEM mission, follow up	Attendee suggestion offered for building location at Siemens as the building is closing, 38 signatures received, 5 emails received, offered community support	45 [redacted] 45 Siemens Engineers/ parents
5/25/22, 5/26/22	Community Stakeholder Meeting (St. Bonaventure University)	zoom	Verbal agreement that the information will be taken to the next board meeting and will refert afterwards	Awai[redacted] response as he moves the ideas presented to the board. Will follow up in June	2 [redacted]
5/25/22, 5/27/22	Parent Communication/Stakehol der Meeting: [redacted]	phone		[redacted] will continue pursuit of dairy and horse options and begin talks with cooperative extension	3 [redacted]
5/26/2022	Question and Answer: Responsive Classroom Training	zoom		All board members attended We agreed to incorporate components of High Five and Responsive Classroom but would like the flexibility of using components of the program and not the full programs	10: Full Board, 10+ participants
5/27/2022	Community Stakeholder Meeting: Cutco, Olean Business Committee	301 [redacted]	Questions were asked regarding the impact the school will have on the existing private school. The private school is both Catholic and Tuition based, we stand by the understanding that parents who want private education will still choose that school. We are merely offering a choice to the public focusing on our mission and vision specifically, not purposefully "stealing" students.	We plan to include quotes about the positives board members see in the community per the recommendation. Support offered and Cutco will speak positively in public about the opportunity of this school positively impacting the local community.	2 [redacted]
5/28	Community Stakeholder: Olean Theater Group	email	Will follow up the first week of June		2 [redacted]
5/31	Community Stakeholder Meeting: St Mary's School of	phone	Principal of middle school to help arrange Penpal program with middle school. Affiliation verbally agreed	email sent for letter to be written. Will follow up in June as the school year is ending and it is necessary for her to	2 [redacted]

	the Deaf			complete the year before sending the affiliation letter	
7/1/2022, 7/22/22	Community Forum: Canticle Farms Market	3809 Old State Rd, Allegany, NY 14706	Previously set Event: See following portion		public farmers market
6/18/2022, 6/25/2022	Community Forum: Olean Farmers Market	REAP Olean Farmers Market: South Street Olean, NY 14760	Previously set Event: See following portion		public farmers market
8/13/22, 10/7/22	Community Forum: Stroll Olean	Union Street Olean, NY 14760	Previously set Event: See following portion		public community event
	Signature Count/LOI Sent	93 signatures from email/sign ups	14 letters of support/affiliation		
Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
6/2	Olean Historical Society	Olean Historical Building	Curriculum development	Affiliation letter received	2
6/2	African American Historical Society	Board Meeting at Residence	Curriculum development	Affiliation letter received	9
6/3	Stakeholder Meeting: [redacted], Seneca-Iroquois Museum	La Dolche Vita	Curriculum development	Support given verbally, promise of course development and full affiliation upon school approval. Course will include internship for students regarding anthropoly and history	2
6/3/2022, 7/3/22	Stakeholder Meeting: Boundless Connections	zoom	General inquiry Conversation	Email suggested to the Volpe Foundation	2
6/7	Stakeholder Contact: [redacted]	email	Support regarding meetings and curriculum development	Quarterly presentations incorporated	2
6/7	Stakeholder Contact: [redacted]	text	Information exchanged and letter to be obtained for affiliation regarding field trips	awaiting letter of affiliation	2
6/8	Parent Communication	email		Information was delivered regarding the legalities concerning special education and our planned policies and plans.	2
6/8	Parent Communication/ Stakeholder Meeting	email		[redacted] attended the following community forum to demonstrate presence and support for his daughter, an Olean resident.	2
6/9/22	Open Forum	Olean Public Library		Evaluation of emails sent	2

6/13	Stakeholder Meeting: Fredonia Department of Special Education	email/zoom	Fredonia does place student teachers in Olean, but will require evaluationa fter the school is opened	Willing to affiliate for student teaching after the school has been opened and approved, encouraged Olean Academy to seek affiliation with schools closer, but willing to be a resource anytime	3
6/14/22	Stakeholder Inquiry: Cattaragus County Department of Health	Phone call	Spoke with [redacted] Director of Planning and Development. She referred me to [redacted] CEO of STHCS. Left a message in her voice mail.	Ms. [redacted] did not respond to my email. We decided to reach out to Catt. County Health Department.	2
6/14	Financial/Business: Assembling Grants	email	Hired 2 researchers to assemble a list of basic grants that can be applied to immediately after scool is approved and/or through another 501c3	25 potential grants assembled	2
6/14	Stakeholder Meeting: Volpe Foundation	Zoom	Stakeholder conversation with the Volpe Foundation about progress, affiliations and how the Volpe Affiliation might help	[redacted] agreed to support with completing the the budget and finances with [redacted]	2
6/15/22	Stakeholder Inquiry: Cattaraugus Youth Bureau	Phone call	Catt. Youth Bureau . Spoke with [redacted] and sent her our letter of affiliation.	Tentative meeting on July 12, meeting was canceled and the decision was made to pursue the YMCA firmly	2
6/15	Stakeholder Contact: Sprague's Maple Farm	Phone call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter obtained	2
6/15	Stakeholder Contact: Olean Waste Water Treatment Plant	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2
6/15	Stakeholder Contact: Pfeiffer Nature Center	email	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2
6/15	Stakeholder Contact: Water Treatment Plan	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained after agreement from Mayor and Common Council	2
6/15	Stakeholder Contact: Olean Arborist	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2
6/18/2022	Community Outreach	REAP Olean Farmers Market: South Street Olean, NY 14760	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	Solely community conversation, parents did not sign petition but requested information	2
6/14/22 - 6/17/22	Stakeholder: Community Action Cattaraugus County Youth Bureau Southern Tier Health Care Child Advocacy Center, Association Compeer	Phone Calls	Establish initiate contact with agencies	Email sent with afflication forms	4
6/15/22	NYS Teacher Retirement	email		Files obtained for future	2
6/15/22	Parent Communication/Stakeholder Meeting: Compeer	Phone call		Emailed information, awaiting reponse as [redacted] is in florida	3

6/18/22	Community Outreach/Councilman [redacted]	Union Tea	[redacted] expressed interested in OACS and committed his children and was eager to support community outreach	Further discussion necessary with desire to support and affiliate in the future. Common Council meeting at the end of August might be best due to upcoming events and reviews that are necessary	3
6/19/22	Parente Communication	Email x 50		No responses	51
6/20/22, 6/21/22	Stakeholder Inquiry: Tricity Arts Council Inquiry	Email		Email sent to recommended individuals without response.	2
6/20/22	Open Forum	Olean Public Library		No attendance, reevaluation social media and facebook notifications	2
6/21/22	Parent Communication	Texts	Parents given our social-media information.	150 initial “likes”	91
6/22, 6/23, 6/25, 6/29, 6/30, 7/1, 7/3	CTE Approval	email, phone	Send in application tje October 1 year before the program must take effect	[redacted] was impressed with the program we developed and the affiliation wit Canticle Farms, as well as well as te conversations with local farmers, affiliation letter received along with full support for the CTE Program	3
6/23/22, 7/6/2022	Stakeholder Meeting: Community Bank	Community Bank Union Street Olean, NY, email		They plan to offer support with individualized lessons and will reach out should the school be approved	2
6/23/22, 6/27/22	Parent Communication	Texts x 27	Four parent responses, eager to attend the upcoming events		5
6/25, 7/5	Stakeholder Meeting: Cattaragus County Department of Aging	Email	No response	Decision to pursue Eden Heights Senior Facility	3
6/25/22	Community Outreach	Reap: Olean's Farmers Market	15 individuals stopped at the table. 5 parent signatures. 1 Parent homeschools her son and believes that Olean Academy will be a good fit for him. She is willing to volunteer and help with Community Outreach. Took parents information to give her a follow up call.	Added information to contact list, decision made to begin publishing flyers on other facebook pages	2
6/28/2022	Parent Communication	Phone Call	Parent offering for Volunteer Opportunities	Request to reach out for comunity support to help increase in-person attendance	2
6/28/22	Commuinty Support: Previous local government employee	email		Will seek support should we be approved based on her past experience	2
6/28/22	Stakeholder Meeting: The Food Literac Project	Phone Call	Recommended specific literature to ensure we are using helpful manuals for parent and student communication when the school year begins. Will touc base after the school opens to explore trip options, maybe for Grade 8 students	Collaboration will continue if the school opens	2
6/28/22 7/3/22, 7/19/22	Stakeholder Meeting: Pfeiffer Nature Preserve	Email		Affiliation and support given verbally without letter	2
6/28/22	Open Forum	Olean Public Library		Reevaluation of outreach led to phone call with Boundless Connections and questioning dynamic of the area	2
6/28/22, 6/29/22,	Community Outreach/Policy	Email	email received with necessary information	Policy adjusted accordingly	4

6/30/22, 7/5/22	Development				
6/29/22	Parent Conversation	Lincoln Park	I told them about Olean Academy and they expressed interest in the school. [redacted] is an electrician and believes that STEM is "the way to go". His daughter lives in Canada but is considering moving to Olean, NY.	I gave the young lady my personal phone number in the eventuality she moves to Olean NY. she would be able to contact me.	2
6/29/22, 6/30, 7/1	Building Inquiry/Conversation: Mall redevelopment Project	email/phone	Location and building would not match the timeline we are searching for, but the possibility remains as other options include temporary solutions		3
6/29/22	Stakeholder Meeting: OATS Bus system	email, phone		The OATS Bus system agreed to place pop-up stops and support with adjusting their map when possible, including supporting students as far as Portville. We agreed to have a bus monitor should students be under 16 years of age.	3
6/29/22, 7/20/22	Stakeholder Meeting: St. Bonaventure Warming House	email		affiliation letter received	3
6/30/22	Stakeholder Meeting	La Dolce Vita		[redacted] wanted to know what items were to be sold at the activity. As an affiliate she has been supported in many ways. [redacted] volunteered to post our flyers at her cafe, she has posted on her personal Facebook page about OACS, and she as a respected member of Olean's community is associating her name with our school.	3
7/1/2022, 7/22/22	Canticle Farms Market	3809 Old State Rd, Allegany, NY 14706	Positive reactions from approx 10 parents	Solely community conversation, parents did not sign petition but requested information	numerous
7/1/22	Community Stakeholder Meeting	Phone call	New superintendent was recently hired and not meeting with community members.	Advised to call mid July.	2
7/1/22	Student Inquiry	Email		All aspects have been addressed and noted should the school be opened	4
7/1/22, 7/7/22	Community Stakeholder Meeting	Zoom		Changes made, inquiry regarding community dynamic answered	2
7/2/22, 7/3/22, 7/17/22	Stakeholders Meeting/ Insurance	Stalka Insurance, Amherst, NY		Received quote and added information to the budget	4
7/2/22, 7/5/22	501c3 Establishment	Email		Resources were given to form a 501c3 in the future	2
7/2/22	Employmeny Inquiry	Email		[redacted] agreed to promote the school due to his STEM connections	2
7/4/22	Community Outreach: 4th of July Table	War Veterans Park	One parent signature, many walked by smiling!	Determination was made that parents still do not understand what a charter school is. Clarification post made and	3

				"School Description" on Facebook changed	
7/5/22, 7/10/22, 7/15/22	Stakeholder Meeting: CTE Pathway	Phone, email, in person		Information for course development exchanged	2
7/5/22	Community Outreach: JFS Refugee Organization, Buffalo, NY	PHone call	Placement in Olean is not an option currently, or in the future		3
7/5/22	Stakeholder/Parent Meeting	Phone	Payscale is in alignment, as well as benefits. Hours are slightly longer, more flexibilty with curriculum	Other decisions would be made in the future	2
7/5/22, 7/7/22	Stakeholder/Parent Meeting [redacted]	La Dolce [redacted]	[redacted] offered to support with finding other affiliations and soliciting for parents, as well. [redacted] explained the increase in population and decrease in attendance at the public schools as an increase in homeschool families due to their frustration with the public school system.	Affiliation with 4h formed per request,	2
7/6, 7/23, 7/25	Stakeholder Meeting and Communication	Agriculture Education Outreach organization through Cornell University		OACS added to Ag Program Forum	2
7/7/22	Board of Regents Inquiry: [redacted]	Email		No response	2
7/7/22, 7/10/22, 7/14/22, 7/22/22	Parent Communication	Email	Responses sent and offer to have a phone call	Two return calls with further questions	5
7/8/22	Grant Writer Contracted: [redacted]	Email	Plan to receive further information should the school be approved	Verbal Contract	2
7/8/22	Parent Communication	Emails x 80	No responses		81
7/9/22	Community Outreach: Olean Public Library	email		Information Posted	2
7/9, 7/12, 7/19, 7/22, 8/1	Stakeholder Meeting and Communication	email	[redacted] continues to support OACS and sees the benefit for the community and offered information regarding future ESL program, confirming Professional Development if necessary	Agreed to proofread the application for content	2
7/11/22	Stakeholder Meeting: SPCA	Email/Phone	Agreement for SWD subprogram	information emailed for future affiliation finalizing	2

7/11/22, 8/15, 8/20	Stakeholder Support: Community Outreach: [redacted]	Union tea, email, text	Encouraged affiliation with the University Pittsburgh-Bradford Campus	City council meeting scheduled for 8/23	2
7/11/22, 7/21/22, 7/22/22	Stakeholders Meeting/ St. Bonaventure University	Email		The MOU was obtained, space was not available at this time due to construction, but not due to lack of interest	3
6/27/22, 7/11/22	Stakeholder Meeting: Cattaragus County Department of Health	Meeting at the Catt. Health Department	Discuss our interest in having the Catt. Depart. of Health come to our school and present the programs to our students and parents. We stressed of the importance of providing the parents the same information their children will be receiving.	[redacted] and [redacted] demonstrated interest; they will speak to their supervisor, [redacted] sent an email with a summary of our meeting with intention of selecting programs for the first year.	4
7/12/22	Open Forum	Olean Public Libray	3 Parents attended and signed their children	One Hispanic family, children not ELL but do speak Spanish	2
7/12/22, 7/14/22, 7/19/22, 7/27/22	Stakeholder Meeting: University PIttsburgh: Bradford	Email, Zoom	Communication furthered with [redacted], likelyhood of affiliation and full support	Final communication to occur after review of developed course	2
7/13/22, 7/14/22	Parent Communication	Email		Response given and encouragement to attend next open forum	2
7/13/22	Parent Communication	Phone Call		Parent eager to support the school, but does not have the time to volunteer	2
7/14/22	Stakeholder Meeting	Phon		Affiliation pursued through Education Dept. and will update accordingly	2
7/14/22	Community Outreach: Olean Public Library, La Dolce Vita, Beat City Music	Olean Public Library, La Dolce Vita, Beat City Music		Posted Geocaching/Family Activity flyer	1
7/14/22, 7/18/22, 7/25/22, 7/30/22	Community Outreach SPCA	Email	Reaching out to set up a volunteer trip for students and affliate letter.	A letter of affiliation was recieved 7/30/22.	2
7/14/22	Policy Questions: GLYS: Growing LGBTQ+ Youth Support	Email	NYS has not changed the laws regarding FERPA but it may happen after next election, current policy is to allow students full control over their choices regardless of parent input	Adjusted School policy to include correct language to ensure FERPA policy and Title 9 are in effect, will adjust int he future should the law change	2

7/15/22	Stakeholder Meeting: Mayor	Municiple Building	Meeting to confirm support, email was sent and received regarding support of Dept. Water and Sewer, poss ble letter of affiliation to be received	The mayor is in support personally, but a potential letter of affiliation decision to be made in the future	2
7/15/22	Parent Communication	Olean Public Libray	Parent Support	[redacted] is a parent of a 5yr. old and a 1yr. old. She expressed interest in Olean Academy and the possobility of having her children attend our school	2
7/16/22, 7/28/22, 7/30/22, 8/22/22	Stakeholder Meeting/4H	Email, Text	Disclosed that Olean Public Schools was not eager to formalize an affiliation over the last 5 years. Very interested in partnering for student educational opportunities during the day and also as an after school program. Interested in parent education and parent-child activities, as well.	Letter of affiliation received and awaiting further progress if OACS opens	2
7/18/22, 7/23/22, 7/26/22	Community Outreach: YMCA Meeting	Email, in person at YMCA, Zoom	Providing a Flyer with information about the school, discuss building options and the possibility of building on YMCA property.	Ordinances will not allow enough space therefore they will continue to support Olean Academy, but a joint venture for a building is not possible at this time.	3
7/18/22	Stakeholders Meeting/Athletics	Email		Email received for future	2
7/19/22	Stakeholder Meeting: [redacted]	Email		Waiting on formal affiliation	2
7/20/22, 7/25/22, 7/27/22	Stakeholder Meeting: Starbridge	Email	Discussion regarding potential plans, forward to TIES program	Zoom meeting set up for 8/5/22 at 11:30	4
7/21/22	Community Outreach	Olean Public Library, La Dolce Vita, Beat City Music	Movie Day Event	Flyers were recieved and hung up in the community.	2
7/22/22, 7/24/22	Stakeholer M[redacted]	Phone, In person	Intereste in teaching music at OACS an scripting the curriculum. PhD Candidate	Agreed to develop curriculum and possibly lead coordination of Special's Classes if the school moves forward	2
7/23	Community Outreach	Online		We received multiple thank you's! We thought it would be a kind gesture :)	OACS Board
7/23/22, 7/24/22, 7/25/22	Stakeholder Meeting	La Dolce Vita		[redacted] agreed to write a letter of support, received	2
7/23	Community Outreach: Geocaching	Lincoln Park	146 emails sent, council calendar past, 2 additional facebook pages, 6 people responded for attendance, 2707 people "reached" on facebook, flyers posted at 2 businesses	4 families attended, not those who responded for attendance	2

7/23/22, 7/25/22, 7/29/22,	Stakeholders Meeting/Canticle Farm	Email	Activities for students volunteering at Canticle Farms and for high school students for CTE credit planned	A list of potential activities was obtained, CTE Credit requirements were exchanged and the plan for review of program (evaluation) was developed	3
7/25/2022, 8/15/22	Stakeholder Meeting: Regina A. Quick Arts Center	St. Bonaventure Campus	Isaac met with Ludwig to discuss a connection with Olean Academy students and the Regina A. Quick Arts Center.	The arts center agreed to co-operate with the Olean Academy students through various art activities.	2
7/25	Stakeholder Meeting: St. Bonaventure University Library Affiliation	St. Bonaventure Campus	[redacted] met with [redacted] to discuss collaboration between the students of Olean Academy and the St. Bonaventure University Library.	Recieved an affiliation letter.	2
7/25	Stakeholder M[redacted]ing [redacted]	St. Bonaventure Campus	[redacted] praised the integration and stated she was in awe of the affiliations that have been formed in a short period of time demonstrating Olean Academy's dedication.		2
7/25/22	Community Outreach: BOCES	Phone call	Requested number of ESL students who receive support through BOCES	No students receive support through BOCES currently, though there is an ESL program that pushes into the schools that BOCES runs for the 10 students listed as ENL/ESL	2
7/26/22	Open Forum: Special Education Focus	Olean Public Library	177 emails sent, council calendar post, 2 additional facebook pages, boost on Facebook: 3 interested, 575 reach	4 families in attendance, 3 had previously filled in the online form	5
7/27/22-8/10	Griffis Sculpture Park Affiliation	Email	[redacted] reached out to Griffis Sculpture Park to make connections with the park and the school for possible future trips to the park.	Received an affiliation letter.	2
7/27/22, 7/29/22	Stakholders Meeting/ [redacted]	Email	CEO eager to affiliate and sees potential for integrating curriculum and outreach, as well as possible indoor container gardent donation	Zoom meeting set up for 8/5/22	5
7/28/22, 7/29/22, 7/30/22	Stakeholders Meeting/ Starbridge	Email	[redacted] provided resources for behavioral health support. A request for a letter of affilitation, and request to present at an open forum for the school [redacted] asked about having a winter carnival with other agencies, and mutual promotion.	Outreach Dates finalized.. A poss ble meeting was set up for November, as well as a possible phone meeting on the August 5th weekend. Additional support offered including that through Intandem, a contracted SWD agency that may be able to support the school in the future	3
7/29/22, 8/1/22	Stakeholders Meeting/ Starbridge	Email	Establishing TIES program through Starbridge	Zoom meeting set up for 8/1/22	4
7/29/22	Stakeholder Meeting	Dore Landscape	Questions regarding possible affiliation for students to work over summer, expanding business to southtowns and including opportunities for HS students at OACS	Should the school open exploration will occur	2
7/29/22	Community Outreach/Picnic and	Lincoln Park	Facebook post, council calendar, 190 emails sent, 51 people responded, 2570 reached	45 individuals in attendance, 8 famlies signed, other families had already	48

	a Movie			sent in the online form	
7/30/22, 8/1/22	Stakeholder Meeting: CTE Program	Email	Inquiring and Set Up for Ag Program and CTE Support (start-up), requirements for teacher and when to begin hiring	Added to NYS Agriculture List Serv to receive support regarding Ag Program planning, collaborative planning and support for expanding the Ag Program and meeting CTE Requirements	3
7/31/22	Parent Communication	Email	Information was requested on spanish curriculum.	The resources were sent to be overviewed.	2
7/29/22, 7/30/22, 8/1/22, 8/2/22	Stakeholders Meeting/Starbridge/ [redacted]	Email	[redacted] provided an introduction to [redacted] as a behavior support connection, offered to further OACS to other government agencies	A zoom meeting was set up for 8/4/22 and affilation letters were obtained	3
8/1/22	Stakeholder Meeting: Native American Museum	Email	[redacted] provided resources for a flipped classroom, which was discussed on the phone for Native American Course	Letter of Affiliation to be sent prior to October: Final discussion regarding components of potential class: Curation, Collections Management, Leadership, Forestry, Management, Medicine, Media, Ethnographic (Shared Timeframe Landscape), Archaeology, Potential Senior Project in collaboration with UB, Buff State, UofP, Mercyhurst, Alfred, Chautauqua	3
8/1/22 (3), 8/3/22, 8/6/22, 8/10/22 (3), 8/23/22	Parent Communicaiton	Email	9 Parent Inquiries regarding children being "alternative" or "different thinkers" and requesting further information- more than the last set!	Emails sent with contact telephone number to call for further information, Four return calls with further questions and communication.	10
8/1/22	Parent Communication	Email	[redacted] inquired about the school, who is spearheading it, and how it could be free.	[redacted] was provided information with a link to the website and a phone number to obtain more information.	2
7/25/22, 8/3/22	Stakeholder Meeting: Building Support Inquiry	Bordmanville, phone	The inquiry was made regarding cost and availability of Borrdmanvilel for rent or purchase. The possibility is present	Further conversation is necessary upon school approval	2
8/3/22, 8/12/22, 8/16/22, 8/18/22	Stakeholder Meeting: University PIttsburgh: Bradford	Email, Zoom	Inquiry regarding the approval of the predesigned course as the coursework necessary for CTE credit.	Affiliation Letter to be received next week	2
8/3/22	Stakeholders Meeting/ Eden Heights	Email		Affiliation Letter Received	2
8/4/22	Stakeholder Meeting: [redacted] (SEL)	Email/Phone	Agreement to support school regarding counseling for students and teachers. Beginning of the year training ill be included	restorationcc.com, $75/ hour with arrangement to be made upon approval.	2
8/5/22	Stakeholders Meeting/ Ellicottville Greens	Zoom	Affiliation discussed and noted, agreement for container garden verbally set, as well as educational integration	Awaiting affiliation letter, agreement for container graden and indoor gardening course design. Agreed to make a public announcement on behalf of the team once affiliation is secured. Must consult with partner who has verbally agreed.	2
8/9/22, 8/10/22	Stakeholder Meeting/ Cattaragus County Department of Health	Email	[redacted] reached out to schedule necessary meeting to form affiliation regarding courses students and parents.	Letter of affiliation with the Department of Health was obtained, and a future meeting will take place to discuss dates and program.	4
8/8/22, 8/10/22	Curriculum Review and Support	Phone/Email	[redacted] offered to review Attachment 13 as she is a previous BOCES employee and a connection through Isaac Spaeth	She believes the program addresses all major components of a necessary ELL program for the area, and	2

				believes the school's program is fully supportive of SWD and ELL students	
8/11/22	Parent Communication	Beat City Music	[redacted] asked about Olean Academy. Isaac provided information regarding the schools curriculum.	[redacted] provided the age and grade of her child.	2
8/12/22	New York State Teacher Education	Email/Phone	CTLE not required for charter schools educators or leaders, but encouraged. Will speak to superintendent about piggy-backing and will offer networked pd	After Supintendent's Meeting: Olean Public schools Superintendent does not agree to have joint education ventures at this time, therefore our education program will plan to be independent for 2023-2024	2
8/13/22	Community Outreach/StrOlean	North Union St.	Facebook post made encouraging famlies to "stop by", 190 emails sent, posted on two other Facebook sites, 189 individuals reached, 5 responded	No signatures, but individuals stopped by to encourage and state they hada filled the online form in support	2
8/8/22, 8/11/22, 8/17/22, 8/18/22	Stakeholder Meeting	Email, Phone	[redacted] is a finance manager and paralegal who offered her services to support the opening of OACS.	Information was sent to [redacted] for her review. She was able to approve the budget and other components of the organization section due to er experience and legal background	2
8/12/22	Parent Communication	Red Cross Church	Spoke to [redacted] about Olean Academy to inquire if she had and school age childre.	[redacted] kids are grown ups but she said she likes the idea of a charter school here in Olean NY	2
8/13/22	Parent Communication	Beat City Music	[redacted] asked for information regarding Olean Academy, and about accommodations for her two children.	[redacted] provided the ages and grades of her two children.	2
8/14/22, 8/16/22	Stakeholder Meeting: Registered Dietician	Starbucks, Email	She is a previous director at a WNY YMCA and is interested in reentering the workforce.	She asked OACS to keep her email for potential opportunities in the future and is interested in inperson contract employment or online education for students, teachers, or parents.	2
8/16/22	Community Outreach	Olean Public School's Superintendent's Office	There is no strong opposition to the opening of the charter school under the current plan, though there will be no support offered. Communication will remain open to ensure that the public school can effectively plan for budgeting, and so they will be aware of building rental or purchase prior to releasing the information to the public. The option for teacher training and dissemination of best practice was not an option. [redacted] was grateful for our openness, willingness to meet and approach	Will email information if OACS is approved for opening and once building is acquired to further communication	4
817/22	Parent Communication	Text	Family texted inquiring about future community events	The family hopes to attend	2
8/18/22, 8/19/22, 8/22/22	Stakeholder Meeting: Catt. County Department of Health and Cornell Cooperative Extension	Email, zoom	Referral from [redacted] [redacted]e regarding parent/student education opportunities	Zoom meeting to coordinate Master Gardener's program, as well as parent support for students SEL support	4
8/20/22	Community Outreach: Farmer's Market	Farmers Market		One signature received, Teacher at New Life Christian School stopped to asked questions and gained a better understanding of what a carter school	2

				is	
8/20/22	Community Outreach: Yoga Event	Oak Hill Park, Olean NY	Facebook post, council calendar, 190 emails sent, 14 responded, 518 reached	1 family attended	2
8/22/22	Stakeholder Meeting: University Pittsburgh: Bradford	Email, Phone	Finalize letter for affiliation and program outline	Letter received	3
8/22/22, 8/23/22, 8/24/22	Stakeholder Meeting: Cornell Cooperative Extension EFNEP	Zoom meeting	[redacted] and [redacted] spoke about the Youth component of the Cooperative Extension which is an in dept 8-9 weeks, 1 hour program. She also spoke about the importance of providing information on nutrition, food choices, and food budget. [redacted] was happy to know that a city person (me) was as committed and "in love" with Olean as he is. He said that many people due to the lack of economic resources and not knowing how to access resources that are available feel disconnected to the community therefore, their engagement in community activities are minimal. He hopes that working together with students and parents we can bridge tha gap.	[redacted] and [redacted] have agreed to presint at future Open Forums. Once Olean Academy is open they will facilitate programs such as: Healthy Children, Healthy Families, Health Cents, Food Safety and other programs that align with the agricultural component of our curriculum.They will work with our schedule to do weekly or bi-weekly programs. Parents can join their kids of have a separate meeting focsing on the same topic.They also will do Facebook classes. Letter of affiliation received	3
8/22/22	Stakeholder Meeting: Southern Tier Healthcare Systems	email	[redacted] of Southern Tier Health Care requesting to participate in our community outreach activity "Teddy and a Cookie". She wanted to come by and hand out stickers and helmets for the children attending said activity.	Affiliation Letter Received	2
8/23/22	Community Outreach	Municipal Building, Olean, NY	No opposition	Letter of support requested and will be discussed at next meeting, though the expectation would be to receive one as the city is in favor of student internships and support of departments that have difficulty finding employees (Water and Sewer, for example)	23
8/24/22	Community Outreach: Teddy and a Cookie Event	Franchoit Park	215 individuals reached, 15 engagements, 190 emails sent, council calendar, posted on 2 additional facebook sites	[redacted] from the Safekids Program at Soutern Tier Healthcare Systems agreed to partner for next event to give out small gifts	7
8/24/22, 8/29/22, 9/6	Stakeholder Meeting: [redacted] Cooperative Extension Monroe County	State Fair (Rochester), Phone	Monroe County has already established CTE Program with Workforce Development and is planning to share resources and connect to Cooperative Extension Ag in the Classroom Program in Buffalo	Email connection with [redacted] from Buffalo to be received	3
11/6/22, 11/8/22, 11/14/22, 12/2/22, 12/5/22, 12/6/22, 2/20/23, 3/20/23	[redacted]	email, phone	Consultant conversation and evaluation.	Olean Academy will consideration using WDJ consulting in the future. Wayne explained the process for application and what would be necessary should be choose to use a consultnt	2
11/22/22, 12/13/22, 12/15/22	Senator [redacted]	Washington DC In Person Office	Request for letter of support including support for Olean Business Development	Advised to receive support from local government as the Senator does not offer individualized support for schools	4

12/19/22, 2/10/23, 2/14/2023, 2/23/2023	[redacted]	Area Legislature	[redacted] is one of the Legislatures for the Olean Area. She stated she would set up a meeting for us in the spring- likely February. She has already met with [redacted] and appreciates that we are working to improve education in the area. Follow up demonstrated no return call	n/a	2
12/20, 12/28, 2/10	[redacted]	Phone	Possible Board President and public support. [redacted] ran for Olean City Council and has offered to publicly support the school	[redacted] advised us to maintain contact to ensure that we are able to properly inform the public of our progress. She has been added to the school's Facebook page	3
12/1/23	[redacted] n [redacted] Cooperat ve Extention	Phone call	Cornell Cooperative Extension will continue to support Olean Academy in hopes of supporting families with Farming, Agriculture, Nutrition and Healthy Eating according to the original letter of support signed.	Plan set for 12/30 presentation	3
12/30/23	[redacted] from [redacted] Cooperative Extension and [redacted]	Olean Public Library	[redacted] wanted to start on the Healthy Eating series to give the community tools to make good choices during the holiday season.	Two young adults and one senior citizen attended the presentation. They were given a pot holder and grocery shopping lists for their food shopping convenience.	3
1/11/23, 1/30/23	[redacted] from Cattaraugus Health Department and [redacted]	Email	Sent [redacted] email regarding planning for 2023 year.	[redacted] was enthusiastic in working with us to get information to the community and partner with us. We agree to have our first activity on January 30th, 2023. This activity will be held at the Olean Public Library from 5:00 pm - 6:00 pm. [redacted] and [redacted] public health educators, will be speaking about "Emotion Control" In this one hour session participants will learn about emotions and how our bodies communicate with us. This workshop styled presentation offers healthy skills and tools to feel more in control of your emotions.	2
1/11/23	[redacted] from Starbridge and [redacted]	Phone calls and emails.	Spoke with [redacted] regarding pln for upcoming 2023 year.	Solidified plans for all-inclusive public events for upcoming 2023.	2
1/12/23, 1/18/23, 2/13/2023	[redacted] from Starbridge and [redacted]	Follow-up call	Brain stormed what activities we can partner in including Earth Day.	[redacted] was going to check her calendar of events and get back to me. On Monday Jan. 18th [redacted] and I spoke on the phone and in which [redacted] informed me that Starbridge will be hosting an In-Person dance activity at Good Times. Good Times is a Bowling Alley business located in Olean, NY. This venue was selected for it's family friendly environment and the disposition of it's mangement to accomodate the needs of the special needs community. The dance will be on February 19th, 2023.	2
1/14/23, 1/16/2023, 2/16/2023, 3/13/2023	[redacted] from Beat City Music, [redacted] Beat City Music	[redacted]	Planning to introduce music into parent-outreach events	Finalize 3 events with [redacted]	3
1/18/23	[redacted] from the Salvation Army and [redacted]	St. Bonaventur e University	Collaborate with The Salvation Army.	Volunteered as a representative of Olean Academy Charter School for The Salvation Army food drive activity	2

	Cruz			at St. Bonaventure University	
2/10, 2/12	YMCA CEO [redacted] and [redacted]	email	YMCA CEO has agreed to ensure that the facility supports our community outreach.	Planning to occur throughout February. [redacted] has informed us that he will be delegating to Mr. Curtis Pierce to be the contact person for future communication.	3
2/15/23 - 2/20/23	[redacted] and [redacted]	emails and Zoom call	Incorporation of YMCA in parent event planning	[redacted] wrote back and confirmed the dated but needed to change the time. We both agreed. On February we met on Zoom. In this meeting I gave [redacted] three dated: Aprit 4th, May 16th and June 6th. I also spoke about the activities I would like to do. I wanted to have two Zumba classes and one Flex and Stretch class. He suggested one sport class, one Flex and Stretch, and one swimming. We both agreed on it. [redacted] told me he would speak to his employees for availability and we let me know.	

2/18/23 - 5/2/23	[redacted] from Starbridge and [redacted] and [redacted]	In person, emails, and texts.	[redacted] express her desire to do a collaboration focus on Earth Day.	On February 18th Starbridge hosted an inclusive dance party at the venue Good Times. I attended the activity as a representative for Olean Academy Charter School. It was a successful activity and the participants enjoyed themselsves inmensly. During the winding down period of this activity [redacted] and I started talking about the upcoming Earth Day commeration day. We spoke about an activity that would include reading a book and a sensory proyect. On Feb. 22, 2023 [redacted] contacted Shannon [redacted] to get the ball rolling for Earth Day collab. [redacted] replied to [redacted] to set up a phone conversation. Over the next two days emails were exchanged in order to agree on a day and time that works for all of us to meet and work out the details of the activity. On March 2nd [redacted] sent [redacted] a lesson plan and supply list. On the 14th the lesson plan and supply list was. This activity incorporates STEM and the role it plays in helping the planet stay healthy. [redacted], [redacted] and myself aagreed that this should be a two part project. We decided that the first part will be on April 25th. On this day there will be a reading of the book "A Grain Of Rice" by [redacted] and the making of a Shaving Foam Color Mixing Sensory Bag. The on May 2 the students will do birdfeeders.	
2/2/2023	[redacted]	Phone call	NY State / HSFC- Food Service Management: Proposify, offered support regarding the development of food service including th euse of agriculture and food grown on site	Contract will be explored in Year 2 after school's establishment	2

2/16/2023	[redacted]	Phone call	Potential parent and local community member in support of using art in education.	Meeting to incorporate preset curriculum for local Olean Mural scheduled for 4/15 including opportunity to share community connections to expand place-based art curriculum beyond Native American history and the Olean Mural.	3
3/16/2023	[redacted]	Phone call	Board of Trustees President for Truxton Community Charter School	Advice offered on program development, leadership structure, and application process. Further communication for future joint projects is likely if OACS opens	2
3/17/23 3/20/23 3/22/23	[redacted]	Phone Call	Olean Council President offered letter of support pending Mayor letter of support. This following last year's presentation sees no reason for objection.	Letter of support expected 3/27/23	
3/20/23	NYS Agriculture Education [redacted])	Phone call	[redacted] stated that NYS Agriculture Education is in favor of the school opening due to the agriculture focus. Encouraged our board to speak with Agriculture representationi neighboring schools should we open the high school as this would be welcomed collaboration (Boliver-Richburg and Cuba)	Include information in application and requested letter of support.	2

Community Feedback and Input:

• The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

OACS has staggered its introduction into the Olean Community, though the effort has been extensive since 2022. Throughout the process, as OACS has introduced more events, forums, and public announcements, there has been a consistent request for parent feedback. Public input that has supported the development of the school in areas that include SWD inclusion, after school activities, personal finance management, and outdoor activities. The following emails prompted an affiliation with Starbridge, Aimee Kaple (DEI and SWD support), the Cattaraugus County YMCA, conversations with Community Bank to conduct specific financial literacy classes, and Grade 12 Economics including specific personal finance education expectations, as well as the Canticle Farms and Ellicottville Greens affiliations and clearly scripted Outdoor Education program imbedded into the curriculum and inclusive of the mandatory Sociology Course that is titled: Sociology of Community, Agriculture and Food Systems. OACS will continue to abide by the 4 outreach goals set and integrate free Parent Education Programs through the CCDH and the Cornell Cooperative Extension Nutrition

Program that will run from January 2023 onward, and into the 2023-2024 school year, as noted within the Attachment 2[3]. Additionally, Starbridge will also conduct Special Education Parent Education Programs from January 2023 onwards, highlighting the Special Education program at OACS.

Through general conversation and received emails, the founding board has assessed the following areas as those that require attention for OACS to be successful when evaluating OACS and the community: support for curriculum execution is essential, financial stability and support will ensure longevity and sustainability, and general community support will ensure longevity in a small city. As demonstrated through the affiliation letters, organizations are in full support of the place-based, project-based curriculum, as well as the Program's Block, and have offered input regarding the school's curriculum. Canticle Farms, Ellicottville Greens, Amiee Kaple, The Neighborhood School of Dance, Beat City Music, Sarah Burt, a local yoga instructor, and Boundless Connections are samples of organizations willing to support OACS' Programs Block, while the African American Cultural Society, Olean Historical Society, The Seneca-Iroquois Museum: Onöhsagwë:de' Cultural Center, and the SPCA are examples of organizations offering curriculum input, field trip opportunities, and specific support for SWD. Additionally, to meet OACS key design elements, OACS has affiliated and received support multiple STEM-based organizations including Siemens and Cuco, organizations that match our values-based approach such as the Cattaraugus County YMCA, as well as organizations that support student-accountability through community connection such as the Cattaraugus County Department of Health (CCDH).

Through the affiliation with the Volpe Foundation and the Olean Area Business Development Center, OACS has established support in areas of financial management and business development. This added layer of security is impactful within the local community and has supported local businesses in trusting the requests for affiliation. Additionally, through St. Bonaventure, OACS is receiving full support for teacher advancement and professional development which will secure the necessary public perception of a secure and stable educational learning environment. The only community organization that OACS is aware of that is not eager to affiliate with OACS is the Tricity Art Council. The CEO is unwilling to meet with us for unknown reasons, possibly due to lack of time. Current board members have expressed eagerness to pursue an affiliation and OACS intends to request to attend a board meeting bringing the current local arts affiliations that have been obtained as support. Officials who OACS has met with, and have demonstrated willingness to learn more and remain neutral at this time include: The Olean Common Council, Senator Tom Reid (resigned in May 2022), The Olean City Mayor, and the Olean Public School Superintendent. OACS believes this is due to the close-knit nature of the community and tremendous business and citizen support that has been

_Parent and community input was specifically requested through the Olean Times Herald and also through the OACS Facebook page which resulted in the addition of the SPCA, Starbridge (SWD Support), and 4H. In addition to the initial outreach to demonstrate this standard, OACS published an additional article informing the public, requesting support and informing the public of the future Community Forums. Community Forums (Parent events focused on a specific interest like SWD, and Open Forums focused on answering general questions, have been scheduled at least one time per month from June 2022 to the present.

[3] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Family%20Engagement%20Toolkit.pdf

Website Demonstration of Suggestion Incorporation:

The following aspects are being incorporated into the school at parent and community request:

High School:

- CTE Program (Agriculture)
- In-School Internship and Volunteer Opportunities
- Clear and Separate Graduation Tracks

Elementary School:

- Practical STEM Experiences
- Workforce Exposure
- Student-Led In-School Programs (School Store, School Bank, Etc.)

Please send us more!

Email Communication of Incorporated Suggestions:

Email And Program Response: SPCA Request (Parent Request, Affiliation Made and Incorporated Into The Curriculum)

Sun, Jul 10, 9:23 AM

Submitted Information:

Name

[redacted]

Email

[redacted]

Questions and Comments

I am writing again on behalf of a large group of parents who work at the YMCA. Programing with the spca would be awesome and of course integrate Normalizing disabilities. It feels like most schools hide away disabled children in rooms that do not mix much with the rest of the school or explain anything to children like it's some kind of dirty secret and it leads to children being scared, nervous and unsure when they happen to see someone with a disability or they don't know how to play or interact with children with things like autism. Just like anything when children are around something it becomes "normal" they don't even think of it being different.

So many kids with behaviors or disabilities be labeled, ignored, left out or even made fun of by other kids just because they are different or struggle to learn or understand and it's heart breaking.

We need a school that will help, accept, and include the children that are slow to learn, struggle to learn and are just different then this mold that other schools try to put all kids into!

Response:

Mon, Jul 11,
3:47 PM

Olean Academy
<oleanacademy@gmail.com>

to [redacted]

Hi Allison,

Would you be able to speak on the phone? [redacted] at your earliest convenience (evenings are ok until 9pm also!)

Thank you,

Shannon

**After speaking on the phone OACS decided to move forward with contacting the SPCA who determined it possible to develop a Special Education support program for the school and made the choice to affiliate, as well.*

Email and Response: Special Education (Parent Request: Affiliation Made With Starbridge, As Well As Co-Hosted, All-Inclusive Events Developed)

Wed, Jul 6,
10:34 PM

[redacted]

to me

Hello I have a question about the potential school… I just saw the videos you posted so far and they are great but it didn't give me much insight into how disabled children have a place there or can fit in. I love the stem based idea but as a mother of children with autism and adhd and learning issues will it be to challenging for them I guess I would like to know how a day in the life of a disabled person would look like if they attended olean academy

Wed, Jul 6,
10:39 PM

Olean Academy
<oleanacademy@gmail.com>

[redacted]

Good evening,

Please feel free to call [redacted] and we can have a chat tomorrow.

Charter schools are legally obligated to provide the same services as student would receive at the equivalent public school, which is Olean Public school. We would offer as many services as possible inside the school and would work with the public school to ensure that your child's IEP was met.

Because every child with disabilities has different needs We can't really produce a video for an! But feel free to getWe can't really produce a video for it! But feel free to give me a call Tomorrow and I can try and give you an idea of what it would look like for your child.

As previously mentioned, after speaking with Allison she agreed to be our TIES advocate for special education support within the community. She also agreed to perform outreach at the YMCA to gain parent support.

Email And Response: Financial Literacy Program (Parent Request: Community Bank Programming Discussed and Planned)

Submitted Information:

Name

[redacted]

Email

[redacted]

Questions and Comments

We are very excited to hear about the Olean Academy and the extraordinary opportunities and potential it could unlock for children who need, and are capable of, more from an education in the greater Olean area. We are involved and concerned grandparents of school-age children. My husband, [redacted] retired after 33 years of teaching, first two at [redacted] then 31 at Scio Central. I was a Human Resources professional at [redacted], and several other manufacturing companies before that. For the past 15 years I have been the Town Supervisor in Humphrey. Together we own and operate [redacted]

We wanted to add our opinion as educators, community, and business leaders, that a business management curriculum be available to students as well. Without critical business skills, it would be difficult to succeed in the business world. Finance, economics, government, business law, banking, are all key areas which would be a necessity for future entrepreneurs, company managers and civic leaders. BEST (Business - Engineering - Science - Technology), to go hand in hand with STEM. We are delighted to see Agricultural Engineering in the list. The world needs farmers with the savvy to make the most of our valuable resources.

Thank you for your time, just wanted to offer our comments and wish you well in this worthwhile endeavor to bring quality education to the children in our area.

Sincerely ,

[redacted]

Wed, Jul 6,
1:43 PM

Olean Academy
<oleanacademy@gmail.com>

[redacted]

Hi!

Thank you so much for your email! If you are available please feel free to give me a call at your earliest convenience.

I'm the public contact for the school and I'm very eager to speak with you regarding your thoughts.

[redacted]

Thank you,

[redacted]

**After a phone call it was determined to pursue planning and a potential affiliation with Community bank, as well as incorporate a full ½ year component of personal finance in Grade 12 Economics.*

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

b. Description of Outreach:

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school.

Outreach efforts have encompassed a variety of areas. This calendar demonstrates all in-person parent events and in person meetings, phone calls, and efforts to obtain parent and community support.

Due to the small size of the Olean area community, the OACS proposal has required substantial public outreach to ensure enough exposure to secure support. Shannon and Evelyn agreed to conduct the community forums and all public events. Jason Joe, Brian, and Dave conducted outreach phone calls including those for agriculture affiliations. Joe and Brian completed curriculum summaries that were posted on the website and Facebook, and Shannon, Brian and Evelyn maintained the public Facebook. Initial community outreach included development of a website, a Facebook, and marketing for Open Community Forums. Facebook, Email and Website marketing were conducted by Shannon, Evelyn, and then Laura.

Initially, there were two articles published in the Times Herald, one as a background for what charter schools are and what OACS hopes to be, and one as a press release of the positive progress the school was making.

In 2022, OACS adopted a proactive approach to outreach involving “boosting” Facebook online posts and requesting email responses. Through these campaigns OACS has received 167 potential students from K-8 and without specifically requesting, 23 noted for Grades 9 and 10. As mentioned, from September 2022 to March 2023, we have received confirmation of approximately 225 students K-8.

Throughout 2022 OACS conducted 2 door knocking campaigns, as well as developed multiple events individually and with local businesses such as La Dolce Vita (Movie and a Cookie Event that drew 45 people). As of our LOI submission, OACS has held 15 activities which include 8 Open Community Forums for the parents to come in and ask any questions they have regarding charter schools and the school’s policies, including SWD and ELL.

OACS has set up an informational table at Olean’s Farmers Market located at Lincoln Park Olean, NY and have also extended our outreach to include events such as: Geocaching, Yoga, and a Teddy Bear and Cookie event with live music to promote the Music and Art Programs. In all instances flyers have been posted on the Chamber of Commerce website and onto the OACS Facebook page, have included Spanish as an additional language for diversity, and often encouraged feedback from parents. The flyers also include direct contact information to our public contact, Shannon McIntyre, as well as our email address, website, and the dates for open community forums.

On 8/23/22 Shannon attended an Olean Common Council Meeting as a noted speaker on the agenda. This means the public was adequately informed about the school and would have the opportunity to comment to the Common Council about questions or concerns. There were no comments or questions from the public and the Common Council was grateful for the communication and asked questions regarding size, location, and finances, which were all answered to their satisfaction. The members appeared intrigued at the prospect of having support for highlighting Oleans strengths, as well as the potential internship opportunities for students within the Agriculture and Environmental Science realm. Besides advice and formal affiliations, OACS has received direct marketing support from several community members and businesses. One example is the Facebook page “State and Union” (monitored by one of our supporters Lanna W.)that consistently posts OACS activities on their page. OACS has received increasing numbers of “likes” and “shares”. Though progress may appear to be slow, our affiliates have repeated that OACS has accomplished a tremendous amount in a short time for the area and the number of potential students demonstrates the steady increase in community and parent support more than physical attendance at events.

As noted by the tremendous turnout of emails, letters, and signatures for petitions, OACS founding board believes they have sufficient support to open as requested. Though OACS has not received public opposition, there has been difficulty obtaining letters of support from government officials including the mayor, common council and superintendent. As mentioned through conversation with an Olean Councilman, the hesitation likely stems from a possible misunderstanding that, demonstrating favor for school choice implies disfavor for the public school system, and therefore would create strife within the community.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on the experience of how many waitlist entries it takes to fill a seat.

Olean Academy student demand has remained high, though attendance at in-person events appears low. Below is a compilation of the number of students, per grade level, who would likely "immediately" transfer to Olean Academy Charter School should we open tomorrow.

The total number of school age students noted by March 2023 is 225 with 2024-2025 numbers being 205 spread across K-8 with no less than 18 per year. Per OACS founding board request, we ae confident we can fill a 20 student class K-4 and 15 student class 5-8 effectively.

These numbers are based on OACS current outreach efforts, but it is worth noting that multiple parents stated they believe numbers will increase based on the school's approval. This can be confirmed as OACS continues to receive feedback regarding parent desire for school choice with the latest phone call being 3/20 where a parent of 4 called Shannon (Public Contact) to express concerns about bullying, and the most recent parent signature was obtained March 22, 2023. The full parent list supporting the following numbers is located in Request-04d, as it was assembled through attainment of signatures similar to a petition of opening.

		2022-2023/ 2023-2024	2024-2025
At least K upon opening		22	
K	4-5	39	22
1	5-6	25	39
2	6-7	20	25
3	7-8	18	20
4	8-9	22	18
5	9-10	18	22
6	10-11	21	18
7	11-12	20	21
8	12-13	20	20
		225	205

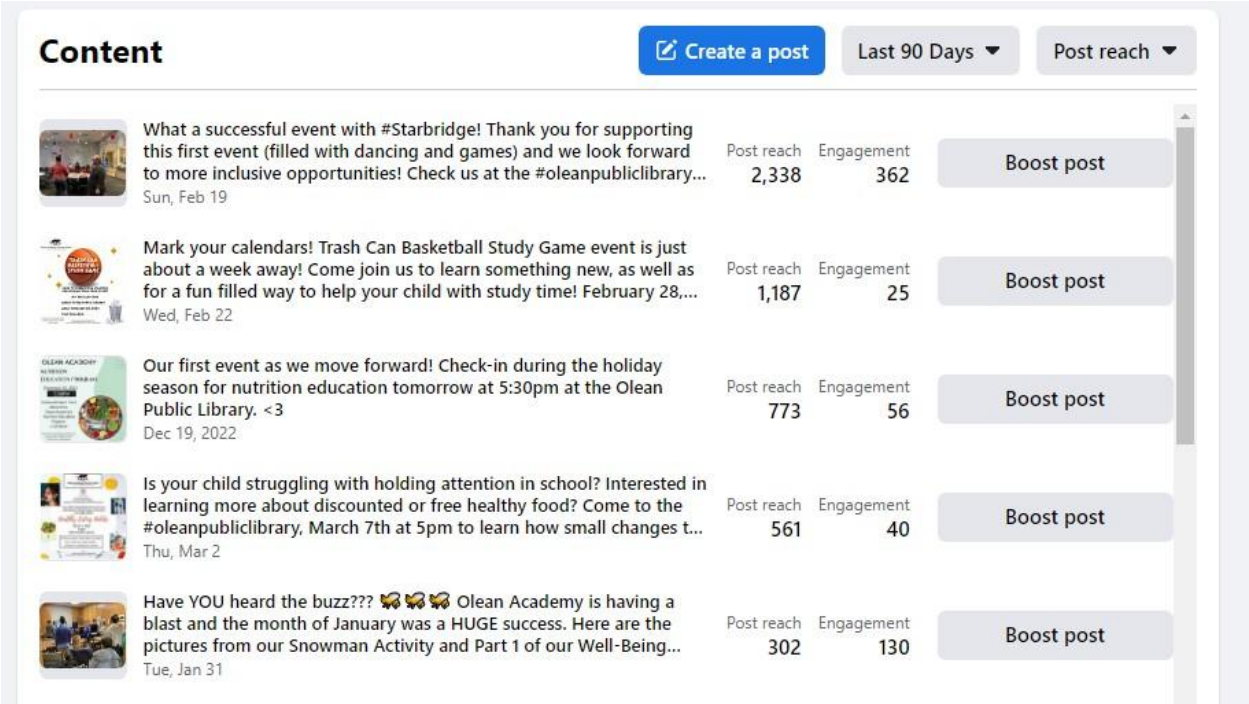
R-04d – Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

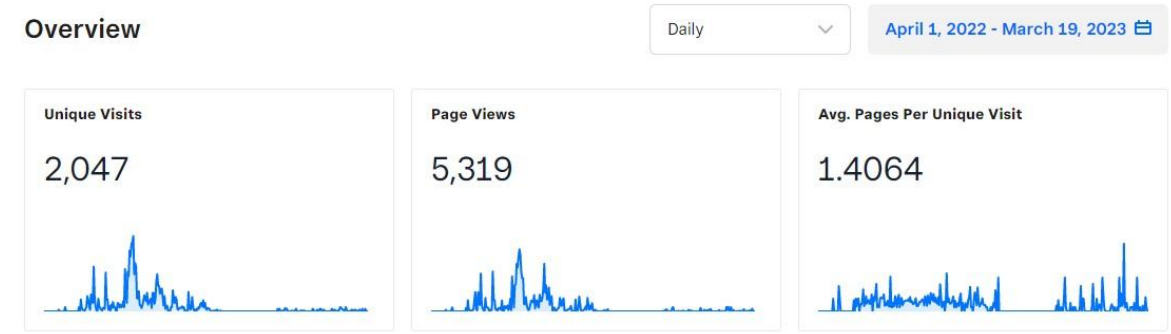
Document	Description	Page Number
Facebook Marketing Posts	The highest "post reached" Facebook marketing posts demonstrate reach and engagement since our need to "boost posts" in the beginning of OACS' marketing. This includes a reach ranging from 200 to over 2,000 individual recognizing, clicking on, and reading the event postings	2
www.oleanacademy.weebly.com Website statistics	2,047 unique views since the launch of the website, as well as 5,319 page views demonstrates that our OACS has a reach far beyond the pool of families that have signed to demonstrate support for opening the school.	3
Facebook Responses	For 2022, 18 events were tracked for responses and 99 individuals responded to the events. Thought this is not reflected with in-person attendance, the open communication spearheaded multiple parent conversations.	3
Facebook Video Reach and Engagements	A Day in the Life of an Elementary Student reached 308 individuals with 51 engaging in the post. This prompted us to create another marketing video for Intermediate and also High School which are on the Facebook, as well as the website.	3
New Article Sample (Olean Times Herald)	This article was published as an announcement of the potential for a charter school in the community and requested parent input as the school moved forward. Date published: Jun 7, 2022	4
Demonstration of Posting Through The Chamber of Commerce June to August 2022, August to December 2022	A letter of events, including our open community forums was sent to the Chamber of Commerce for publishing on their website 6/20/22. This letter was also sent to all parents and contacts on 6/20/22. The Chamber of Commerce houses the main event calendar for the community and immediately published our requested dates on their calendar. Facebook Updates for 2 Community Open Forums are included below along with the event results. Events conducted after 7/26/22 are included throughout the remainder of the application. The	5

	in-person turnout has unfortunately not reflected the online presence or the contact names sent via the online sign-up. Events after this letter came in another letter sent the week of 8/1/22.	
Calendar of Events February, March	In an effort to streamline events and reach more parents directly, the OACS Founding Board chose to email and events calendars on the first of the month beginning February 2023. These calendars were posted to supporting Facebook sites and emailed to parents. The choice to adjust the outreach approach increased attendance at some events, and will be the approach used moving forward.	6-7
Flyers and Attendance Sheets	In preparation for future evaluations, and to ensure the ability for accurate evaluation for all outreach events, Evelyn Cruz created a single binder with the event flyers and attendance sheets for all events. These flyers match the outreach calendar listed on R-04abc under “Strategies” All flyers were emailed to parents as a one week reminder and posted on the school’s Facebook 5 days, 3 days, and the day of the event. They were also sent to community supporters and affiliates.	8-

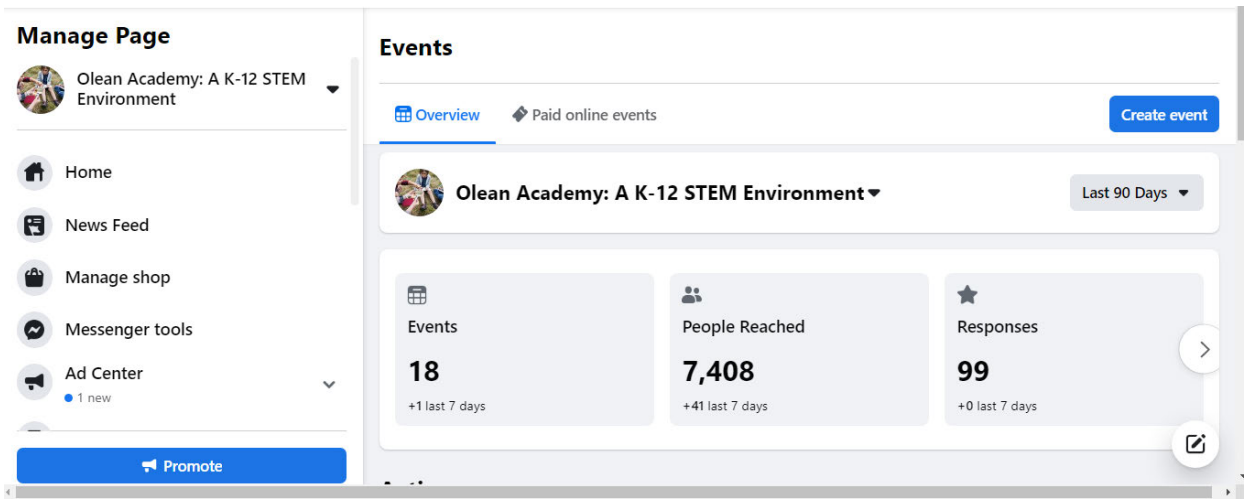
Facebook Marketing Posts



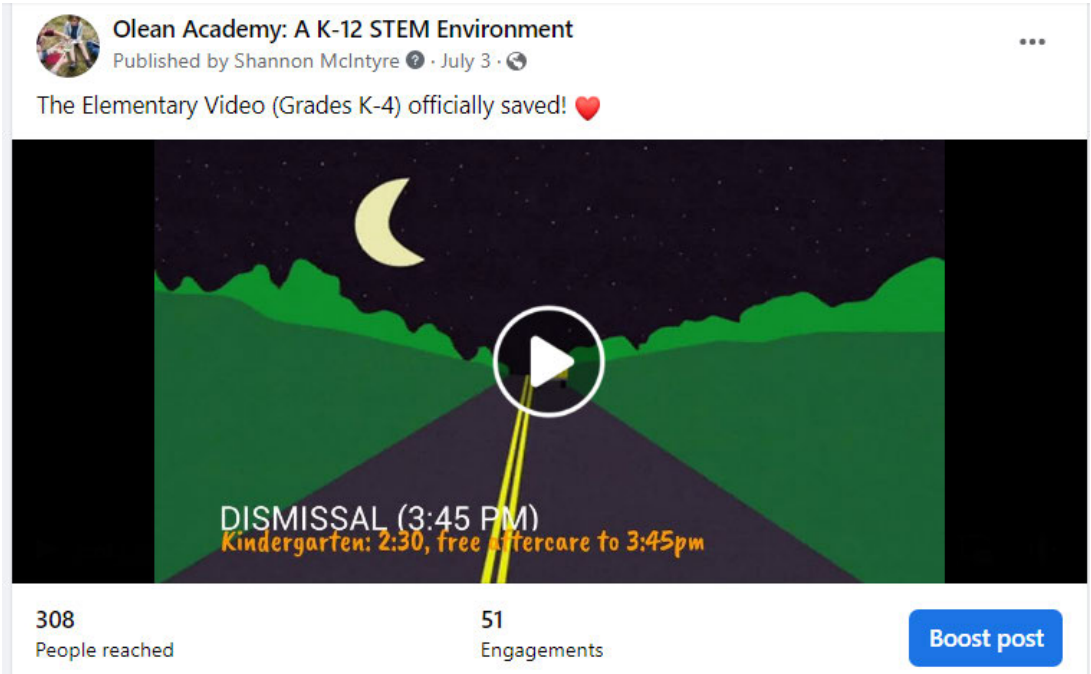
www.oleanacademy.weebly.com Website Statistics



Facebook Event Responses for 2022



Facebook Video Reach and Engagements



Requeset-04d-3

New Article Sample

News Article Requesting Input: Olean Times Herald

Creation of STEM-focused Olean Academy seeking community input

- By [redacted] Olean Times Herald
- Jun 7, 2022

OLEAN — Organizers of a planned new STEM-focused charter school in the city are looking for input from the community.

A community forum on the formation of Olean Academy — a school with engaging, challenging and value-based education grounded in science, technology, engineering and math — is scheduled for Thursday at the Olean Public Library from 6 to 7 p.m.

Shannon McIntyre, a member of the group trying to start the school, said they are still in the early stages having recently submitted a letter of intent to New York state to let the Education Department know the group is considering this new venture.

"The amount of community interest we need to present right now is minuscule compared to what it will be if we move forward through the application phase," she said. "We've already received a ton of requests and we're incorporating them into the curriculum the best we can."

According to its website, the vision of Olean Academy is to offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners.

"We're not looking to overtake anybody in the community," said McIntyre, who was hired as the next president of{span}Archbishop Walsh at the start of the 2021-22 school year but left the role a few month later. "With us having a STEM pathway and the CTE pathway, it's just filling a void that is a natural void in the community that exists between the existing schools."

Although in the early stages, McIntyre said several local organizations including Siemens, Olean YMCA and Olean Business Development Corporation have already shown interest in the school. She said the goal is to have students interested in STEM-type careers and places in the community by offering a CTE certification pathway.

"There are affiliates who have asked about other STEM projects occurring in the community and how our school would affect them. But we're not in competition, we're not looking to steal, we're not soliciting," she said. "We're developing this because it matches what we want, and if that aligns with other people that's awesome. If it doesn't align, that's okay and we understand."

McIntyre said they also hope to provide students with a curriculum that honors the history of Olean, showing them how the city was formed and flourished to become a place many people love.

Public Posting Sample Through The Chamber of Commerce

A "K-12" STEM School Environment

OLEAN ACADEMY

oleanacademy@gmail.com
www.oleanacademy.weebly.com

Dear Families and Community Members,

Please attend our upcoming meeting on **Monday, June 20 at Olean Public Library from 6-7pm** to learn more about our current programs, and if you would like to volunteer including grant writing, social media support, and signature collection. As always, please attend any of our meetings if you have questions. Please note the following dates and times for our future events:

Date	Time	Location	Event
Sat. June 25, 2022	—	**Olean Farmers Market**	**Come visit!**
Tues. June 28, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**
Tues. July 12, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**
Fri. July 15, 2022	**9-10pm**	**TBD**	**Picnic and a Movie**
Tues July 26, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**

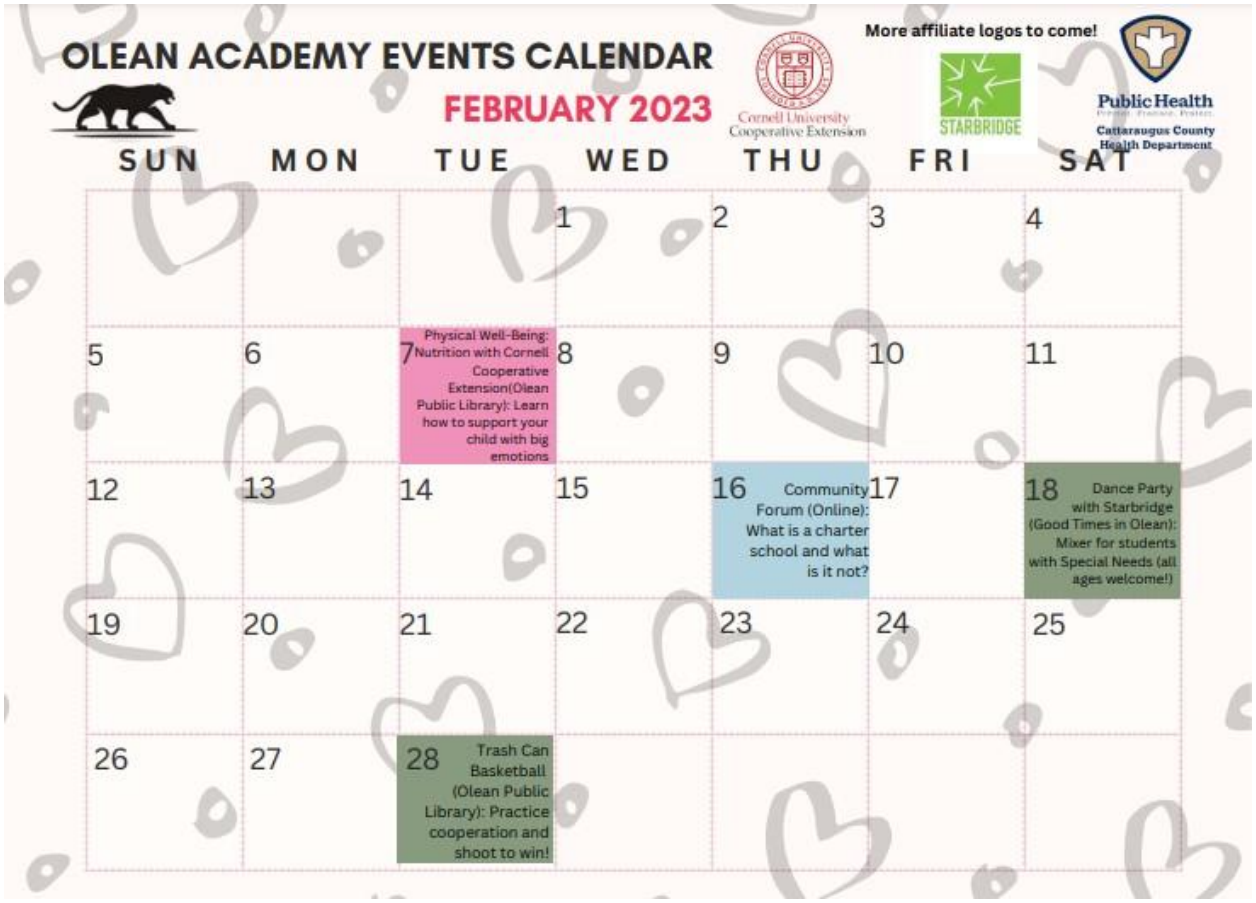
As a reminder, our Community Forums are meant to offer parents the opportunity to ask questions and see the progress we are making. Please join us, stop by our Farmer's Market table on June 25 and stay tuned for our Picnic and a Movie location!

I am looking forward to meeting you at these events. Should you have questions, please email: oleanacademy@gmail.com

In Service,

Evelyn Cruz
Parent and Community Outreach Coordinator
oleanacademy@gmail.com

Calendar of Events Emails and Postings



Requeset-04d-7

Olean Academy
"A *K-12* STEM School Environment"

OPEN FORUM

COME TO ASK QUESTIONS, SHOW SUPPORT, OR FIND OUT MORE INFORMATION!

Location: Olean Public Library

Date: June 9, 2022

Time: 6pm-7pm

www.oleanacademy.weebly.com

REUNIÓN SOBRE EDUCACIÓN
¡VENGA A HACER PREGUNTAS, MOSTRAR APOYO U OBTENER MÁS INFORMACIÓN!

Olean Academy
"A *K-12* STEM School Environment"

PARENT MEETING
REUNION DE PADRES

WE PLAN TO HAVE SOME EXCITING EVENTS BETWEEN NOW AND DECEMBER!

If you can volunteer 1 hour of time over the summer, or can help with grant writing, please attend!

Location: Olean Public Library
Date: June 20, 2022
Time: 6pm-7pm

TENEMOS PLANES EMOCIANANTES ENTRE AHORA Y DICIEMBRE.

Si dispone de una hora para ofrecer de voluntario(a) durante el verano o ayudar con la preparacion de propuestas por favor asistan a la reunión.

Sitio: Olean Public Library
Fecha: 20 de junio del 2022
Hora: 6pm - 7pm

Olean Academy
"A *K-12* STEM School Environment"

FARMERS MARKET

COME TO ASK QUESTIONS, SHOW SUPPORT, OR FIND OUT MORE INFORMATION!

Location: Farmers Market at Lincoln Park, Olean N.Y

Date: June 25, 2022

Time: 9:30 am - 1:00 pm

www.oleanacademy.weebly.com

PLAZA DEL MERCADO EN LINCOLN PARK
REUNIÓN SOBRE EDUCACIÓN
¡VENGA A HACER PREGUNTAS, MOSTRAR APOYO Y OBTENER MÁS INFORMACIÓN!

Olean Academy Parent Sign Up Sheet

Olean Academy Charter School

June 25, 2022

Name	District	Children Names and Grade Level	Telephone	Email	Volunteer?
[redacted]	Olean	[redacted]	[redacted]	[redacted]	
	Hinsdale				
	Allegany				

Olean Academy
"A *K-12* STEM School Environment"

COMMUNITY OUTREACH

Alcance Comunitario

COME AND LEARN WHERE WE ARE, WHERE WE ARE GOING, AND WHAT HAPPENS NEXT!

Location: War Vets Park
Date: July 4, 2022
Time: 9:00 am - 4:00 pm

REUNION INFORMATIVA VENGAN Y APRENDAN DONDE ESTAMOS, HACIA DONDE VAMOS Y QUE ES LO PROXIMO.

Lugar: War Vets Park
Fecha: 4 de julio del 2022
Hora: 9:00 am - 4:00 pm

www.oleanacademy.weebly.com

Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

July 4, 2022

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	9		[redacted]	yes

Olean Academy
"A *K-12* STEM School Environment"

OPEN FORUM: SPECIAL EDUCATION

COME TO ASK QUESTIONS AND LEARN ABOUT OLEAN ACADEMY'S SPECIAL EDUCATION POLICY!

Location: Olean Public Library

Date: July 12, 2022

Time: 6pm-7pm

www.oleanacademy.weebly.com

REUNIÓN SOBRE EDUCACIÓN ESPECIAL
¡VENGA A HACER PREGUNTAS Y A APRENDER SOBRE NUESTRA POLIZA EN EDUCACION ESPECIAL

[redacted]

Olean Academy Charter School

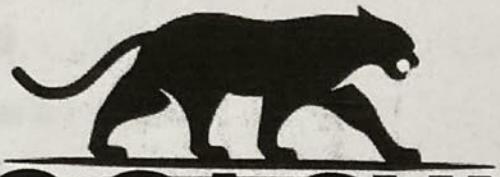
www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

acme contact

7-12-2022

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	olean	[redacted]	[redacted]	[redacted]	Yes
	Cuba Belmont				
	Olean				

Olean Academy
"A *K-12* STEM School Environment"



GEOCACHING

COME AND JOIN US ON A ADVENTURE!
LET'S ENJOY THE OUTDOORS AS WE TRY TO FIND A HIDDEN CACHE!
WE WILL MEET AT THE GAZEBO AT 9:00 AM
THESE ARE THE COORDINATES GIVEN:
N 42° 04.623 W 078° 25.769
UTM: 17T E 712634 N 4661528
IINT: WINTER FRIENDLY AND MAGNETIC. THAT NAME RINGS A...

Location: Lincoln Park

Date: July 23, 2022

Time: 9 am- 12 pm

www.oleanacademy.weebly.com

UNANSEN A NOSOTROS EN UNA AVENTURA!
DISFRUTEN DE LA NATURALEZA MIENTRAS TRATAMOS DE ENCONTRAR UN OBJETO ESCONDIDO EN LINCOLN. NOS REUNIREMOS EN EL GAZEBO.

Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

acme contact

Geocaching Event July 23, 2022

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	~~olean~~	[redacted]	[redacted]	[redacted]	~~Volunteered~~
	~~Cuba Wilmot Rushford~~				yes
	Olean				
	Olean				egmail
	Olean				com
	Olean				
	Olean				
	Olean				

Geocaching

Event

OLEAN ACADEMY CHARTER SCHOOL

FREE LITERACY TUTORING

AT THE OLEAN PUBLIC LIBRARY

"TODAY A READER, TOMORROW A LEADER".
MARGARET FULLER

JULY 25, 2022 - JULY 29, 2022
From 10:00 am- 11:00 am

Olean Academy
"A *K-12* STEM School Environment"

OPEN FORUM

COME TO ASK QUESTIONS, SHOW SUPPORT, OR FIND OUT MORE INFORMATION!

Location: Olean Public Library

Date: July 26, 2022

Time: 6pm-7pm

www.oleanacademy.weebly.com

REUNIÓN SOBRE EDUCACIÓN
¡VENGA A HACER PREGUNTAS, MOSTRAR APOYO U OBTENER MÁS INFORMACIÓN!

OLEAN ACADEMY
MOVIE NIGHT
"SING 2"

Sponsored by La Dolce Vita

JULY 29, 2022

6:00 PM TO 9:00 PM

LINCOLN PARK

(MOVIE TO START AT 6:30 PM)

La Dolce Vita will be selling their tasty cookies and drinks in the Lincoln Park Bistro

$2.50 Cookies

$1.50 for Canned Soda

$1.00 for Water

***Cash Only, please!**

Please bring a chair or a blanket to sit on.

45 in attendance

Movie Night

Olean Academy Charter School

7-29-20

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	ALSS	[redacted]			
	ALSS				
	Olean				
	Olean				
	Port				
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	olean				
	↓				
	olean				

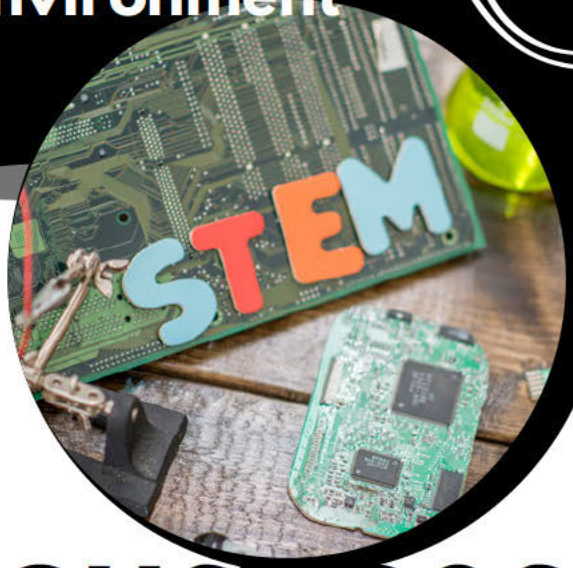
Movie Night/Supporters Attendance
7-29-22

Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Allegany-Limestone	[redacted]			
	OLEAN				

Olean Academy
"A *K-12* STEM School Environment"



STROLEAN AUGUST 2022

COME TO ASK QUESTIONS, SHOW SUPPORT, OR FIND OUT MORE INFORMATION!

Location: NORTH UNION STREET, OLEAN N.Y

Date: August 13, 2022

Time: 10:00 am - 6:00 pm

www.oleanacademy.weebly.com

LUGAR: CALLE NORTH UNION, OLEAN , N.Y
FECHA: 13 DE AGOSTO, 2022
¡VENGA A HACER PREGUNTAS, MOSTRAR APOYO Y OBTENER MÁS INFORMACIÓN!

Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

Strolean
8-13-22

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	[redacted]			K
	Olean				
	Bolivar-Richburg				

Str Olean

Olean Academy Charter School

August 13, 2022

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	[redacted]	[redacted]	[redacted]	[redacted]
	Olean				
	olean				
	olean				
	OLean				
	Allegany				
	Olean				
	olean				
	Hinsdale				
	Olean				
	Cuba				

Olean Academy
"A *K-12* STEM School Environment"

ONLINE COMMUNITY OPEN FORUM

COME TO ASK QUESTIONS AND OFFER SUGGESTIONS FOR YOUR NEW SCHOOL!

Guest Speaker:
Shannon McIntrye
Public Contact for Olean Academy Charter School

Date: Tuesday, January 17, 2023
Time: 6:30pm

Join Us Online at
meet.google.com/rfn-sdep-tyi

FORO ABIERTO PARA ESTUDIANTES
VENGA CON SUS PREGUNTAS Y SUGERENCIAS
REFERENTE A NUESTRA NUEVA ESCUELA.

Olean Academy Charter School

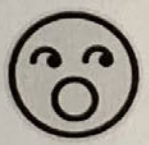
www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

Jan. 30th, 2023

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	[redacted]			
	Olean				
	Olean				
	Olean				
	Olean				
	Olean				
	Olea				
	Olean				
	Olean				
	Olean				

CATTARAUGUS COUNTY HEALTH DEPARTMENT
IN PARTNERSHIP WITH OLEAN ACADEMY PRESENT:

AN EDUCATIONAL SESSION ON EMOTIONAL REGULATION



Join us January 31st, 2023
5:00pm-6:00pm
@ the Olean Public Library

FREE and open to anyone 18 and under and parents/guardians.

DURING THIS HOUR SESSION, YOUR CHILD WILL LEARN ABOUT EMOTIONS AND HOW OUR BODIES COMMUNICATE WITH US. THIS WORKSHOP STYLED PRESENTATION OFFERS HEALTHY SKILLS AND TOOLS TO FEEL MORE IN CONTROL OF YOUR EMOTIONS.

TAUGHT BY PUBLIC HEALTH EDUCATORS MATTHEW TYSSEE AND ALYSSA DEAN.

Scan this QR code to register!

Public Health
Prevent. Promote. Protect.
Cattaraugus County Health Department

Olean Academy Charter School
"A K-12 STEM Environment"

Join us to have your questions answered by
Shannon McIntyre, Olean Academy Public Contact

Date: February 16, 2023
Time: 5-6pm
Online Link: meet.google.com/iqi-uxgg-srh

WHAT IS A CHARTER SCHOOL AND WHAT IS NOT?

- WHAT MAKES A CHARTER SCHOOL DIFFERENT THAN A PUBLIC OR PRIVATE SCHOOL?
- WHY DOES OLEAN NEED A CHARTER SCHOOL?
- WHAT ARE THE PROS AND CONS OF A CHARTER SCHOOL IN OLEAN?
- HOW ARE CHARTER SCHOOLS FUNDED?

www.oleanacademy.weebly.com
Any Questions? Please Text or Call: 716-436-8099

STARBRIDGE

Starbridge with Olean Academy nvite you to an all-inclusive DANCE PARTY!

Where: Good Times, Olean

When: February 18, 2023

Time: 12-2pm

Questions?
Contact Kari at Starbridge: 585-2594576

Dance Party Feb 18, 2023 @ Good Times

Parent Name	Children Name	email
[redacted]		

OLEAN ACADEMY

FREE YOGA CLASS AT OAK HILL PARK

Family Friendly

August 20, 2022

10:00 AM

FOR ALL AGES AND FITNESS LEVELS

www.oleanacademy.weebly.com
oleanacademy@gmail.com
Follow us on Facebook

August 20, 2022

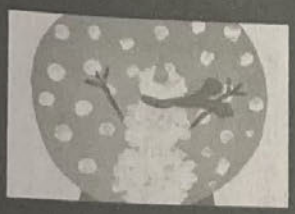
Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

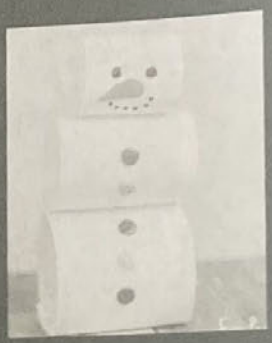
First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunt
[redacted]		[redacted]			

Olean Academy Charter School

"A K-12 STEM Environment"



Build a Snowman Activity



OLEAN PUBLIC LIBRARY

WEDNESDAY
JANUARY 25, 2023

5-6PM

COME JOIN US FOR A FUN FILLED OPPORTUNITY TO MEET LIKE-MINDED INDIVIDUALS WHILE YOUR CHILDREN USE CRAFTS CREATIVITY AND FINE MOTOR SKILLS TO DEVELOP SNOWMEN

PLEASE MARK YOUR CALENDERS FOR OUR NEXT COMMUNITY FORUM ON FEBUARY 7, 2023

Any questions or concerns please contact Shannon McIntrye Public Contact
www.oleanacademy.weebly.com
716-436-8099

Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

Jan. 25th 2023

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	[redacted]	[redacted]	[redacted]	
	Olean				
	"				
	"				
	Olean				

Olean Academy Charter School

Olean Academy Charter School
"A K-12 STEM Environment"

Please come to answer any lingering questions regarding:

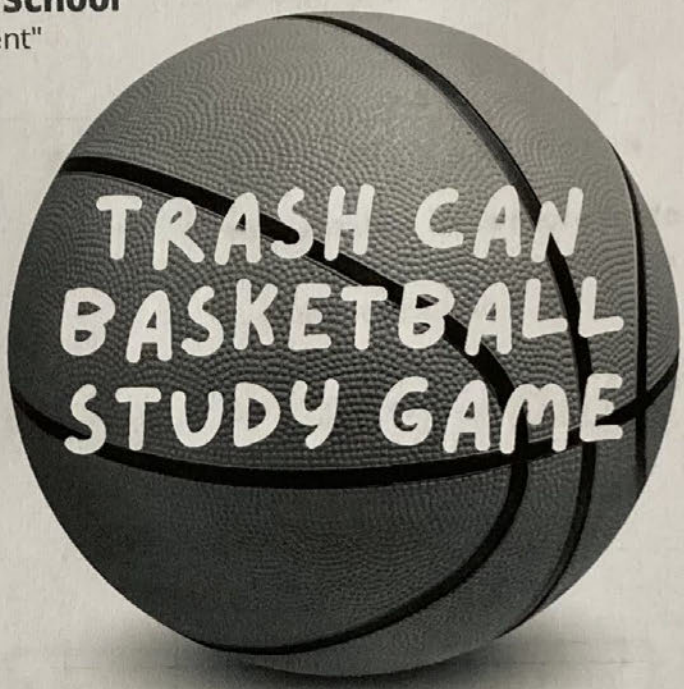
- Charter Schools, Finances and Businesses
- The advantages a charter school will bring to the community
- How a charter schools support the success of their local community

LIVE

https://meet.google.com/ppo-hayk-fvj

THURSDAY
JANUARY 26, 2023
2:00 - 2:30pm

Olean Academy Charter School
"A K-12 STEM Environment"



COME TO LEARN A FUN STRATEGY FOR HELPING YOUR CHILD STUDY!

ALL AGES WELCOME

WHERE: OLEAN PUBLIC LIBRARY

WHEN: FEBRUARY 28, 2023

TIME: 5PM-6PM

Includes a Q & A opportunity to help support your child's study needs!

www.oleanacademy.weebly.com
Any Questions? Please Text or Call: 716-436-8099

Olean Academy Charter School
"A K-12 STEM Environment"

Cornell University
Cooperative Extension

PRESENTED BY
GAYLE PATTERSON
CORNELL COOPERATIVE EXTENSION

Your child's eating habits have more to do with behavior and learning in school than you might realize!

Healthy Eating Habits

March 7, 2023
5-6pm
Olean Public Library

Come to learn how diet can help your child succeed inside, as well as outside of school!

www.oleanacademy.weebly.com
Any Questions? Please Text or Call: 716-436-8099

Olean Academy Charter School
"A K-12 STEM Environment"

COMMUNITY ONLINE FORUM

HOW YOUR CHILD'S NUTRITION IMPACTS YOU CHILD'S LEARNING NEEDS

Date: March 14, 2023
Time: 5-6pm
Online Link: meet.google.com/qvr-wiak-axb

Join us to understand and learn more about why your child hyper-focuses, and how nutrition plays a key role in the ability to effectively manage this.

EAT BETTER, FEEL BETTER.

R-04e - Evidence of Support

Support Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

Document	Explanation	Page Number
[redacted] Former Cattaraugus County YMCA CEO	Business Affiliations	4
Cutco: Largest Employer in Olean, NY (STEM Field)	Business Affiliations	5
Financial Advisement Support: [redacted]	Business Affiliations	6
Volpe Foundation	Business Affiliation: Potential Donar	7
[redacted]	Business Affiliations	8
Jamestown Community College: Letter of Support	Business Affiliations	9
OATS Bus System	Business Affiliations	10
Olean Business Development Corporation	Business Affiliations	11
Boundless Connections: Partnership: Technology and STEM	Business Affiliations	12
Siemens: Second Largest Employer in Olean NY (STEM Field)	Business Affiliations	13
[redacted] Current Cattaraugus County YMCA CEO, on behalf of The YMCA	Business Affiliations	14
4H Affiliation and Partnership for Afterschool Program	Curriculum Affiliations	15
African American Cultural Center: Imbedded Place-Based Education	Curriculum Affiliations	16
Beat City Music: Music Support	Curriculum Affiliations	17
St. Bonaventure Library: Free Student Access to the Library and Archives	Curriculum Affiliations	18
St. Bonaventure Warming House: Volunteer Opportunity	Curriculum Affiliations	19

Boundless Connections: Technology Support, Professional Development	Curriculum Affiliations	20
Canticle Farms: Internships for 8th Grade and High School, Agriculture Program	Curriculum Affiliations	21
Cornell Cooperative Extension: ENFP Program	Curriculum Affiliations	22
Griffis Sculpture Park: Art Curriculum Support	Curriculum Affiliations	23
Olean Historical Society: Imbedded Place-Based Education	Curriculum Affiliations	24
Neighborhood School of Dance: Programs Block Support	Curriculum Affiliations	25
Olean Historical Society	Curriculum Affiliations	26
Flanigan Hill Farm/[redacted] Agriculture Program	Curriculum Affiliations	27
Quick Arts Center: Support for Art Program Execution	Curriculum Affiliations	28
[redacted] High School Curriculum Review	Curriculum Affiliations	29
Eden Heights: Volunteer Senior Facility	Curriculum Affiliations	30
SPCA: Volunteer Opportunity	Curriculum Affiliations	31
St. Mary's School of the Deaf: Volunteering	Curriculum Affiliations	32
University Pittsburgh: Bradford: CTE Higher Education Requirement	Curriculum Affiliations	33
St. Bonaventure: Department of Education MOU	General Support	34
Southern Tier Healthcare Systems: Family Health Education	General Support	35
Starbridge: SWD: Special Education Parent Education, Support and Design	General Support	36

Government: OATS Bus Line: Email confirming their desire to work to ensure students,including those who are ED and outside of the area, can attend Olean Academy	General Support	37
Government: Cattaraugus County Department of Health: Hygiene, Health Education	General Support	38
Government: Parent Education Program: Support for Parent Education	General Support	39
Government: Senator [redacted] Resigned 5/22	General Support	40
[redacted] Parent/ Family Education Specialist	General Support	41
[redacted]: Previous Local School Administator	General Support	42
[redacted]: Costal Carolina University	General Support	43
Facebook Statistics	Demonstrating Focus on “Contact Us” Communication	44
K-8 Parent names and information supporting the opening of the institution with previously stated numbers assembled from in person activites and online forms (225 students K-8 and 21 High school)	Demonstration of Parent and Community Support	45
Meeting Notes with [redacted] (City Councilman)	General Support: 7/11 at 12pm: Shannon McIntyre	55
Email responses	Demonstrating General Support and Communication	55
Petition for Opening:	K-8 Parent names and information supporting the opening of the institution with previously stated numbers assembled from in person activites and online forms	64

[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a resident the Olean City School District, and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

CUTCO Corporation

[redacted]

June 6, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner of Olean School District and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

[redacted]

VCSC Investments LLC

[redacted]

May 20, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to demonstrate full support for the opening of Olean Academy in Olean, New York. I have participated in the development of the initial budget and have been commissioned by the Volpe Foundation to continue to work throughout the development process.

Having worked for corporations such as PriceWaterhouseCooper and General Electric Company, I can attest that the Olean Academy founding board is conscious of the finances and also aware of the process that occurs between startup and the growth of an organization. The board is implementing a financial plan that will enable the sustainability and the growth of the school for the coming years for the benefit of the students and the community in Olean.

It is with eagerness that I write this letter in support of Olean Academy's opening, and hope that you strongly consider the tremendously positive impact that this school's opening would have on the community.

[redacted]

JCC
JAMESTOWN
COMMUNITY
COLLEGE
SUNY

525 Falconer Street
P.O. Box 20
Jamestown, NY 14702-0020
Phone: 716.338.1000

Office of the President

May 26, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

Jamestown Community College supports exploring the feasibility of a charter school (i.e., the Olean Academy) in Olean, NY, in partnership with key stakeholders in the Olean community. With widespread community support a charter school has the potential to provide educational choice to families and with programming focused on STEM-science, technology, engineering, and math.

The principles of the Olean Academy include offering a grounded, value-based environment where students are held accountable for their choices, engages families and community members in school choices whenever possible, fosters student success at home as well as in school and in the community, and will work vigorously to create a learning environment that uses research-based teaching practices. The curriculum for the Olean Academy will be based on an integrated approach to teaching a STEM curriculum that prepares students for success in college and their careers resulting in contributing, connected citizens.

[redacted]

VOLPE FOUNDATION

[redacted]

[redacted]

May 23, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express The Volpe Foundation's support for Olean Academy. We believe that Olean Academy will be an asset to our community. Olean Academy will provide an educational choice to families, based on tenets which include:

1) The pledge to offer a grounded, value-based environment where students are held accountable for their choices,
2) The inclusion of families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and,
3) Vigorous work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

As a foundation, we and our benefactors, have supported the educational community in Olean, New York for 10 years and are in support of alternative educational opportunities. We are eager to support the success of Olean Academy and have demonstrated this through active participation with the founding board, as well as the prospect of supporting the school in identifying and coordinating the necessary building.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

[redacted]

[redacted]

May 23, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. Through my involvement with the Volpe Foundation, I have demonstrated a strong support of alternatives to public education. Currently, I am working to encourage the opening of a business grounded in Engineering in Olean. A critical part of the decision-making process will center on the ability to recruit the necessary technical talent to the area. As you well know parents oftentimes make the decision to relocate based on the educational opportunities afforded to their children. In this light it is my view that Olean Academy would be a tremendous asset in facilitating the recruitment of technical expertise to the success of the business.

More specifically, the STEM curriculum to be offered at Olean academy well suits the category of people we will seek to recruit to the area over time.

For this reason, as well as the positive socio-economic this educational choice brings to the area, I am very eager to support the opening of Olean Academy, and hereby underscore my commitment to the school's success through a strong connection with both the Volpe foundation and the new business we are considering opening in Olean.

[redacted]

Olean Business Development

[redacted]

May 19, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. Olean Business Development Corporation is a business in the Olean School District and we believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Boundless Connections

[redacted]

[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Boundless Connections, LLC and our major focus is tech literacy.

We would be able to support your school with executing the following components:

Developing and updating technology activities to coincide with your curriculum and providing/training facilitators for these activities as well as any tech focused afterschool programs.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

[redacted]

[redacted]

SIEMENS energy

[redacted]

May 4, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express our interest and support in forming a community partnership with Olean Academy. Siemens Energy is a manufacturer of compression equipment for industrial applications.

We would be able to support your school with executing the following components:
Community Service
Internships

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]
Vice President & General Manager, Global Turbo Compressor Operations

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA of the Twin Tiers

[redacted]

May 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am the CEO of YMCA of the Twin Tiers here in Olean and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Cornell Cooperative Extension
Cattaraugus County

[redacted]

[redacted]

July 30, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is 4H and our major focus is promoting the development of skills that help young people succeed in higher education, their chosen career path and as members of their families and communities. 4-H is committed to achieving a community of staff, volunteers and program participants that reflects the diversity of New York State. This aligns and compliments Olean Academy's mission.

We would be able to support your school with executing the following components including, but not limited to at-home learning resources for kids focusing on science, healthy living and civic engagement. We will participate in the Programs Block during the day whenever possible and will work support with additional components as requested.

We fully support the approval of Olean Academy to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Executive Director

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

Cornell Cooperative Extension
Cattaraugus County

[redacted]

[redacted]

July 30, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in exploring the option of a community partnership in order to develop a 501c3 after school agriculture program. 4-H is committed to achieving a community of staff, volunteers and program participants that reflects the diversity of New York State. This aligns and compliments Olean Academy's mission and would align with the mission and vision presented in the potential bylaws.

We would be able to support the after school program with executing the following components including, but not limited to at-home learning resources for kids focusing on science, healthy living and civic engagement. We are eager to support in other areas including, but not limited to community outreach and education.

We fully support the approval of Olean Academy and the potential 501c3 after school agriculture program to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]
Executive Director

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

[redacted]

June 5, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is the African American Center for Cultural Development, we are a Cultural Center and Museum and our major focus is on sharing the very rich history of African Americans' rich contributions both, here in Olean and in the world all the while sharing and appreciating the history of Olean.

We would be able to support your school mostly by being a resource for your school in our area of expertise: Black History, Olean History into American History…Two ways we would be able and willing to help you in your endeavor would be by research and guest speakers.

We support the approval of Olean Academy to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Executive Director

[redacted]

[redacted]

July 29, 2022

217 North Union Street
Olean, NY 14760

[redacted]

Shannon McIntyre

Public/Media Contact

217 N. 2nd Street

Olean, N.Y. 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy.

The name of my business is Beat City Music and our major focus is instrument sales, rental, and service along with offering private music lessons for adults and youth for a variety of instruments. We also offer song writing classes, open mic opportunities for original song writers, vocal lessons and kids camps.

We would be able to support your school with executing music lessons for an after- school program for students' music credit.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

[redacted]

July 25, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my organization is Friedsam Memorial Library at St. Bonaventure University, and our major focus is providing academic library resources and instruction to our students and community members of all ages. We have worked with several public and private schools in the past, as well as homeschooling organizations.

We would be able to support your school with executing the following components:

- Library instruction sessions, either at the Academy or in our Library
- Tours of our Library, including our Archives and Special Collections areas
- Borrowing privileges for print materials
- Use of licensed electronic resources while in our building
- Reference librarian assistance

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

[redacted]

18 58
ST BONAVENTURE
UNIVERSITY
Government & Community Relations

July 20, 2022

Ms. McIntyre,

I have spoken to members of the leadership team at St. Bonaventure University regarding a proposed collaboration with the Olean Academy Charter School. Per your email of May 25, 2022, the University is supportive of volunteer hours for your students at the Warming House, located at 164 N. Union Street, Olean, New York. All volunteer arrangements should be made through the Director of the Franciscan Center for Social Concern at St. Bonaventure University.

All volunteers are expected to:

- Participate in pre-volunteer trainings as determined by the director. Have their parent/guardian (of all minor students) sign a St. Bonaventure University, "hold harmless agreement," before any student can volunteer at the Warming House.
- Be aware that volunteering at the Warming House poses some risk. Including, but not limited to cuts, burns or other injuries. Also, parents should be aware that the Warming House does not ask qualifying questions of any guests entering the building.
- Be supervised by a trained adult at all times. How Olean Academy student volunteers interact with Warming House guests will need to be thoughtfully discussed and determined.

Volunteers times and tasks might not include engagement with guests of the Warming House. Tasks could include meal preparation, serving meals, cleaning, dishwashing, pantry organization, stocking of shelves, assembling personal care bags, etc. Volunteer opportunities may include weekends as well as weekdays. The Warming House can only accommodate six student volunteers and one adult chaperone per shift. Any arrangements need to be approved by University Legal Counsel.

Another potential collaboration with the Franciscan Center for Social Concern at St. Bonaventure University could be Olean Academy students (ages 5-15) participating in the Bona Buddies Youth Mentoring Program as Buddies/mentees. Parent registration for Bona Buddies program occurs in early September each year. Participation in the program is based upon available openings and are not guaranteed.

Volunteer opportunities may be reviewed or revised at any time by St. Bonaventure University.

Thank you for reaching out to St. Bonaventure University and best of luck in all future endeavors.

[redacted]
Director of Government & Community Relations
St. Bonaventure University

cc: [redacted], Associate Vice President for Grants and Research/Chief of Staff
[redacted], Director Franciscan Center for Social Concern

Boundless Connections

[redacted]

[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner in the Olean City School District, and I believe that Olean Academy will be an asset to the community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Canticle Farm

Nourishing Mind, Body, Spirit, and Earth

May 26, 2022

Dear Joe, Shannon & Olean Academy Members,

We are honored that you reached out to Canticle Farm in seeking support and affiliation with Olean Academy. Our board met last night to discuss this very unique opportunity.

First, you have Canticle Farm's support to become an Olean area charter school and we are happy to submit that letter of support. Second, we would dearly welcome your students to learn at our farm. Canticle is a place for the community to share in agricultural and environmental education, especially with our youth. All area students are welcome to learn at Canticle Farm. However, we will need to wait on approving any formal affiliation with Olean Academy at this time for two reasons.

Number one, we kindly request more information about this affiliation proposal and so we welcome more concrete details. As you may know, Canticle Farm is not in a position to staff an educational coordinator for a school internship. Number two, it is important to note that Canticle Farm is a sponsored ministry of the Franciscan Sisters of Allegany and we would first need to obtain permission from them before we could affiliate with any outside organization. With that being said, we respectfully request any documentation that indicates an existing formal affiliation with Canticle Farm be removed.

Again, you will have a support letter from Canticle Farm and we welcome your students and teachers to learn on our farm.

Thank you,

[redacted]
President, Canticle Farm

[redacted]

Canticle Farm

Nourishing Mind, Body, Spirit, and Earth

[redacted]

5/27/22

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

We are writing to express the board of Canticle Farm's support for Olean Academy. Inherently, Canticle Farm is a place for everyone in the community to share in agricultural and environmental education, especially with our youth. All area students are welcome to learn at Canticle Farm. We believe that Olean Academy will enrich our community, in addition to the educational institutions already serving the area.

We support the approval of Olean Academy to serve students in the Olean district.

Sincerely,

[redacted]

[redacted]

Cornell University

[redacted]

[redacted]

8/24/2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my program is the Expanded Food and Nutrition Education Program (EFNEP), and our major focus is teaching basic nutrition, food safety, and the importance of physical activity through interactive sessions to income eligible groups and individuals.
We would be able to support your school with executing the following components:

Offering educational opportunities to student groups and parents where the materials coincide with each other, thereby serving to reinforce the material to both groups and enable, support, and encourage all parties toward better overall health and wellness.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

[redacted]

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

Cornell University

[redacted]

[redacted]

8/24/2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my program is the Expanded Food and Nutrition Education Program (EFNEP), and our major focus is teaching basic nutrition, food safety, and the importance of physical activity through interactive sessions to income eligible groups and individuals.
We would be able to support your school with executing the following components:

Offering educational opportunities to student groups and parents where the materials coincide with each other, thereby serving to reinforce the material to both groups and enable, support, and encourage all parties toward better overall health and wellness.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

ASHFORD HOLLOW FOUNDATION

FOR THE VISUAL AND PERFORMING ARTS

[redacted]

August 20, 2022

Dear Shannon McIntyre,

We are writing this letter in support of Olean Academy. Olean Academy will be a welcomed addition to the southern tier and will offer students a choice in learning they are not able to access currently.

In support of the school, we offer our facilities to supplement the already robust arts and music curricula and look forward to the attendance of students. We will include student education opportunities and will work with the school to ensure that curriculum, which highlights history and culture from the area, is honored.

Good luck in your pursuit.

Sincerely,

[redacted]

[redacted]

6/27/22

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Neighborhood School of Dance, and our major focus is dance.

We would be able to support your school with executing the following components:
- Providing dance instruction and classes to the students.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

[redacted]

OLEAN HISTORICAL & PRESERVATION SOCIETY

[redacted]

June 27, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY. 14760

Dear Ms. McIntyre,

We are writing to express our interest in forming a community partnership with Olean Academy. We represent the Olean Historical Society, and our mission is to present, preserve, and protect our communities history.

We would be able to support your school in helping the students develop and appreciate the rich history of the Olean area, by the use of research based educational learning opportunities affiliated with the museum.

We support the approval of Olean Academy to serve the students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community be offered. We look forward to our partnership for the next school year.

Sincerely,

[redacted]

[redacted]

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,
I am writing to express my support for Olean Academy. I am the owner of Flanigan Hill Farm in Hinsdale and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

[redacted]

Flanigan Hill Farm

[redacted]

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,
I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Flanigan Hill Farm, and our major focus is sustainable pastured meat production on our farm.

We would be able to support your school with executing the following components:

- Farm visits and opportunities for lessons on sustainable agriculture
- Woods and pasture walks
- Livestock interaction (pigs, sheep, cows, chickens, turkeys)
- Product marketing, sales, customer interaction

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

[redacted]

QUICK CENTER

The REGINA A. QUICK CENTER *for the* ARTS
at ST. BONAVENTURE UNIVERSITY

August 22, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in co-operating in the area of occasional art activities for your students at Olean Academy. Our business name is: The Regina A. Quick Center for the Arts, and our major focus is our nationally recognized Museum and our performing arts series, as well as arts education for students from the local school districts.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our possible co-operation for next school year.

Sincerely,

[redacted]

Executive Director

[redacted]

HEALTH PSYCH STRATEGISTS

[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner of Health Psych Strategists as well as Vice President, Research and Client Success of Patients Like Me. I believe that Olean Academy will be an asset to the community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I have reviewed the school curriculum, and in particular the sociology offering, and believe that it would be a tremendous preparation for students planning to attend college. I would be honored to teach psychology at this institution. I support the approval of Olean Academy to serve students in the Olean district.. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

[redacted]

Principal

Eden Heights

[redacted]

[redacted]

04 August 2022

Shannon McIntyre
Public/Media Contact
218 North 2nd Street
Olean, NY 14760

Dear Ms. McIntyre:

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Eden Heights of Olean, a Premier Senior Living Group. Our major focus is Assisted Living with a Memory Care unit.

We would be able to support your school by forming intergenerational relationships with our residents by setting up an Adopt a Grandparent program where the children can come visit several times each year. We will also have activities that the children and residents will participate in together such as: bingo, pokeno, crafts, gardening, etc.

We will welcome practical educational assistance, such as a place for speeches, spelling bee's, concerts, performances, etc. to be completed.

In the long scope of things, this partnership would also be able to open the doors to future employment for young adults in their own community to save up for future education or to help them through their education goals at the local colleges.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in this community and look forward to our partnership for next school year.

Sincerely,

[redacted]

S.P.C.A. in Cattaraugus County

2944 RT 16, Olean, New York 14760

[redacted]

[redacted]

7.28.2022

Dear Ms. McIntyre

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is the SPCA in Cattaraugus County and out major focus is finding homes for our animals and ensuring they receive the best care that we can provide while they are with us.

We would be able to support your school with executing the following components:

We are always looking for events to participate in, to help spread volunteering awareness.
A therapeutic experience with the animals.
Helping spread knowledge about proper animal care, grooming, handling.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

[redacted]

[redacted]

August 11, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre:

I am writing to express interest in forming a community partnership with Olean Academy. The name of our school is St. Mary's School for the Deaf, and our major focus is teaching students who are deaf or hard of hearing through equitable access to communication, language development, and a broad range of academic skills including STEM topics.

We would be able to support your school by providing opportunities for students of Olean Academy to meet students with different backgrounds and learning abilities, including students with disabilities and students who use American Sign Language (ASL) to communicate.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

[redacted]

University of Pittsburgh | Bradford

Office of Enrollment Management
300 Campus Drive
Bradford, PA 16701
Ph: (814) 362-7602

August 1, 2022

To Whom It May Concern,

The University Pittsburgh at Bradford intends to offer dual-enrollment credit at the Olean Academy Charter School for the course ES 0110 - Introduction to Environmental Science as part of our College in the High School program. We have reviewed their proposed course, Sociology of Community, Agriculture, and Food Systems, and we believe that it is a perfect companion to our dual-enrollment offering, should the school be granted the ability to open through New York State. It is our understanding that this would allow for the school to offer the CTE Agriculture track, which we are in full support of.

I serve as the liaison for Pitt-Bradford and as the point of contact for any questions. This is a wonderful opportunity for students in our region.

Thank you for the opportunity to provide this letter of support.

[redacted]

Vice President for Enrollment Management

[redacted]

MEMORANDUM OF AGREEMENT BETWEEN
Olean Academy
AND ST. BONAVENTURE UNIVERSITY

This agreement is entered into between St. Bonaventure University, (hereinafter referred to as "University") and the Olean Academy, (hereinafter referred to as "Organization") for the purpose of providing field placements for School of Education students from St. Bonaventure University.

School of Education students will be made available to the Organization by the University to function as observers, tutors, methods participants, student teachers and interns, both in person and virtual. This agreement pertains to these groups beginning September 1, 2023 and ending August 31, 2024. The School of Education will work with the Organization to provide professional development for the faculty and staff of the organization.

Payment. There is no financial obligation to/from either the University in regard to the placement of students for field work.

Selection of Students. The University will select school students who will be placed within the Organization. All students will be required to obtain, before placement, state police and child abuse registry background checks, and provide evidence of professional liability coverage. All placements within the school district are directly linked to course requirements.

Termination of Placement. Education students may be removed from an assigned placement, or from the Organization, by the University on its own initiative, for the health, safety and welfare of the student, or at the request of the organization.

Supervision of Education Students. The University will be responsible for the selection and supervision of students. They will perform regular and periodic student observations, and will assist in determining program needs. The Organization will provide opportunities for participation in classroom activities, guidance for successful outcomes, and assist with performance evaluation.

Data Access. The University and the Organization agree that the University's students shall not be given access to the Organization's Data (as defined by 8 NYCRR section 121.1(q)) (hereinafter "confidential data"). Additionally, to the extent that the University's students do obtain knowledge in respect of said confidential data without being granted such access the University warrants that, prior to the placement of students with the Organization, the University shall advise its Students of their duty to refrain from acting or omitting to act in any manner that could be reasonably foreseen to result in the disclosure of such confidential data. Provided however, that the University shall be under no obligation to adopt any particular cyber security protocols, platforms or frameworks in respect of such potential disclosures of confidential data because access thereto is not contemplated within the scope of this MOU.

Liability. It is understood that students are not employees of the Organization, and the University will obtain and provide the Organization with professional liability insurance for the students who are participating in this program.

Communicable and/or Infectious Disease Risk.

1. The Organization and University agree that while each expects the other to use reasonable and routine cleaning and sanitization procedures on and within the areas of their respective premises, and enforcement of appropriate social distancing protocols with respect to the occupancy thereof, the Organization and the University acknowledge that no cleaning and sanitization procedures or social distancing protocol can be expected to entirely eliminate the spread of communicable diseases. Organization and University further acknowledge that communicable diseases including, but not limited to, viruses and bacterial infections, can be spread by and between human beings through airborne respiratory droplets or bodily fluids, incidental breaches of proscribed social distance thresholds, or surface contamination even where best practices are followed with respect to said cleaning and sanitization, and social distancing protocols.

2. Therefore, both the Organization and University acknowledge and agree that despite the other's cleaning, sanitization, and social distancing procedures, Students, and those with whom said Students interact within a shared space are at risk of either spreading or contracting a communicable or infectious disease in connection with the activities contemplated herein. By choosing to enter into this Memorandum of Agreement, University and Organization hereby waive, as to one another, all claims or demands for damages, indemnification, contribution or the like stemming from the contraction, spread, or transmission of a communicable or infectious disease from such other individuals with whom the Student(s) is/are sharing Organization's space. Further, the University and Organization hereby waive any claims or demands that may accrue to their heirs or assignees, that they may now have or may in the future come to have against the other, or the officers, directors, faculty members, employees, or servants of the other for damages arising from or relating to the transmission or contraction of a communicable or infectious disease while entering, using, remaining within or residing at the Organization's premises, or arising from the transmission or spread of a communicable of infectious disease.

3. To the extent that any provision of this acknowledgment and waiver is deemed violative of any statute, rule, regulation, common law or other authority, the University and Organization agree that this clause shall be reformed to the maximum extent possible so as to give reasonable force and effect to its terms to the greatest extent permissible under such law or controlling authority.

Indemnification. The above acknowledgement and waiver notwithstanding and without waiving the same, the Organization and University agree to defend, indemnify, and hold one another, along with the other's officers, directors, employees and agents, harmless from and against any and all other claims, losses, liabilities and expenses, whether or not litigation is commenced, arising out of or relating to the activities contemplated herein, except to the extent that such acts or occurrences are the result, exclusively, of the negligence or culpable conduct of the party that would otherwise be the indemnifying party.

Entered into this the _____ day of _____, 20__

_____ _____

Vice President for Finance and Administration
St. Bonaventure University

Superintendent/Head of School

[redacted]

August 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. I am speaking on behalf of Southern Tier Health Care System Inc., a lead agency for Safe Kids Southern Tier New York. Our focus is on keeping children safe by providing education and resources to reduce common preventable childhood injuries, including drownings, poisonings, and bike falls. We would be able to support your school by executing the following components:

- Providing injury prevention education opportunities, such as First Aid/AED/CPR classes, Home Alone Safety Courses, and Babysitter Trainings.
- We may also provide safety resources like helmets and cabinet locks to children and families in need.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

OLEAN ACADEMY
COLLABORATION AGREEMENT

This contract contains all of the items of agreement between the Olean Academy in Olean, New York and the Starbridge (hereinafter the "Contractor") 1650 South Avenue, Suite 200, Rochester, New York 14620.

For the purpose of this Agreement, the Contractor is and shall in all respects be considered an independent contractor and may be referred to as an independent contractor. The Contractor, agents or employees shall not hold themselves out or claim to be officers or employees of the District. All communication regarding programmatic aspects of the program and dissemination of such information must be pre-approved by the Director of Special Education. In addition, all program structures, processes and procedures are to be approved by the Director of Special Education. Finally, the Contractor and the Coordinator shall maintain confidentiality relative to students of Olean Academy in accordance with FERPA law and regulations.

I. SERVICES TO BE PERFORMED

The Contractor agrees to render the following services to the District:

- Provide resources and workshops for families
- Connect families to internal resources Provide staff development

II. TERM OF CONTRACT

This contract will be in effect, beginning on September 1, 2022 and ending on June 30, 2024. Said contract will renew for additional full twelve-month periods by written approval of both parties.

III. USE OF MATERIALS

It is agreed that all materials used in the performance of this Contract, will be provided by the Contractor.

It is further agreed that all materials used and information developed, relative to Olean Academy, in the performance of this contract are to be treated as confidential and are not to be used for teaching or other purposes unless prior written approval has been given by the CEO/President of the Contractor.

It is further agreed that materials used and information developed in the performance of this contract shall not be used for publication or other forms of dissemination without the prior written approval of the CEO/President of the Contractor.

IV. INDEMNIFICATION

The Contractor agrees to indemnify, defend and hold harmless the District and their respective individual members, employees, directors, officers, agents and representatives from and against any and all claims, demands, judgments, damages, expenses, losses, liabilities, or costs of any kind or nature, including, without limitation, court costs and reasonable fees and disbursements of legal counsel in connection with any investigative, administrative, or judicial proceeding commended or threatened, that may be imposed on, asserted against or incurred by the District or which the District may suffer or be required to pay by reason of or in consequence directly or indirectly, as a result of negligence or a breach the obligations of the Contractor and/or Coordinator, their agents, employees or officers in fulfillment of this Agreement.

The District agrees to indemnify and hold harmless the Contractor and their agents from and against any and all claims, demands, judgments, damages, expenses, losses, liabilities, or costs of any kind or nature, including, without limitation, court costs and reasonable fees and disbursements of legal counsel in connection with any investigative, administrative, or judicial proceeding commended or threatened, that may be imposed on, asserted against or incurred by the Contractor or which the Contractor may suffer or be required to pay by reason of or in consequence, directly or indirectly, as a result of negligence or a breach of the obligations of the District and their respective individual members, employees, directors, officers, agents and representatives in fulfillment of this Agreement.

V. ASSIGNMENT PROHIBITED

It is understood and agreed that this Contract contemplates the particular professional experience and skill of the Contractor and Coordinator selected for the work, and this Contract shall not be assigned in whole to in part the Contractor without the prior consent in writing of the District's Board of Education.

VI. REGULATIONS

Both the Contractor (and Assigned Coordinator) and the District shall be required to comply with all rules and regulations of a Federal, State, County and town nature and of the State Education Department of the State of New York with regard to the operation of such program.

VII. TERMINATION

This agreement may be canceled by the District at any time if the services to be rendered are not supplied by the Contractor or for any other reason by the District upon 30 days written notice to the Contractor.

_____ Date: _____

President/CEO Starbridge Services Inc.

Date: 8/18/2022

Olean Academy
Public Contact

_

1. Complete two (2) copies with original signatures, ensuring any blank not used is marked "N/A".
2. Provide copies to:
   - The District's originating office
   - The Contractor

Wed, Jun 29, 3:41 PM

[redacted]

to me, [redacted]

Hi, Shannon. Per your conversations with [redacted] and me this afternoon, please let this email serve as an official notice to you that I, as Administrator of the Olean Area Transit System, do indeed intend and agree to speak with you and your colleagues in the future on transportation needs and service in relation to the Olean Academy.

Please let me know if I can be of further assistance to you at this time.

[redacted]

[redacted]

Sent: Wednesday, June 29, 2022 3:38 PM

To: [redacted]

Subject: Mall Property-Potential Tenant

[redacted]

I had the pleasure of speaking with Shannon McIntyre this afternoon. She and her colleagues are in the process of opening Olean Academy Charter School. They are well on their way in the approval process and we were discussing transportation needs/options. During the phone call, it hit me that the location that I believe would be best suited is your property located at [redacted] I gave her some background and information on your efforts to date. I'm letting this email serve as an introduction. Shannon can be reached at [redacted] and she is also copied on this correspondence.

Thank you.

[redacted]

[redacted]

CATTARAUGUS COUNTY HEALTH DEPARTMENT

1 Leo Moss Drive, Olean, NY 14760, Tel. (716)373-8050, Fax (716) 701-3737

Public Health
Prevent. Promote. Protect.
Cattaraugus County Health Department
Established 1923

Kevin D. Watkins, M.D., MPH, *Public Health Director*

Gilbert N. Witte, M.D.
Medical Director

Colette Lulay-Pound
Administrative Officer

[redacted]

August 10th, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my organization is the Cattaraugus County Department of Health, and our major focus is health education.

We would be able to support your school with executing the following components:
- General Health Education (hygiene, dental, sun safety, etc.)
- Reproductive Health Education
- Mental and Physical Health and Wellness Education
- CATCH My Breath Vaping and Cigarette Education

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

The Parent Education Program, Inc.

234 North Union Street • Olean, New York 14760
Telephone 716-372-8624 or 1-800-359-6610 • Fax 716-372-8640
Aimee Siperek, CEO
ParentEdP@aol.com

May 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. The Parent Education Program supports educational opportunities and options, and believes that Olean Academy will be an asset to the community. We are hopeful that Olean Academy will provide such an educational choice to families.

It is my understanding their tenets pledge to offer a grounded, value-based environment where students are accountable for their choices, include families and community members in school choices to promote student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. They have described the defined curriculum as an integrated approach to teaching a STEAM curriculum that will prepare students for success in both college and career, and create contributing, connected citizens.

I support the approval of Olean Academy for students in the Olean district, and welcome a school of choice in the community.

Sincerely,

[redacted]

TOM REED
23RD DISTRICT, NEW YORK

COMMITTEE ON
WAYS AND MEANS

SUBCOMMITTEE ON SOCIAL SECURITY, REPUBLICAN LEADER
SUBCOMMITTEE ON HEALTH
SUBCOMMITTEE ON WORKER FAMILY SUPPORT

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON, DC OFFICE
2263 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515–3223
PHONE: (202) 225–3161

www.Reed.House.gov

PROBLEM SOLVERS CAUCUS, CO-CHAIR
MANUFACTURING CAUCUS, CO-CHAIR
DIABETES CAUCUS, CO-CHAIR

April 22, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Re: Support for Olean Academy

Dear Ms. McIntyre:

I am pleased to provide this letter of support to Olean Academy in support of their charter school application to New York State.

Olean Academy will be a K-12 institution providing educational choice to the Olean community with a focus on STEAM principles. The Academy will offer a grounded, value-based environment with a curriculum focused on STEAM and will prepare students to be college and career ready.

If approved Olean Academy could open as early as September 2024, and provide an engaging and challenging curriculum grounded in science, technology, engineering and math.

I urge the New York State Department of Education to give full and fair consideration to this request as a matter of education. Please do not hesitate to contact my office with any questions.

Sincerely,

[redacted]
Member of Congress

TR: tw

CORNING DISTRICT OFFICE
89 WEST MARKET STREET
CORNING, NY 14830
PHONE: (607) 654–7566

GENEVA DISTRICT OFFICE
433 EXCHANGE STREET
GENEVA, NY 14456
PHONE: (315) 759–5229

JAMESTOWN DISTRICT OFFICE
2 EAST 2ND STREET, SUITE 208
JAMESTOWN, NY 14701
PHONE: (716) 708–6369

OLEAN DISTRICT OFFICE
1 BLUEBIRD SQUARE
OLEAN, NY 14760
PHONE: (716) 379–8434

March 21, 2023
Olean Academy

Hello,
I am an Education Specialist with Starbridge. I have been speaking with and collaborating with Shannon and Evelyn in regards to Olean Academy being a potential charter school in Olean, NY. I facilitate Family Fun Events for families of children with developmental disabilities in Cattaraugus and Allegany Counties and provide education advocacy and support.

I am also a parent of 2 sons who were a part of special education during their school age years. My sons had unique challenges throughout school. IEPs and 504 Plans met some of their needs. My sons do not experience significant, easily observed delays. They think and process differently than their 'typical' peers. They do not fit into the boxes. We focused on teaching them to navigate the education system in ways that worked for them and met the requirements of Regents and graduation. This philosophy is one of the reasons Olean Academy interests me. If it had been available, it may have been an amazing option for my sons to grow and develop even further.

My understanding of Olean Academy's philosophy is to meet the student where he/she/they are at, provide a STEM based curriculum while using the principals of special education (IEP, FBA, BIP, 504s, behavior consultation, etc.) with all students. Children like mine (ADHD, Depression, Anxiety, ASD tendencies) often get lost in the education system. A focus on knowing the student, awareness of strengths and needs and parent engagement promotes success for students.

As an advocate working with families whose children manage developmental delays and utilize special education, I see possibilities for the different thinkers in an environment Olean Academy is striving to provide. The environment, to my understanding, will be inclusive, adaptive, collaborative and community focused. I am encouraged by Shannon and Evelyn seeking out additional supports to strengthen their vision of Olean Academy.

Thank you,

[redacted]

General Public Support

[redacted]

Ms. Shannon Mcintyre
Public/Media Contact
218 N 2nd St
Olean, NY 14760

Dear Ms. Mcintyre:

As a former elementary teacher and principal, high school principal and director of alternative education I write this letter in support for the proposed Olean Academy. I cannot stress the importance that an alternative STEAM educational program will give as an opportunity for the students in this local area. We have such a diverse population that this will offer students that do not meet their potential in the present setting an educational program that would promote their strengths. The intentionally tailored curriculum to integrate into the Olean area as a community resource as well as the local entrepreneurs being able to use this academy to train students for the local employment is much needed in this area. Olean offers such a bountiful supply of history and community that needs so much to be cultivated.

As the director of the alternative school for many years we were able to focus on individual needs of students and by doing so reach out in areas that the local schools were not able to do. I saw tie- in to education with these students that I did not see when they were in the local public school program.

I know an academy that cultivates critical thinking skills and honors the history of Olean, as stated in the vision statement, as well as providing future leaders a relationship with the community will bring in students from the Olean Area as well and surrounding areas.

Best of luck in starting this academy and if I can offer any help in any way please let me know.

Sincerely

[redacted]

General Public Support

COASTAL CAROLINA UNIVERSITY

[redacted]

Shannon McIntyre.

I am writing to express my support for the Olean Academy in several capacities. As a Professor of Sociology at Coastal Carolina University, it was my pleasure to incorporate my academic knowledge and experience into the development of the school's curriculum.

As a board member at Canticle Farm, I look forward to further working with the school in order to develop our current affiliation into an extensive cooperative educational endeavor for local students. Through my future membership for the New York Sustainable Agricultural Working Group, I also look forward to further incorporating study of the regional food system into school curriculum in the future.

Furthermore, should the opportunity be presented, I would excitedly accept an opportunity to be a member of the Olean Academy board.

Lastly and perhaps most importantly, as a parent I am excited to pursue Olean Academy as a once-in-a-lifetime educational opportunity for my daughter.

[redacted]

Facebook Statistics Demonstrating Focus on "Contact Us" Communication

Top Active Pages this Month

Search

Page Name	Views	vs Previous
/	21	+55.26%
/a-day-in-the-life-of.html	3	+100%
/admissions.html	1	+33.33%
/contact-us.html	2	+66.67%
/our-key-curriculum-components.html	1	+9.09%
/our-mission-and-vision.html	3	+75%
/our-supporters.html	1	+14.29%
/what-is-a-charter-school.html	1	+20%

Parent positive comments and commitment from online request forms

Date Submitted	Name.first	Name.last	Email	Child's Age, Grade Level, and Comments
05/21/2022 4:29 PM	[redacted]		[redacted]	For my children and their sake of growing up as I did.. I have three children and I would like a like minded school for my children they are ages 9,9 and 11
05/22/2022 4:12 PM				Great opportunity. My kids are 13,12,9 and 1.
05/22/2022 7:13 PM				I am in complete support of this school as it would give kids, such as my son a chance for an educational opportunity that would be tailored to the way they learn. Not every child is able to learn using the common core methods and it only teaches them how to give up because of confusion and frustration.... the public school systems give no opportunities for kids not succeeding with common core a option to learn differently... I am also in full support of this school as it will be using stem as the foundation. This allows kids to learn and grow in incredible ways and I know both my kids would thrive and receive an incredible education. My son is 10 years old and my daughter is 13. As a previous stem educator,, I

				can't say enough about how incredible this opportunity would be for so many kids and for our community
05/22/2022 8:24 PM	[redacted]			We need to have legitimate options in this city for schools. We have a district forcing their politics and a school that pretty much copies what olean district does, not to mention the outrageous cost of tuition and obligation for parents volunteer. Our only hope for ocsd school board is Lee Filbert and Daniel Farnham. But the district as a whole needs a complete change. O.A. is an option to provide our children with hands on learning not to mention the fact that politics are not influencing what our impressionable children are learning. My school-age children are 8 and 3.
05/24/2022 10:30 AM				I have three grand children that would flourish at this type of academy. You WILL find dedicated people looking for a charter school.
05/25/2022 10:41 AM				Students in our school district need more opportunities to prepare them for their future. Daughter is 15
05/25/2022 10:43 AM				I feel that there is a need for this in our community. 2 school age children 9 and 6
05/25/2022 10:48 AM				I think it is good for families to have education options for their kids. All kids have different learning styles and interests. I would like to see this in our community.

05/25/2022 10:49 AM	[redacted]	I am an engineer for Siemens Energy in Olean. I have two children ages 1 and 3.
05/25/2022 10:50 AM		I am in favor of alternatives and choices in education. I have 6 grandchildren under age of 6 who live in this area. Their parents are very interested in this option.
05/25/2022 10:52 AM		To have a safe and future-oriented curriculum for the next generation. Kids 3 and 6
05/25/2022 11:07 AM		focused based education is a must 14
05/25/2022 11:07 AM		I have a 3 year old grandchild who would benefit from attending a school with a curriculum as described in your information.
05/25/2022 11:16 AM	[redacted]	I would love to see my children gain a wider understanding of the world and experience broader education through alternative learning. As a partially atypical learner, I would love to see them be able to have a smaller class and a more hands-on experience with their teacher and their subject. I have a 3.5 year old name [redacted] and a 1 year old named [redacted] [redacted] will be attending pre-k this fall, and kindergarten next fall. Would love for her to be a part of this endeavor as the first kindergarten class.
05/25/2022 11:20 AM	[redacted]	Hello, I'm all for the education of our young people. This seems like a really good program. I have a sixth grader and an eighth grader. My wife is a 3rd grade teacher in the BASD. Thanks [redacted]
05/25/2022 1:17 PM	[redacted]	Not at all happy with administration and their archaic good old boy policies that do not apply to all. I do not feel they have all the children's best interests at heart. It is a bullying atmosphere in the administration. We need a

				success driven School for all. I have a 12 year old student In the ocsd
05/25/2022 1:59 PM	[redacted]			I think variety in educational choices for young people is crucial.
05/25/2022 2:56 PM				I think it is important to provide the best learning environment possible for the kids that have the talent for STEM!
05/25/2022 4:36 PM				Better than public schools these days!
05/26/2022 5:04 PM				Having another option available for my kids education is an exciting possibility. I have three children who by next year will all be enrolled in Olean public schools, I have always been pleased with our elementary school (East view) but my husband and I both have concerns as our oldest daughter moves into the intermediate school for fourth grade next year. I was planning on attending the meeting on the 21st and I missed it due to sports activities with the kids but plan to attend on June 9th . I have three children as mentioned 9,6 and almost 4 . I have shared this information with many of our friends and the interest is definitely there in our community .I hope you have an outpouring of support and can't wait to attend the meeting to learn more.
06/07/2022 12:09 PM	[redacted]			100% support STEM based education. Our kids are 2 1/2 and 10 months. What a wonderful thing this would be for the community!
06/07/2022 12:28 PM	[redacted]			I love the idea of a school that is for each child's needs and not just one mold. I also am very much for stem and all of the awesome benefits of it ! The only thing I am wondering is are disabled children going to be accepted in this school and if so what will it offer them ? I have 3 boys ages 12,9, and 7 All 3 of them have a disability from autism, adhd, anxiety, and learning like dyslexia.
06/07/2022 12:38 PM	[redacted]			I think there needs to be more choices in the Olean area. Not every child learns the same way. With only two different choices and your child struggling to learn it limits your options.

				Child age: 9
06/17/2022 11:25 AM	[redacted]			I feel there is a great need in our area.
07/05/2022 9:02 PM				7 years old going into 2nd grade, I also have one going into 7th and oldest into 9th.
07/06/2022 10:23 AM				[redacted] 4 years of age Entering K this year [redacted] age 6 entering 1st grade
07/06/2022 3:07 PM				14 year old son 9th grade (if not available we are considering starting him in 8th grade). 12 year old son starting 7th grade
07/06/2022 3:13 PM				10yrs old- 5th - Currently has an IEP and LOVES STEM 8 yrs old -4th 5ys old - K
07/06/2022 3:19 PM				[redacted] 6th grade Age 11
07/06/2022 3:22 PM				10 will be 11 April 6th. Entering fifth grade this fall
07/06/2022 3:33 PM				9 going into 4th 12 going into 8th And a 1 year old
07/06/2022 3:58 PM				[redacted] age eight, and entering grade three in September. [redacted] is a very active little girl, who thrives when there is a "hands-on" approach to learning and doing many things. She excels at reading and mathematical concepts. As well, she always wants to know how and why things work the way they do!
07/06/2022 4:15 PM				14, 8th grade
07/06/2022 4:17 PM				14 and 10

				[redacted] Starting 3rd grade 9/2022
07/06/2022 4:32 PM	[redacted]			Looking forward to this program!!
07/06/2022 4:47 PM				Age 9 Grade 3
07/06/2022 4:50 PM				[redacted] Sept 2022 1st Grade [redacted] Sept 2022 Pre-School
07/06/2022 6:12 PM				10 years old, going into 5th grade, has an IEP. I can be reached at [redacted]
07/06/2022 7:57 PM				13yrs. 8th grade
07/07/2022 5:17 AM				Age 7 entering 2nd grade.
07/07/2022 5:54 AM				Age 7, grade 2 Bored with current curriculum
07/07/2022 11:26 AM				Age 14 - Gr. 9 Age 7 - Gr. 2 Age 6 - Gr. 1 Would be interested in learning more about schedules and costs. Love that someone is creating an option to standard public schooling.
07/07/2022 6:12 PM				12 years old (7th grade) 9 years old (3rd grade) 8 years old (3rd grade)
07/07/2022 6:39 PM				10 year old, going into 5th grade. My family is full of engineers and my son [redacted] is strong in math and science and problem solving. I would definitely consider him for a charter school like this.
07/08/2022 11:04 AM				[redacted] entering 4th in 2022, currently 8 years old [redacted] entering 2'd in 2022, currently 6 years old

07/08/2022 12:55 PM	[redacted]	11, 6th 13, 7th
07/10/2022 12:42 AM		12, 7th my daughter is in A 12-1-1 and is still not getting enough of what she needs
07/12/2022 7:33 PM		9 2nd grade. Having this option in the community would be amazing!
07/13/2022 5:08 PM		My son, [redacted], will be [redacted] for Kindergarten in 2023. We would like him to attend Olean Academy.
07/14/2022 4:44 AM		9, going into 4th
07/15/2022 8:35 PM		We homeschool but are interested in getting more information for our oldest child who would be entering 6th grade when you open (she's 10yrs old now and starting 5th grade this upcoming school year at home). I also have a current 7 year old, 5 year old and 2 year old for future potential students as well. Thanks!
07/20/2022 12:02 PM		[redacted]5; entering kindergarten for 2022/23 [redacted] (1; thinking ahead to where he could start in 2025-26 year)
07/22/2022 12:38 PM		My children are different thinkers who have been able to graduate with Regents Diplomas at public school. I wish they would have had more options for their education beyond what we were able to provide.
07/25/2022 8:18 AM		8, 5, and 1. 4th Grade and Kindergarten. We are excited to see this opportunity coming to Olean.
07/25/2022 11:54 AM		7 year old - 2nd grade 4 year old - preK
07/26/2022 4:59 AM		Age 6, 1st Grade.
07/26/2022 7:02 PM		[redacted] starting 1st grade this fall. We'd love more info and are very excited to see a charter school opening in Olean!

				Age 7, Grade 2 Age 3, will start kindergarten in September 2024
07/27/2022 4:41 PM	[redacted]			We look forward to Olean Academy and what it has to offer.
07/29/2022 2:24 PM				[redacted]11, grade 6 this coming year [redacted]has ADHD, Audio Processing Disorder, Nystagmus (neurological eye), pre verbal trauma, and adopted. Currently student of Walsh. Attended GOW summer program-5 week program, game changer for her We do all therapy outside of Olean - vision therapy, OT, needs speech not enough time. Also goes to trauma therapist. She receives decent grades despite all her challenges. Very creative and musically talented.
07/31/2022 4:15 PM				9 years old entering 4th grade in September. I hope it is handicap accessible. Also it would be awesome if a child needs a one on one aid one will be available for the child.
08/01/2022 2:39 PM				I'm a retired Teacher. Would like to know who is spearheading this before i decide my level of interest and support. How can this be done as a Free school?
08/02/2022 4:59 AM				12(7th) 9(3rd) 8(3rd)
08/02/2022 7:00 PM				He is 7 and going into 3rd grade.
08/02/2022 8:03 PM				Age 8- second grade Age 5- kindergarten

				Hello, I'm a local Olean resident interested in the Charter School. I have two children. One is aged 5 years - Kindergarten and one is aged 7 years - 2nd Grade. As a parent, I'm curious if the school plan is to be a religious institution and/or anti-vaccine consortium. In either case, we would not be interested.
08/03/2022 6:02 AM	[redacted]			
08/04/2022 8:08 AM				
08/05/2022 12:15 PM				
08/06/2022 7:45 AM	[redacted]			Two children ages 7 and 8, grades 2 and 3.
08/06/2022 9:33 AM				Age 7, going into grade 2 I'm currently homeschooling my son and am very supportive of this charter school and would love to receive more emails and details on it! I'm also happy to volunteer when needed :)
08/07/2022 10:35 AM				5, K 1, n/a I am interested in Olean Academy and support their launch.
08/10/2022 5:46 AM				Would love to see different options for my 3 boys instead of being told what to do
08/10/2022 6:35 AM				9years old and in 4th grade, Would love to see options for schools especially for disabled children !
08/10/2022 6:41 AM				I fully support this and would love to see this happen for the kids in this area. My kids are 17 and 15 and they are in 12th and 10th grade.
08/10/2022 7:00 AM				As an Early Educator..... this sounds like a fabulous idea!
08/10/2022 7:01 AM				I support Olean Academy!

08/10/2022 7:19 AM	[redacted]	love stem and the option for our children
08/10/2022 7:20 AM		4 preschool
08/10/2022 7:21 AM		9, 4th
08/10/2022 7:21 AM		I don't have young children u would just like to support this school coming to our area.
08/10/2022 7:22 AM		all grown but support this for all my friends children !
08/10/2022 7:23 AM		3, soon preschool
08/10/2022 7:24 AM		don't have any children yet but as a early childhood educator I very much support this and would love to send future children there !
08/10/2022 7:25 AM		Great idea for olean and amazing for the children
08/10/2022 7:25 AM	[redacted]	4, preschool
08/10/2022 7:26 AM		5, kindergarden
08/10/2022 7:27 AM		daughter is all grown but I am very much in support of a school like this opening for future children !
08/10/2022 7:29 AM		love the idea of having a choice for a school that will provide such amazing things such as stem and other important things children need in order to be successful
08/10/2022 7:30 AM		fully support this idea !
08/10/2022 7:31 AM		love this idea !!
08/10/2022 7:31 AM		this would be perfect for my grandkids who are in elementary school !
08/10/2022 7:32 AM	[redacted]	fully support this for all the children I know and work with and my future children
08/10/2022 9:08 AM		7 and 2 5 and K
08/13/2022 6:03 AM		Age 5 kindergarten

08/18/2022 4:45 AM	[redacted]	[redacted] going into 5th grade and I am desperately seeking an alternative environment to the olean city school. Walsh has been very uncooperative with communication and someone suggested your school. [redacted]s a brilliant, creative, sensitive soul that is not able to flourish in his current academic setting.
08/18/2022 11:16 AM		[redacted] 13 9th grade [redacted] 15 9th grade [redacted] 10 3rd grade [redacted] nd grade [redacted] st grade I have 5 kids I would like to enroll in the school I was informed [redacted]
08/20/2022 11:14 AM		8, 4th grade 12, 7th grade 15, 10th grade
09/01/2022 10:10 PM		13 and 10 going into 6th and 9th this year. Very interested to learn more about this
09/10/2022 3:25 PM		[redacted]..she is 11 yrs old and is in 6th grade.
10/07/2022 4:28 AM		Dear Gentlepersons, I am happy you are entering the Olean community. I have one suggestion: Please Alphabetize the list of careers related to STEM on your website. This would make reading your lists so much easier on the eyes and brain.
12/13/2022 7:26 AM	[redacted]	[redacted] - 12, 6th - she is incredibly artistic and flourishes in a more open and curious environment. She does okay in public school but a STEM school would help her grow even more. [redacted] - 7, 2nd - [redacted] loves math and more hands on type of learning.

12/19/2022 6:43 AM	[redacted]	Age 7 grade 3
02/17/2023 3:20 PM		5 - kindergarten 13- 8th
03/22/2023 8:09 AM		9 year old girl 3rd grade Currently home schooled Live in Franklinville

Meeting with [redacted] City Councilman) 7/11 at 12pm: Shannon McIntyre

Shannon and [redacted] met to discuss his continued support of Olean Academy including, but not limited to, support for the Olean Academy Charter School through the Common Council. [redacted] stated his children would be attending the school should it open and wanted to show support in any way possible. Within the meeting the option of Olean Academy Charter School and the University of Pittsburgh-Bradford campus forming an affiliation to satisfy the CTE Agriculture Pathway requirement was suggested. [redacted] set up an initial email introduction. Additionally, it was arranged for Shannon to present, as public contact, at the following council meeting on 8/23 in hopes of finalizing a letter of affiliation with the Common Council.

Email And Response: General Communication
We have approximately 40 additional emails with parents reaching out for information, offering support, or expanding on their potential parent sign-up and/or website comment. Below is a general representation of comments and questions.

Sun, Aug 7, 4:3

Submitted Information:

Name

[redacted]

Email

[redacted]

Comment

I love that there is a school like this opening and VERY eager for all information. I missed a public meeting you had but am very interested in more upcoming meetings!

Thank you,
[redacted]

Sun, Aug 7,
5:17 PM

[redacted]

[redacted]

We will have another public meeting not this Tuesday but next. Please let me know any questions you have. I can answer at 716-436-8099. Also, the website has a lot of helpful and general information!

Please let us know the ages of your children if you are in support of the school by sending us your child's ages. Thank you for your kind words!

Thank you,

Shannon

Email And Response: General Communication

Submitted Information:

Name

[redacted]

Email

[redacted]

Comment

I am interested in hearing more about the chart school and have some questions regarding the school and process of applying. I look forward to getting more information.

Tue, Aug 23, 11:37 AM

Olean Academy
<oleanacademy@gmail.com>

[redacted]

Good Morning,

Thank you for your email! Please feel free to give me a call at 716-436-8099 and I will be able to answer any questions you have.

Thank you,

Shannon

Email And Response: Program

Sat, Aug 20, 2:14 PM

to me

Submitted Information:

Name

[redacted]

Questions and Comments

Will you have advanced math and science courses?

Sat, Aug 20, 2:35 PM

[redacted]

Thank you for your question. We are planning to work off of an independently developed curriculum that offers students from K to 8 the ability to experience coursework one great level above or below should their ability demonstrate they can. There will be extensive Science and Math experiences due to our affiliations with 4h and what looks like will be Cornell Cooperative Extension, as well.

We also intend to have a formalized affiliation with the University of Pittsburgh Bradford campus for the CTE agriculture pathway which offers students a full science/math experience. We plan to offer a specifically developed exploratory science course for high school students, as well. The students will also have the ability to graduate with the STEM Regents Diploma as we are hoping to offer environmental science as well.

As we move forward we are going to explore the option of having more courses pre-approved by higher level institutions and there may be room to grow into possibly offering AP or IB Science courses should that work out!

If you have any questions please feel free to give me a call 716-436-8099.

Thank you,

Shannon

Submitted Information:

[redacted]

Email And Response: Program

Submitted Information:

[redacted]

Why are you in support of Olean Academy? If you have children, please include their ages.
Having another option available for my kids' education is an exciting possibility. I have three children who by next year will all be enrolled in Olean public schools, I have always been pleased with our elementary school (East view) but my husband and I both have concerns as our oldest daughter moves into the intermediate school for fourth grade next year. I was planning on attending the meeting on the 21st and I missed it due to sports activities with the kids but plan to attend on June 9th . I have three children as mentioned 9,6 and almost 4 . I have shared this information with many of our friends and the interest is definitely there in our community .I hope you have an outpouring of support and can't wait to attend the meeting to learn more.

*After speaking to [redacted] in person, she is aware that Olean Academy has consciously set grade levels to be K-4 for elementary and 5-8 for intermediate, as we received concerns from another parent during a door knocking campaign.

Mon, May 2,
8:32 PM

[redacted]

I was interested in coming to the informational meeting on may 21st but did not see a time or location for the meeting. I have a couple people interested in attending with me , can you provide more information ?

Thank you,

[redacted]

Mon, May 9,
7:59 AM

Good Morning,

I apologize for the delay in response! Please note that the meeting will be at the Olean Public Library from 12-1pm.

We are interested in support, but also individuals who wish to voice their opinions on what would make the school successful. We are updating the website today to show our proposed growth and inclusion of other parents' ideas. Please let me know if you have any questions.

Please feel free to call if you would like to discuss 716-436-8099

Sincerely,

Shannon

Tue, May 10,
1:04 PM

[redacted]

I just wanted to confirm with you that the meeting is scheduled for Saturday, May 21 from 12-1pm.

Thank you!

Shannon

[redacted]

Wed, May 11,
8:38 AM

to me

I plan to attend, just to get more information and possibly ask questions. What is the website if you don't mind me asking ? Is this open to the community? I know we were just handed a flyer and I was excited about the possibility of another schooling option for my kids 9,6,3 .

Wed, May 11,
8:52 AM

[redacted]

The meeting is definitely open to the public. Our objective is to try and get community input.

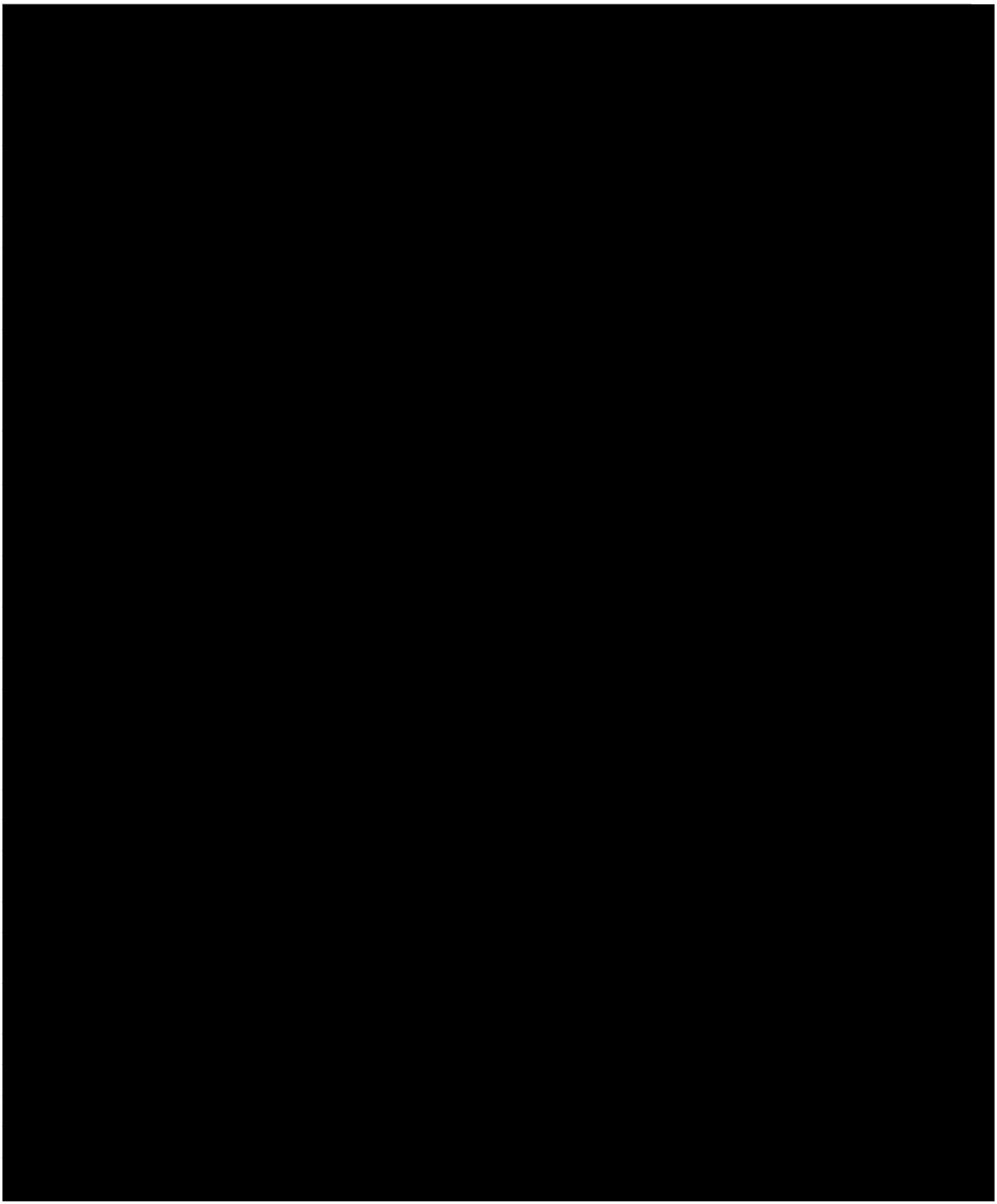
Please bring as many people as you can as we require a significant amount of Community Support to be able to open!

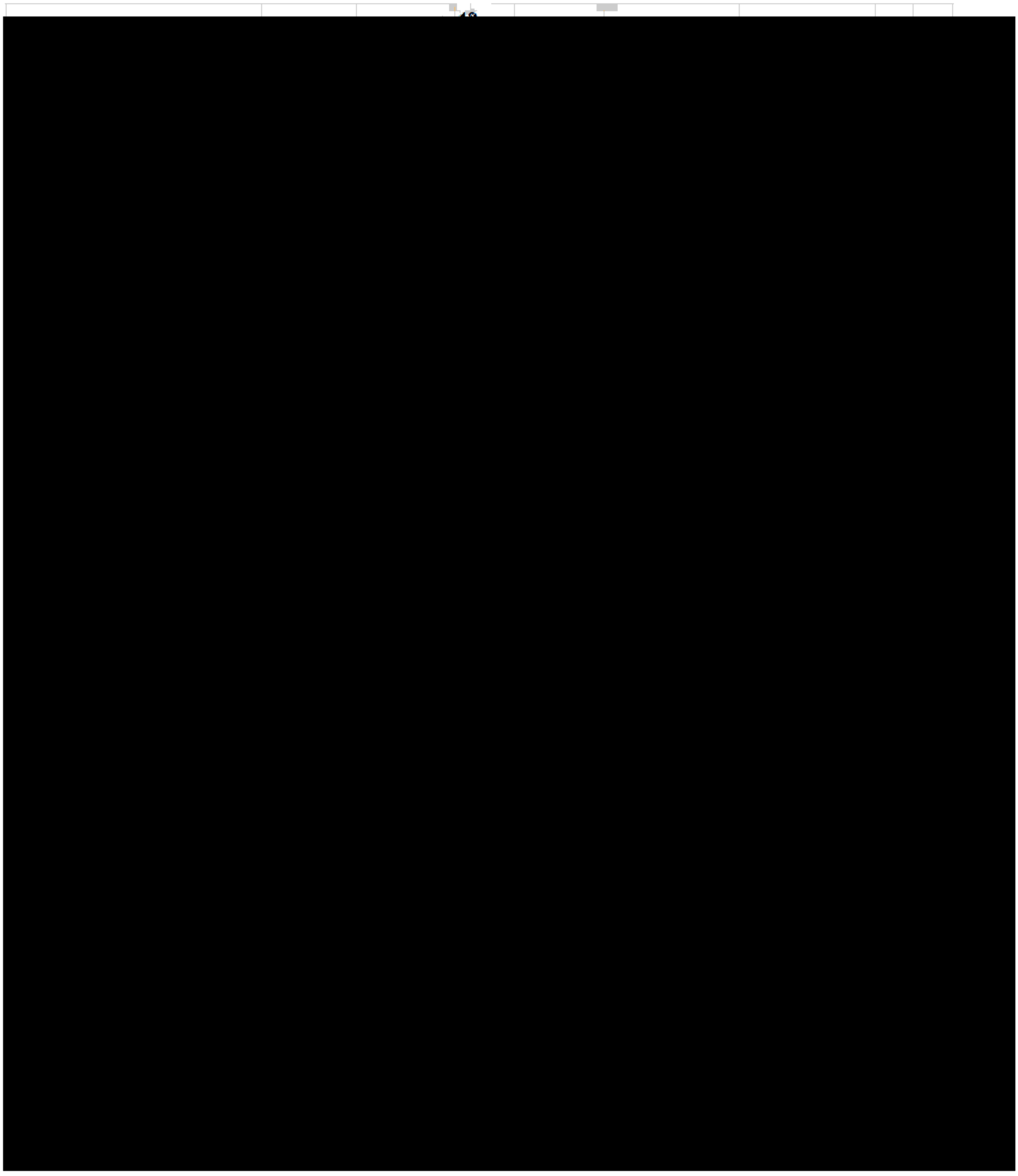
The website is oleanacademy.weebly.com

Feel free to call if you have any questions specifically. 716-436-8099

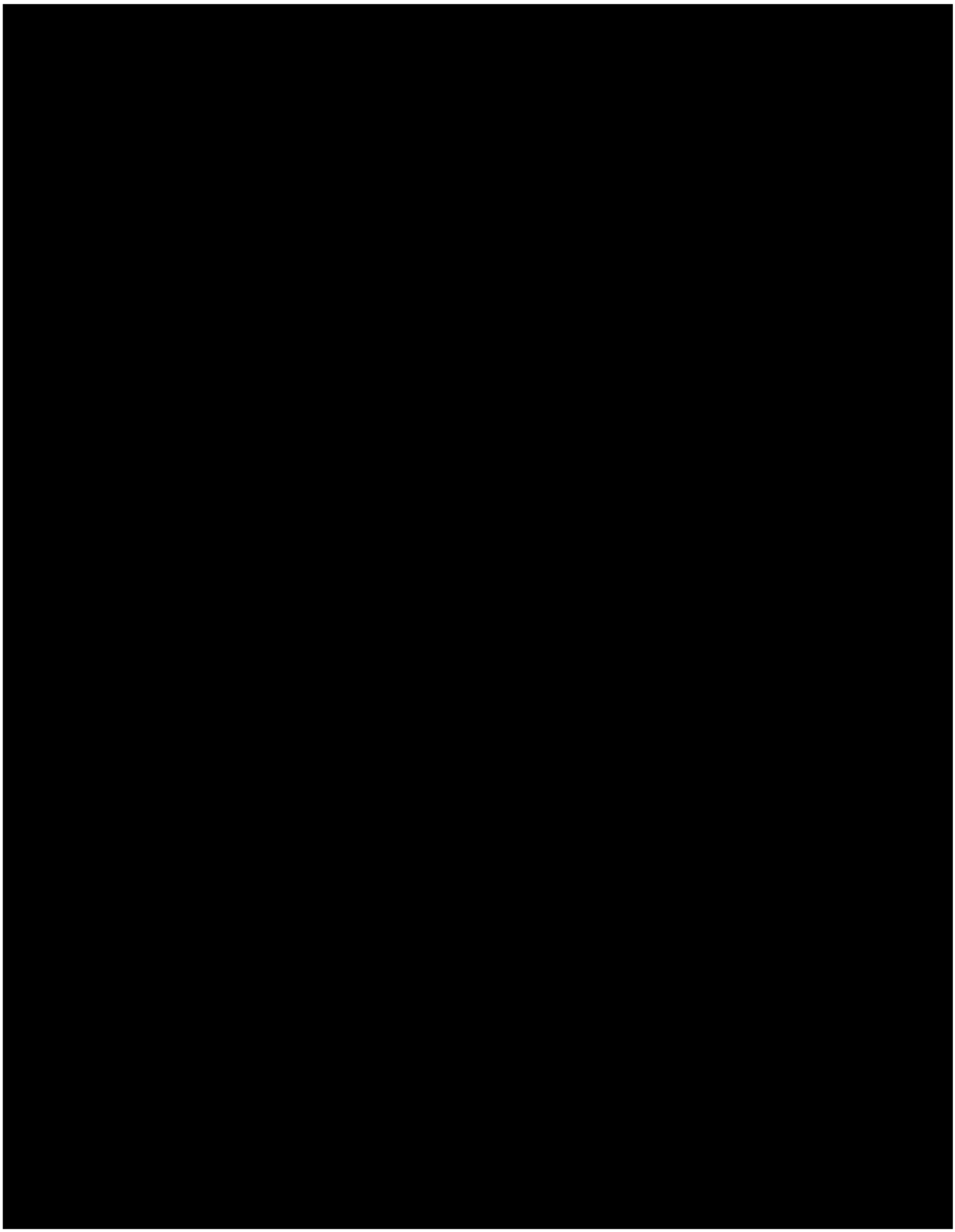
Petition of Opening: K-8 Parent names and information supporting the opening of the institution with previously stated numbers.

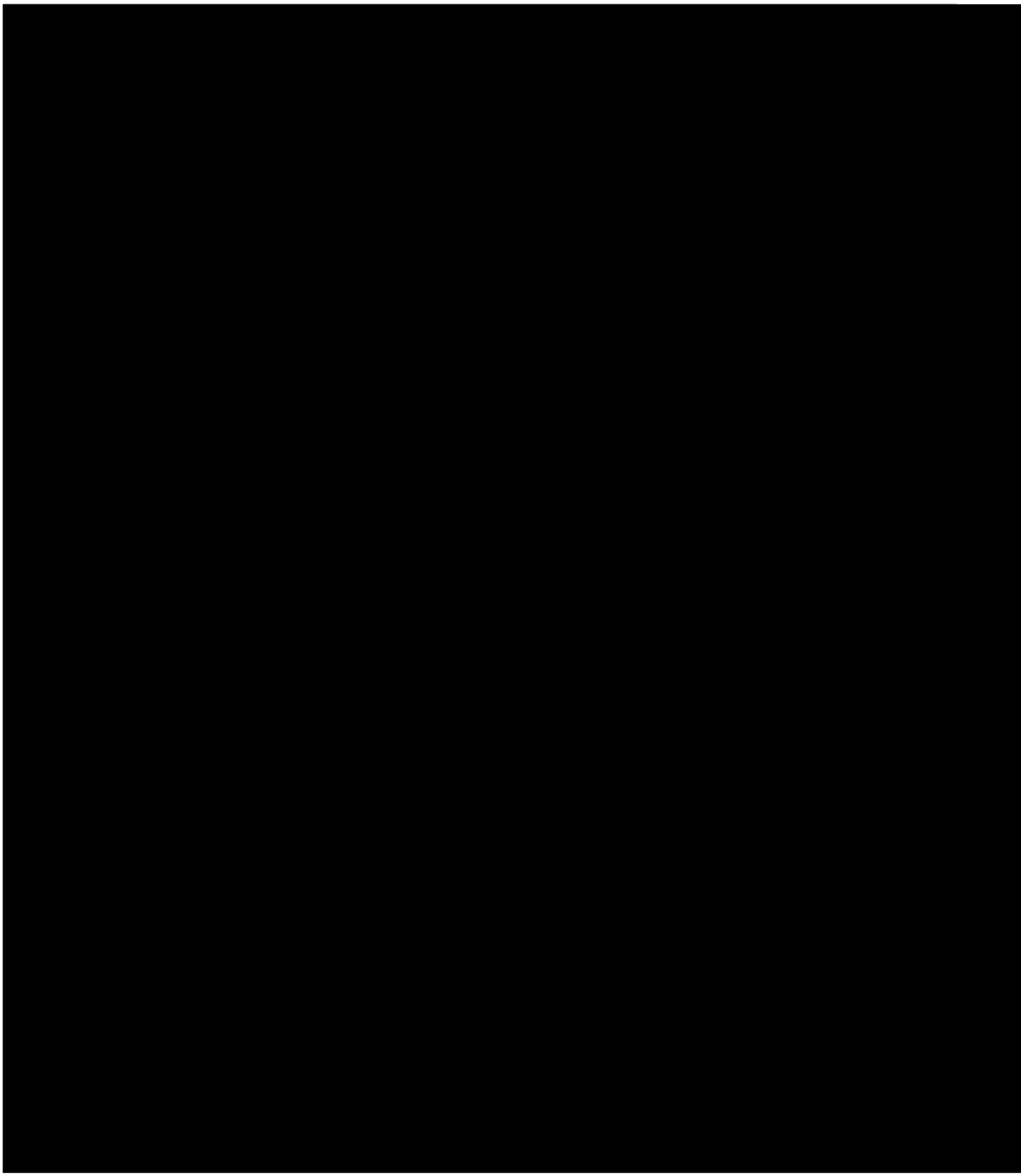
Email	First Name	Last Name	Child's Age	Location	Telephone	Grade	K-8	HS
[redacted]								

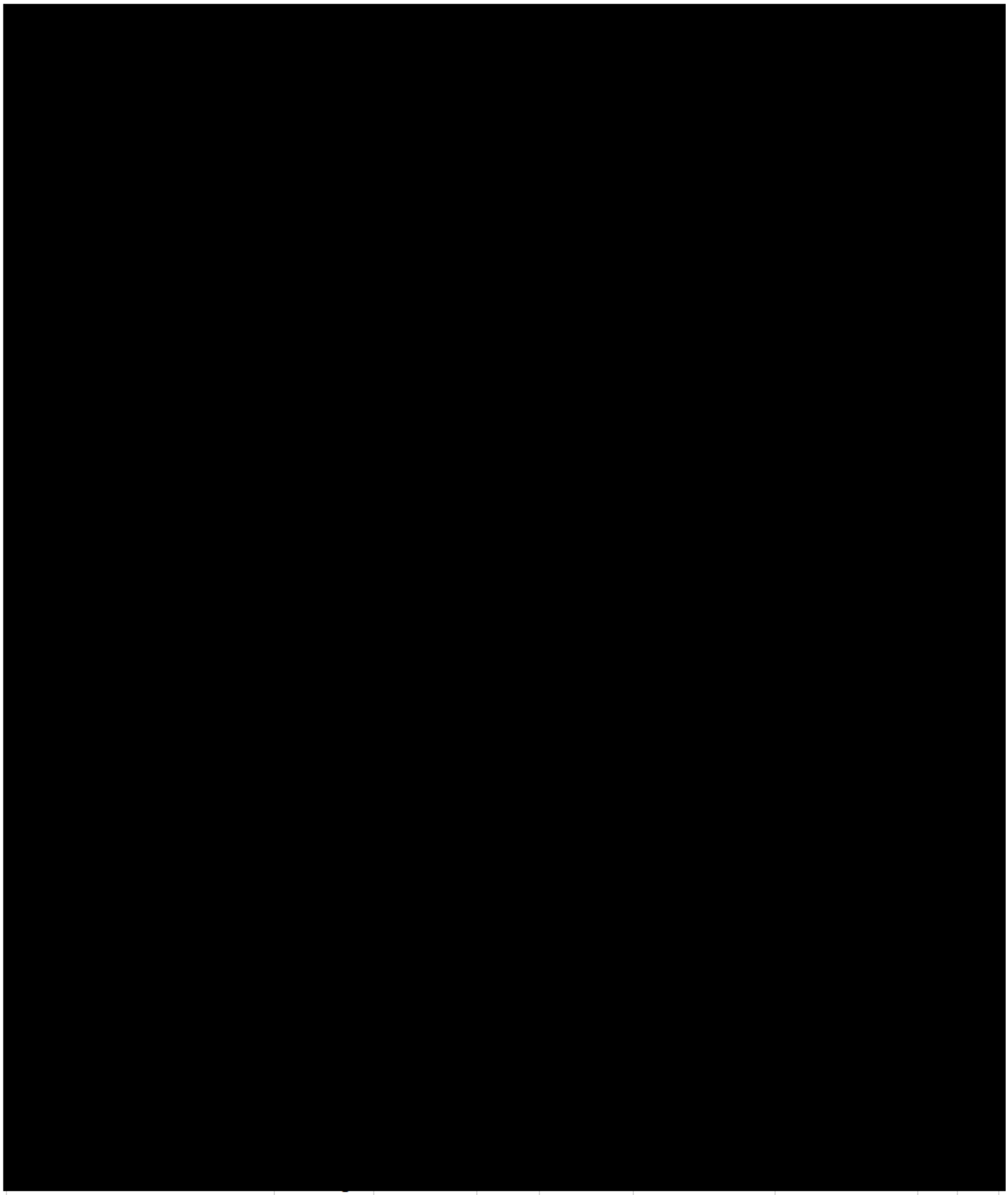


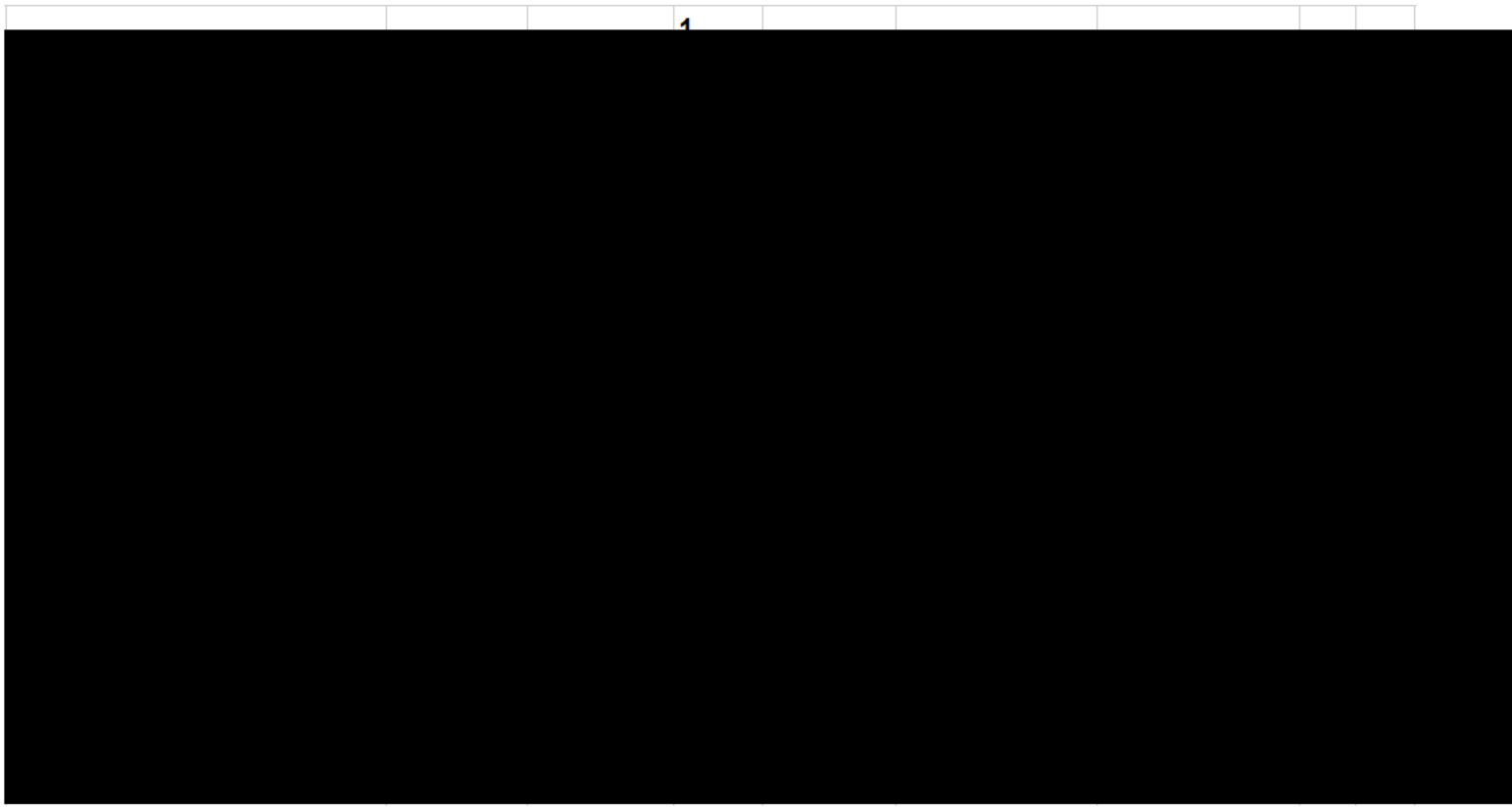


Request-04e-









R-04f - Evidence of Demand

Evidence of Student Demand Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document. NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

		2023-2024	2024-2025
	At least K upon opening	22	
K	4-5	39	22
1	5-6	25	39
2	6-7	20	25
3	7-8	18	20
4	8-9	22	18
5	9-10	18	22
6	10-11	21	18
7	11-12	20	21
8	12-13	20	20
		225	**205**

As evidence for this section overlaps with 04d, OACS would like to note that we have 225 students distributed in the table arrangement above based on petition sign-up, website forms, and in-person attendance at events. It is worth noting that most of the sign-up was from website attendance, but is noted by email and/or telephone number, as well as first and last name per the spreadsheet. It is likely there will be significantly more students willing to enroll in OACS as in-person conversation demonstrated that once a building is selected and if the school receives a charter, more residents will seek to offer their information.

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including

• The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;

• Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;

• The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy); and

• A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

The projected enrollment plan for Olean Academy Charter School is planned for 20 students in Grades K-4 with 15 students in Grades 5-8 with 20 students entering Kindergarten, while a new grade is opened each following year. As the school moves into high school (Grade 9) opening, our projection is that we will be able to retain the 15 students from Grade 8 and increase that number by 5. Though this builds on the 94% retention projection, based on community conversations, as well as the type of program and opportunity being offered, the OACS founding board believes the projected numbers are possible.

Olean City Schools has more attendance in kindergarten than other Elementary Grades (158 vs an average of approximately 130)[1]. Though OACS did receive 40 signatures for Kindergarten, the founding board's goal is to remain conservative in estimates to ensure the school is able to meet designated targets. There are no discrepancies with age compared to Olean City Public Schools. Olean Academy will allow for enrollment (backfill students) until December of the designated year.

Through careful conversation with community members, business owners, and individuals throughout the community it was important to size the school appropriately. OACS's founding board does not have the intention of eliminating the public school system or causing unnecessary controversy within a small community, but instead hopes "to improve student achievement and ultimately American public education by increasing school choice and catalyzing competition within the public school system".[2] For this reason OACS has the intention of providing services to 20 students per grade level, totaling 160 students (20 from K-4 and 15 from 5-8) for Year 1.

In Olean City Schools, Middle School begins with Grade 4. At Olean Academy Charter School, considering parent conversation regarding behavioral concerns, Grade 4 will remain part of the Elementary School while Grades 5-8 will be considered Intermediate. Besides applying parent conversation to school development, this configuration allows for scheduling to align in multiple ways. It affords a clean break at Grade 4- fully self-contained- and again at Grade 8- where a set of Grades 5-8 ELA and Math may be merged based on ability if that configuration would benefit student achievement. Additionally, scheduling with this in mind allows teachers K-4 to co-plan, as well as teachers 5-8.

Currently, the private schools in the area have less than 20 students per class, and a recent conversation with a parent whose child attended Archbishop Walsh/Southern Tier Catholic School drew attention to the lack of social interaction, especially post-COVID, as being her reason for transferring her daughter to the public school. Unfortunately, she would not give her name for our records as it was disclosed this would be a public document.

If the charter is renewed, after year 5, Olean Academy will remain at its achieved population of 260. Olean Academy Charter School has no intention of further growth beyond 20

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[1] https://data.nysed.gov/lists.php?start=87&type=school

[2] https://www.edweek.org/leadership/opinion-for-charter-schools-managing-mission-is-crucial/2011/09#:~:text=The%20general%20mission%20of%20charter,within%20the%20public%20school%20system.

students per grade (260 students) to ensure small class sizes and an effective program. As previously mentioned, OACS has the intention of using 4 Key Goals during marketing outreach, which are included in recruitment.

b. Target Population

Enrollment Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students.

The response should:

• Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found on our website;

• Describe the recruitment strategies the school will employ to attract each target population to the school;

• Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;

• Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,

• Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.

NOTE: Including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding

Enrollment and Retention Targets

	Enrollment: #/%	**Retention: #/%**
Economically Disadvantaged	89.2/54.8%	83.8/94%
Students With Disabilities	27.4/16.9%	25.8/94.2%
English Language Learners	.2/1%	.2/86%

The following recruitment, enrollment, and retention plan is modeled after the Charter School Enrollment: A Toolkit for Board Members document meant to support the design of effective recruitment and enrollment plans[3]. This plan is expanded on in the Accountability Plan ensuring targets are effectively communicated across the school community.

OACS' Recruitment, Enrollment, and Retention (for students and teachers) Plan Uses Three Steps:

- *Gathering Data*
- *Analyzing Trends to Find Patterns*
- *Developing a Yearly Plan for Recruitment and Retention Based on Stated Outreach Goals*

analyzing the following areas:

A. Student and Parent Activity: Includes an Integration of Stated Outreach Goals
B. Staff and Employee Trends
C. Leadership
D. Community and Partnerships
E. Budget Information

The Community and Parent Engagement Coordinator will create a yearly plan for enrollment and retention combined with outreach efforts to reinforce community. The following considerations will be included in the plan:

OACS will highlight the availability of support for parents who speak languages other

[3] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Enrollment.pdf

than English, as well as those who might need support with completing the application. All applications, including supplemental documentation, must be received by the close of business on the last day of open enrollment. The application must be submitted based on the terms listed at the top of the application in Attachment 1 stating by mail, email, or in person. If the number of eligible applications for admission exceeds the number of spaces available for students, a random lottery will be held.

The admissions lottery will be conducted between the 2nd week of April and the last day. The admissions lottery with the available seats for each grade level will be publicized at least one week in advance and will be made open to the public. The lottery process will be held in a public, accessible space.

OACS will use a weighted lottery generator approved by SUNY Charter Schools Network. OACS will adhere to the preferences as outlined by the regulations of the State of New York and the DOE and incorporate support to ensure the sustainability of employees in an area with a lower population:

1)children of employees and active board members up to 15% of the total enrollment
2)students returning in any subsequent year;
3)siblings of pupils already enrolled in the charter school
4)students residing in the community school district.
4)students classified as SWD or ED.

There will be no other screening preferences applied[4]. Employees' children will be weighted 4 times, students returning will be weighted 3 times, and so on.

OACS will enter student information (e.g., student's first and last name, SWD, FRPL classification, grade level in the upcoming school year, district of residence, siblings, and/or child of a current employee for every student who has submitted an application, etc.) into a worksheet and identify those students who are eligible for weighting criteria.

Upon submission of the information worksheet to run the weighted lottery, a new admissions list (lottery results)will be generated. During the lottery, an individual unaffiliated with OACS will supervise the use of any computer software to generate a randomized, ordered list of all students who have submitted an application. OACS will then use the ordered list to admit students according to the above-listed preferences.

Plan for Filling Vacancies: OACS will continue outreach throughout the year and continue to acquire potential student names, ages, and emails. These emails will receive event reminders, the parent calendar- which will contain free parent courses conducted by community organizations, and enrollment-specific events. Should a lottery be necessary, students who are not selected will be placed on a Wait-List that will be accessed to fill potential student vacancies throughout the yes, as well.

Olean Academy Admissions and Registration Policies and Procedures

Overview:

Olean Academy Charter School is a tuition-free alternative to the public school system. Olean Academy will provide students with an intentionally tailored curriculum that cultivates critical thinking skills and honors the history of Olean, New York by offering its future leaders a relationship with the area's strengths, history, and future possibilities. Olean Academy intends to use a holistic and full program including STEM, Arts, and Sciences, as well as after-school activities including sports. We hope to open in August 2023 by accepting Grades K-8 and hope to add Grades 9 and 10 in August 2024.

Open Enrollment Information:

[4] https://www.newyorkcharters.org/wp-content/uploads/2020/12/Lottery-Guidance-2022-23.pdf (DOE info included, though SUNY produced)

Open Enrollment is designed to give all interested parents an equal opportunity for their child(ren) to attend Olean Academy Charter School. The Open Enrollment period will begin on January 15th and conclude at 3 pm on March 15. As long as an application is received by the end of Open Enrollment, the student(s) will be accepted and/or added to the open lottery. If the number of submitted applications exceeds the number of open seats, a random selection lottery will be held to determine applicant acceptance. If the number of applications does not exceed the number of open seats, all applicants will be accepted for their respective grades.

Lottery Information:

A lottery will be held for any grade for which the number of received applications exceeds the number of openings. The lottery will be open to the public. Parents are encouraged, though not required, to attend. The date, time, and place of the lottery will be communicated in writing to all applicants. In an effort to ensure there is sufficient support for the school, names will be randomly selected, with preference given to returning students, siblings of Olean Academy Charter School students, students residing in Olean, New York, and students residing in the surrounding towns of Olean, New York. The lottery will continue until all names are drawn. (note preferences above)

Wait List: Enrollment is based upon the order of the names drawn until all openings are filled. The remaining names will make up the Official Wait List, and students on the Wait List will be offered enrollment as openings occur. Parents will be notified in writing of their child's position on the Wait List so that they may monitor the status of their child's application. We update the Wait List regularly and will notify you if an opening occurs. Many children are accepted off the Wait List each year as open positions will be filled throughout the year until May 1st.

Applications will continue to be accepted after the Lottery; with names being placed at the end of the Wait List in the order applications are submitted. We will offer enrollment for any openings that occur until May 1st of each school year. If an applicant has not been selected for admission, he or she must reapply for the following school year.

A student who has elected to withdraw from Olean Academy Charter School and wishes to return must reapply as a new student.

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

OLEAN ACADEMY							
2024-25 through 2028-29							
CHARTER ENROLLMENT BY GRADE							

GRADES	LEVEL	2024-25	2025-26	2026-27	2027-28	2028-29	AGE RANGE
Kindergarten	Elementary School	20	20	20	20	20	
1st Grade	Elementary School	20	20	20	20	20	
2nd Grade	Elementary School	20	20	20	20	20	
3rd Grade	Elementary School	20	20	20	20	20	
4th Grade	Elementary School	20	20	20	20	20	
5th Grade	*Elementary School*	15	20	20	20	20	
6th Grade	Middle School	15	15	20	20	20	
7th Grade	Middle School	15	15	15	20	20	
8th Grade	Middle School	15	15	15	15	20	
9th Grade	High School		20	20	20	20	
10th Grade	High School			20	20	20	
11th Grade	High School				20	20	
12th Grade	High School					20	
Ungraded							
TOTAL		160	185	210	235	260	
NUMBER OF CLASSES BY GRADE							
GRADES	LEVEL	2024-25	2025-26	2026-27	2027-28	2028-29	
Kindergarten	Elementary School	1	1	1	1	1	
1st Grade	Elementary School	1	1	1	1	1	
2nd Grade	Elementary School	1	1	1	1	1	
3rd Grade	Elementary School	1	1	1	1	1	
4th Grade	Elementary School	1	1	1	1	1	
5th Grade	Elementary School	1	1	1	1	1	
6th Grade	Middle School	1	1	1	1	1	
7th Grade	Middle School	1	1	1	1	1	
8th Grade	Middle School	1	1	1	1	1	
9th Grade	High School		1	1	1	1	
10th Grade	High School			1	1	1	
11th Grade	High School				1	1	
12th Grade	High School					1	
Ungraded							

TOTAL		9	10	11	12	13	
AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE							
GRADES	LEVEL	2024-25	2025-26	2026-27	2027-28	2028-29	
Kindergarten	Elementary School	20	20	20	20	20	
1st Grade	Elementary School	20	20	20	20	20	
2nd Grade	Elementary School	20	20	20	20	20	
3rd Grade	Elementary School	20	20	20	20	20	
4th Grade	Elementary School	20	20	20	20	20	
5th Grade	Elementary School	15	20	20	20	20	
6th Grade	Middle School	15	15	20	20	20	
7th Grade	Middle School	15	15	15	20	20	
8th Grade	Middle School	15	15	15	15	20	
9th Grade	High School	0	20	20	20	20	
10th Grade	High School	0	0	20	20	20	
11th Grade	High School	0	0	0	20	20	
12th Grade	High School	0	0	0	0	20	
Ungraded		0	0	0	0	0	
SUMMARY AND OTHER INFORMATION							
Total Elementary Enrollment		115	120	120	120	120	
Total Middle School Enrollment		45	50	50	55	60	
Total High School Enrollment		-	15	40	60	80	
Total Ungraded Enrollment							
Total Enrollment		160	185	210	235	260	
Change in Net Enrollment from Prior Year (Count)		160	25	25	25	25	
Change in Net Enrollment from Prior Year (Percent)		100.0%	15.6%	13.5%	11.9%	10.6%	
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%	
ADDITIONAL NOTES/COMMENTS							

Class of 20 students K-4, 15 6-8 with the expansion of an incoming 20 students in Kindergarten and addition of 5 students at Grade 9 until maximum of 20 per class.							
ESTIMATED ENROLLMENT BY DISTRICT							
ANNUAL ENROLLMENT BY DISTRICT TOTALS		**160**	**185**	**210**	**235**	**260**	
Enrollment by Grade vs Enrollment by District (should = 0)		**-**	**-**	**-**	**-**	**-**	
ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->		**1**					
PRIMARY SENDING SCHOOL DISTRICT	**OLEAN CITY SD**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		**$ 47,334,987**	**$ 47,334,987**	**$ 47,334,987**	**$ 47,334,987**	**$ 47,334,987**	
ENROLLMENT (*Charter School*)		**160**	**185**	**210**	**235**	**260**	
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		**https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf**					
SECONDARY SENDING SCHOOL DISTRICT	***Select from drop-down list →***	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	

DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
ENROLLMENT (*Charter School*)							
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)							

R-05d - Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. Further Institute guidance relating to school admissions, including the new employee and CMO employee preference, is available on our website.

Overview:

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All applications received before the application deadline that meets the public school-eligible criteria will be considered for the lottery. Should more students enroll then slots a random lottery will be held.

Open Enrollment Information:

Open Enrollment is designed to give all interested parents an equal opportunity for their child(ren) to attend Olean Academy Charter School. The Open Enrollment period will begin on January 15th and conclude at 3 pm on March 15. As long as an application is received by the end of Open Enrollment, the student(s) will be accepted and/or added to the open lottery. If the number of submitted applications exceeds the number of open seats, a random selection lottery will be held to determine applicant acceptance. If the number of applications does not exceed the number of open seats, all applicants will be accepted for their respective grades.

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Wait List:

Enrollment is based upon the order of the names drawn until all openings are filled. The remaining names will make up the Official Wait List, and students on the Wait List will be offered enrollment as openings occur. Parents will be notified in writing of their child’s position on the Wait List so that they may monitor the status of their child’s application. We update the Wait List regularly and will notify you if an opening occurs. Many children are accepted off the Wait List each year as open positions will be filled throughout the year until May 1st. Please continue to attend our events and establish your family in the OACS!

Applications will continue to be accepted after the Lottery; with names being placed at the end of the Wait List in the order applications are submitted. We will offer enrollment for any

openings that occur until May 1st of each school year. If an applicant has not been selected for admission, he or she must reapply for the following school year.

A student who has elected to withdraw from Olean Academy Charter School and wishes to return must reapply as a new student.

Lottery Preferences: 1)children of employees and active board members up to 15% of the total enrollment (Year 1: 24 total) 2)students returning in any subsequent year; 3)siblings of pupils already enrolled in the charter school 4)students residing in the community school district. 4)students classified as ED. There will be no other screening preferences applied[1]. Employees' children will be weighted 4 times, students returning will be weighted 3 times, and so on.

Enrollment and Retention Targets

	Enrollment: #/%	Retention: #/%
Economically Disadvantaged	89.2/54.8%	83.8/94%
Students With Disabilities	27.4/16.9%	25.8/94.2%
English Language Learners	.2/1%	.2/86%

The admissions lottery will be conducted between the 2nd week of April and the last day. The admissions lottery with the available seats for each grade level will be publicized at least one week in advance and will be made open to the public. The lottery process will be held in a public, accessible space.

OACS will use a weighted lottery generator approved by the NYS Department of Education. OACS will adhere to the preferences as outlined by the regulations of the State of New York and the DOE and incorporate support to ensure the sustainability of employees in an area with a lower population: 1)children of employees and active board members up to 15% of the total enrollment (Year 1: 24 total) 2)students returning in any subsequent year; 3)siblings of pupils already enrolled in the charter school 4)students residing in the community school district. 4)students classified as ED. There will be no other screening preferences applied[2]. There will be no other screening preferences applied. Employees' children will be weighted 4 times, students returning will be weighted 3 times, and so on. OACS will enter student information (e.g., student's first and last name, ED classification, grade level in the upcoming school year, district of residence, siblings, and/or child of a current employee for every student who has submitted an application, etc.)into a worksheet and identify those students who are eligible for weighting criteria. Upon submission of the information worksheet to run the weighted lottery, a new admissions list (lottery results)will be generated. During the lottery, an individual unaffiliated with OACS will supervise the use of any computer software to generate a randomized, ordered list of all students who have submitted an application. OACS will then use the ordered list to admit students according to the above-listed preferences.

Plan for Filling Vacancies:
OACS will continue outreach throughout the year and continue to acquire potential student names, ages, and emails. These emails will receive event reminders, the parent calendar- which will contain free parent courses conducted by community organizations, and enrollment-specific events. Should a lottery be necessary, students who are not selected will be placed on a Wait-List that will be accessed to fill potential student vacancies throughout the yes, as well.

[1] https://www.newyorkcharters.org/wp-content/uploads/2020/12/Lottery-Guidance-2022-23.pdf (DOE info included, though SUNY produced)

[2] https://www.newyorkcharters.org/wp-content/uploads/2020/12/Lottery-Guidance-2022-23.pdf (DOE info included, though SUNY produced)

Online Explanation: Currently, OACS has developed a separate page to support parents with understanding charter school admissions as we transition: https://oleanacademy.weebly.com/admissions.html

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including based on ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) for an applicant to either receive or submit an application for admission to that school.

2024-2025 OLEAN ACADEMY CHARTER SCHOOL APPLICATION

This application is the first step toward enrolling your child for the upcoming school year. Applications will be counted on April 1, 2023. If there are more applications than the number of openings on our roster, an Enrollment Lottery will be held on Friday, April 14, 2024. This Lottery will determine the order of applications to be considered for enrollment. If we have more openings than applications, you will be offered admission and notified to begin the Registration process.

2024-2025 New York State Charter School Uniform Application Olean Academy Charter School

Address: School Phone: XXXX School Website: XXX School E-mail: XXX

Olean Academy Charter School is now enrolling students from Kindergarten to Grade 8 for the school year beginning September 5, 2023. Kindergartners must turn 5 years old by December 31, 2024 to qualify for admission.

Please complete this application and submit it to the school office Monday-Friday from 8 am-4 pm in person
OR You may FAX the application to XXXX
OR You may email applications are accepted at XXXX
ORMail applications may be sent to:
Olean Academy Charter School
ATTN: Community and Parent Coordinator

Once we have received your application, you will receive a confirmation.

Legal Name of
Student:_____
First Last

Where can this name be used? Anywhere_____ Nowhere_____ Only_____

In-School Name Option:_____
First Last

Where can this name be used? Anywhere_____ Only_____

Date of Birth (MM/DD/YYYY)_____

Legal Gender: Male _____ Female _____

Preferred Gender: Male_____ Female_____ Transgender____ Non-Bionary_____

Home Address:
Street:

City: State: Zip:

School District your home is located in

Grade Applying for Kindergarten 1 2 3 4 5 6 7 8

The applicant named above has a sibling attending Olean Academy: Yes No

If Yes: What are that child's name and current grade level?

Parent/Guardian Information:
Name:

_____
First Last

Relationship to Student:
_____

Home Address:
Street:

City: State: Zip:

Phone Number(s)

Home: Cell: Other:

Email Address(es):
* The items marked with an asterisk (*) are the only items that may be required to apply to this charter school. Any items not marked by an (*) are optional.

Parent/Guardian Signature: _____ Date: _____
Please Note: A separate application must be completed and submitted for each child applying for admission.
**Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including based on ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) for an applicant to either receive or submit an application for admission to that school.*

Student Registration Information

Students seeking admission for Kindergarten must:

- Be 5 years old on or before December 31st.
- Be administered a Kindergarten readiness test.
- Have a report/evaluation from the preschool teacher (if applicable).
- Provide current immunization records.

As exists for Olean Public Schools, for all students, the Registration Process includes the completion of the following items: (If these items are not received within two weeks of the enrollment offer, your child may be removed from the school's accepted list)

- Registration Form
- Olean Public Schools Transportation Request Form
- Textbook Loan Form
- Previous School's Academic Records (Please contact their registrar and have the information sent to XXX)
- Medical Documentation Form (Please contact your child's doctor and have the immunizations and medical information sent to XXX)
- Proof of Guardianship

Birth Certificate Passport	Driver 's License	Records from non-profit aid agencies
State/Govt ID	Baptismal Record	Consulate ID Card
School ID with DOB	Military ID	Native American Tribal documents
Hospital/health records	Court orders/court issued documents	

If a student resides with someone other than a parent, the District requires submission of affidavits setting forth the circumstances under which the student resides. Both parent and person in the parental relationship will need to complete a notarized affidavit.
Other documentation indicating the child has been placed by a governmental agency will also be accepted. If you are unable to provide proof of parental relationship/guardianship, please contact Olean Academy at XXXX

- Provide 3 Proofs of Residency in the City of Olean

Current telephone, utility, or cable bills	Mortgage/County assessor information	Insurance documents
Documents from the City, County, State, or Federal agencies	Lease agreements including first page and signature page	NYS Drivers License
Voters Registration Card	Address Card	State or Government
Stamped Change of Address	Landlord Affidavit	Paycheck Stub

<u>Not Acceptable: Copies of envelopes</u>
*Other items may be required by the administration and central office personnel.
*Families experiencing homelessness or hardship are not required to provide proof of residency
**Section 210.45 of the Penal Law (the State of New York prohibits the making of a false written statement. Therefore, the statements contained in your registration application must be true and accurate. If the School District determines at any time that you are not a resident of the School District, your child/children will be excluded from the School District. Further, you will be liable to the School District for payment of tuition from the date of enrollment through their date of exclusion, as well as hours of collection.*
**Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including based on ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

R-06af - Curriculum and Instruction

a. Curriculum Selection Process

Overview and Philosophy

As an educational team, the founding board of OACS believes it is our responsibility to facilitate a target population of students who require immersive, alternative instructional strategies to learn academically and emotionally, by focusing on high-quality education and experiences that support students growing into lifelong learners. OACS founding board also believes strong values, a drive for exploration, as well as solution-based critical thinking skills are common traits productive members of society have, but are not always fully developed by traditional classroom instruction. OACS' founding board selected to use key components of a successfully integrated STEM curriculum to build the school's learning environment geared towards learners who need alternative experiences to traditional classrooms and schools.[1]

(1) a motivating and engaging context: This is satisfied through the place-based and project-based components of the K-8 curriculum, as well as the Sociology of Community, Agriculture and Food Systems for all High School Students. Students will be afforded the opportunity to connect with the curriculum within their classroom directly, but also during the school's Programs Block, which offers self-selected learning that supports students in connecting with learning in general and therefore the school's curriculum designed to incorporate instruction beyond the traditional classroom.

(2) the inclusion of mathematics and/or science content: Through each project, students will be required to satisfy Science Mathematics standards in an organic setting both within and beyond the traditional classroom. As projects are directly linked to overall class goals, monthly skills and/or educational standards, this approach practically applies components of Math and Science within a behaviorist philosophy.

(3) student-centered pedagogies: Student-centered learning occurs throughout the curriculum as students overcome challenges while developing the class project selected for each grade. Teachers are directed to facilitate, not dictate, and therefore allow students the opportunity to create their own solutions to problems as they arise. In high school throughout the four years of the Sociology of Community, Agriculture and Food Systems, analysis, preparation, and execution of a solution for a student-identified problem.

(4) an engineering design: Each K-8 classroom project, as well as periodic projects within the curriculum, require an element of engineering and design. Additionally, the integrated high school Sociology of Community, Agriculture and Food Systems mandates that students select a solution that requires an element of engineering and design to solve. The OACS program's budget allows teachers to receive a stipend of approximately $300-500 per classroom for project-based engineering design related to the classroom project.

(5) an emphasis on teamwork and communication: As K-8 classroom projects were selected to encourage a team-based approach, teachers are afforded the opportunity to create opportunities for students to collaborate. Additionally, within the school's Programs Block, students are encouraged to use teamwork and communication to solve build school-wide systems and STEM-based projects, as well.

(6) learning from failure through redesign: For the OACS founding board, this is the most important element of the curriculum and will be where a large portion of the teacher's beginning of the year curriculum training will occur. Teachers will be trained by the founding board to understand and apply a philosophy of facilitation versus direction, celebrating perceived failures, and ensuring that students are afforded sufficient time to alter and retry their approach to any of the given problems with the curriculum.

As highlighted in #6, effective facilitation and allowing students to grow from failure is essential for a successful STEM school environment. This can occur more effectively when the school is able to provide a safe space for students to learn, as well as a place for students to receive a demonstration of consistent values that parents can reference at home.

OACS' founding board believes that OACS will not be a substitute for a child's family or home-life, but will complement it and demonstrate how a unit of people can work together, problem-solve, and find each others' strengths to achieve success long-term. For this reason, OACS adopted a VbE planning approach to the delivery of the school's core values of Community Service and Community Involvement, Accountability, Respect, and Empathy. Practicing these core values will support students in effectively experiencing the STEM philosophies above and therefore receiving a fully integrated STEM curriculum experience.[2]

[1] https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0101-z

[2] https://www.valuesbasededucation.com/

Educational Pedagogy and Methods: Within the OACS curriculum, highlights for the elementary, middle school, and school-created Sociology of Community, Agriculture and Food Systems (Agriculture Focused) notable research is highlighted through Behaviorism, Constructivism, Inquiry-based, Place-based, and Project-based learning.

Behaviorism: Students receive consistent, spiraled, reinforcement regarding educational and social-emotional progress.

Constructivism: Students are exposed to a wide variety of purposeful, systematically spiraled, standards-driven experiences that afford students organic, authentic learning.

Inquiry-based: Students' learning is driven by thematic questions stated by the teacher through the monthly skills. Through students' growth and learning experiences students are encouraged to develop their own questions based on place-based problems students are exposed to in their community.

Place-based Learning[3]: Students learn through community experiences including the analysis of Olean throughout history and in the present. Community affiliations have worked to add field trips, guest speakers, and volunteer experiences for the students of OACS. These incidents will ensure that students fully experience all sides of Olean, New York. The elementary and intermediate curricula progress into a school-wide elective where students are guided through a more adult analysis of the community with the goal of developing a local problem to solve.

Project-based Learning[4]: Students are presented with STEM-based and general school-wide, classroom, and individual projects throughout a school year. These projects are solved in groups, with partners, and independently and can be individualized. Flexibility and professionalism are afforded to the teachers. Teachers are welcomed to and encouraged to jigsaw class projects so all students are able to participate in a purposeful component comparable to their learning level.

SWD and others with individual needs: OACS teachers will be expected to foster a relationship where parents and the students in their room to ensure they are affording students the highest quality of education that meets their individual needs when possible.

Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs. Due to the design of the schedule (K-8), students who are performing significantly above or below grade level will be allowed to attend courses in a class above or below if parents or teachers allow. As mentioned in the assessment section, a variety of assessments will be used to review students progress and evaluate if students are meeting the expectations below and also receive the necessary supports should the child be considered SWD, ELL or at risk of academic failure.

The specifics of the high school coursework will be developed based on the analysis of Grade 8 students' performance on state and internal assessments. Should OACS be granted the ability to open Gade 9, teachers will be employed 1 week prior to the school's professional development to support a curriculum development and receive professional development conducted by Joe Franzen, Shannon McIntyre and Dr. Jason Eastman. This PD will lay the groundwork for the development of the Next Generation Standards into a seamless curriculum that supports the students in danger of academic failure, as well as those who may lack the necessary skills to perform successfully on the General Regents examination.

Within the high school, SWD, ELL students, and those at risk of academic failure will have both a study hall and the programs block (Monday-Wednesday) to seek additional support through their teacher or AIS Reading support, as well as additional support services run by the Director of Student Services.

As noted, the school-wide Morning and Afternoon Meeting and Programs Block are components of the curriculum design, as well. These areas offer opportunity to SWD, ELL, and those designated with social and emotional concerns opportunities to for structured SEL exposure in a whole group and small group setting is designed to offer SWD, ELL students, and those who may have academic and social difficulties support, as well.[5]

How the school's curriculum is aligned to New York State standards: The OACS curriculum is grounded in research-based practices and therefore meets New York State requirements, students' needs, and parents' desires. OACS has followed the best practice of backwards mapping.[6] During the backwards mapping process, New York State Common Core Standards, as well as Next Generation Standards were aligned and affiliated with a logical skill and/or theme. SEL, and the NYS Standards for Arts and the Performing Arts support were considered and integrated at this time, as well. The compiled list of standards were then spiraled throughout the year and aligned with the grade level above and below based on vertical growth or associated monthly skill. To confirm students will demonstrate success on state standardized testing, for Grades 3-8, the final list of standards (used as the portfolio checklist) was cross-checked with the

[3]http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf
[4]https://www.edutopia.org/article/new-research-makes-powerful-case-pbl/
[5] https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1143&context=education_masters
[6] https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/

necessary standards of learning for that grade level a second time at the end of the process. By assembling the end goals surrounding individual grade-level expectations, SEL goals, as well as the end goals for Grade 8 and Grade 12 students at OACS, the team was easily able to spiral the curriculum vertically, ensuring the incorporation of New York State tested standards, as well as key curriculum components including those that stem from the affiliations established with the African American Center for Cultural Development, the Seneca-Iroquois National Museum (Onöhsagwë:de' Cultural Center), the Olean Historical Society, the Cattaraugus County SPCA, 4H and Canticle Farms.

Additionally, OACS founding board was conscious of the importance of scheduling and specifically developed the availability for teachers to coplan and coteach subjects based on the school's schedule. As previously mentioned, the schedule was specifically created as part of the holistic process. Since the curriculum is fully integrated, surrounding the grade levels' monthly skills and themes for K-8, references to previously learned subjects are naturally found and the process of encouraging students to dive deeping during times of independent exploration is encouraged. As Dr. Kathryn J. Andrews stated, an Assistant Professor in the School of Education, "this curriculum actively works to put into the practice the theories we learn (while working to become educators)."[7]

Review and Evaluation: During the initial 2 week school-wide training, teachers will review the curriculum, verify that the state standards are comfortably met throughout the year, and offer suggestions on additional curriculum resources the school will purchase to support the teacher in meeting his/her/their requirements. During the school's review in January and again in June, the school's curriculum processes will also be evaluated for effectiveness. To evaluate the success of the High School Courses, Regents test scores and CTE Pathway success will also be analyzed.

Addressing Gaps from COVID:

Through conversations with parents and current teachers within the community, OACS founding board members identified that most students are two to three years behind educational expectations given the residule effects of the COVID-19 pandemic. To accommodate this consideration, as mentioned within the section R-08ad - Specific Populations teachers will be encouraged to raise concerns immediately within the OACS intervention structure. The Intervention plan encourages open communication among educators, a team approach to addressing identified needs, and encourages parents to participate in the process.

Though this may appear to tax the Directors and Principal, the long-term benefits of individually addressing student needs, along with a holistic approach including social emotional needs, will benefit teachers within the classroom behaviorally in addition to ensuring student success and the ability for students to meet a higher quality of education.[8] As feedback from the community demonstrated, and listed throughout this application, there is a need for social and academic change and parents accept the approach may take time to completely recover from the educational complications of the pandemic.

As OACS curriculum is spiraled inclusive of topics, skills, subjects, and themes students have multiple opportunities to demonstrate mastery of skills and subject matter even when they are performing below grade level because of the pandemic. Adopting a wide variety of assessments, along with a universal rubric, allows educators-including AIS and Special Education- universal consistency, yet flexibility, when evaluating students. Teachers will not be driving standard achievement, but able to focus on core skills necessary for life-long learning in order to close any gaps.

In a conversation between Jason and Shannon, it was noted that this, "back to basics" approach to education will drive positive results for those students who have felt behind, opposed to creating frustration by forcing the standard of education within a classroom to drop.

Curriculum Development: The base of the elementary and intermediate curricula were developed by Shannon McIntyre, with Joseph Franzen adding the place-based and agriculture components. The program integrates art and music from K-4 daily, with the full development of those courses being completed by Isaac Spaeth, a local music teacher and PhD candidate, and Mary McIntyre, a Buffalo-based STEM coordinator who has remained supportive of the school.

Most importantly, members of the community including the board members from the Olean Historical Society, The African American Center for Cultural Development, the Seneca-Iroquois Museum Director and Canticle Farms actively integrated components including specific themes and projects they believed would be beneficial. The integration of these notable affiliations adds practical application of diversity, equity and inclusion and SEL learning that are necessary for at-risk students as some are welcomed as yearly speakers, some include specific field trips, and others offer perspective to monthly topics and themes through in-class educational opportunities. This is reflected through the Grade 8 internship at Canticle Farms where students will actively explore the inner workings of a farm, as well as the many purposeful and preset field trips, 4H's presence within the school throughout the year and the specifically developed Native American History Course which actively challenges common misconceptions about Native American culture.

Elementary and Intermediate Curricula Details: The elementary and intermediate school curricula use a combination of Common Core and Next Generation New York State standards pre-arranged by monthly Bloom's Taxonomy skill and

[7] June 24, 2022, conversation after curriculum review on St. Bonaventure Campus

[8] https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

OACS selected, place-based theme, to support teachers in planning for more exploratory, interactive, and project-based lessons.[9] Planning is therefore conducted by month and not only by week. Teachers will be expected to spend the bulk of their planning time developing the month's lessons to meet the month's stated standards, integrate a variety of internal assessments, as well as integrate necessary support lessons for SWD, ELL, and those at risk of academic failure. Teachers will have access to online resources including Learning A-Z and other online curriculum supports.[10]

The Art and Music curricula are integrated using the monthly skills derived from Bloom's Taxonomy, as well as the monthly themes. In addition, as previously mentioned, both curricula are place-based, project-based and include strong elements of historical exploration. The PE curriculum for the elementary and intermediate years will be integrated with the agriculture curriculum ensuring that students practically apply the NYS Physical Education Curriculum within the practical application of the class' integrated agriculture component.[11] The Spanish curriculum for the intermediate years and high school will prepare students for clear historical and cultural analysis. This aspect will use skills exercised throughout the students' in-class topics that focus on exploring beyond their personal experiences and perspective a standards-based, grammar focused program that highlights cultural awareness and exploration. During the Intermediate Years, students will alternate for 5 months and operate based on a six day schedule for Music/Art and PE/Spanish allowing for the combining of students from 2 grade levels based on ability.

High School Curriculum Details: The base of the OACS high school curriculum stems from the New York State Next Generation Learning Standards. The courses offered include:

- English (English 1, English 2, English 3, English 4, as well as Writing and Composition Support as needed)
- Math (Algebra 1, Algebra 2, Geometry, Calculus)
- Social Studies (Global 1, Global 2, US History 1, US History 2)
- Science (Earth Science, Biology, Chemistry, Physics and an Environmental Science course through the University Pittsburgh at Bradford for the STEM Regents Graduation Track)

Spanish and PE will be required, as well as a choice of Art or Music. Additionally, students will be required to participate in an Sociology of Community, Agriculture and Food Systems for 2 years with a 2 year practicum following. This course was developed by Dr. Jason Eastman, a Sociology professor who has an extensive background in Food Science and Agriculture. This mandatory course incorporates anthropological perspectives, OACS values, as well as the school's key design components. The goal for this course is for students to receive the base for, and then the opportunity to, identify a problem or gap in Olean's community, as well as a STEM-based solution for that program. The design and execution of this plan falls in alignment with the CTE Agriculture graduation track and is inclusive of an internship at Canticle Farms more detailed than that offered in Grade 8.

The University of Pittsburgh-Bradford Campus agreed to affiliate and meet the expectations for higher-education affiliation for the CTE Agriculture Pathway. In conjunction with the Sociology of Community, Agriculture and Food Systems, students who also take Environmental Science will be granted 3 credit hours and meet the NYS CTE Pathway requirement due to the reciprocity that exists Between The University of Pittsburgh and NYS Dept of Ed.[12] OACS Plans to develop and apply for CTE Agriculture Certification October 2023. The school's counselor, in addition to the Director of Programs will work to ensure that students select the graduation path most suited for their desires: General Regents, STEM, CTE Agriculture Pathway, and/or an incorporation of the General Education Work Experience Program, or the Work Experience and Career Exploration Program which targets FRPL students specifically.

As supported by research demonstrating how high school electives shape students' social and emotional well-being, as well as reinforce core coursework, OACS has purposefully selected specific elective options for students.[13] OACS intends to offer a Seneca Nation Course developed by Dr. Stahlman, the head of the Seneca-Iroquois National Museum (Onöhsagwë:de' Cultural Center). Participating in this elective would allow students to be invited onto the Seneca Nation and participate in a program that is currently affiliated with more than 5 major colleges and universities, while allowing students to practically apply the STEM philosophies to support global education of Native American Cultures. Dr. Alicia Forgarty has offered to design a psychology course based on OACS high school's drive to explore all core values and exploring what drives the human psyche, as well, neuroscience and perception. Another planned elective is a technology course through Boundless Connections.

High school students will have the option of a Regents Diploma, STEM Regents, CTE Agriculture Pathway or CTE Coop Work-Service Pathway for Graduation. For testing and monitoring, the main subjects in the OACS high school curriculum will be executed using the Regents framework and New York State Department of Education NGSS Standards.

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[9] https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly%20known%20as%20Bloom's%20Taxonomy,Analysis%2C%20Synthesis%2C%20and%20Evaluation.

[10] https://www.learninga-z.com/site/resources/research-and-efficacy

[11] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf

[12] Zoom conversation, 7/19/22

[13] https://www.educationworld.com/teachers/elevating-electives-why-they-matter-so-much

Grade 8 and High School Internship and Coop Work-Service Plan Requirement
Internship and Work-Service Plan

Cooperative Career and Technical Education Work Experience Program

* CTE Pathway: Students will volunteer approximately 5 hours per week with a minimum of 90 hours per semester for one credit at Canticle Farms: Summer, Fall or Spring Quarters.

General Education Work Experience Program and Work Experience and Career Exploration Program (Ages 14-18 depending)

*STEM Pathway: Students will volunteer 5 hours per week for a single quarter with a minimum of 90 hours. Students will work in approved STEM businesses

*Regents Pathway: Students will volunteer 5 hours per week for a single quarter with a minimum of 90 hours. Students will have the option to change locations after each semester.

Performance Review/Assessment: Conducted between supervising teacher and on-site supervisor and include a reflective component for students. The supervising teacher will be the Director of Programs.

Goal: The goal for Olean Academy student internships is for students to actively participate in supporting a community business or organization. During this support, students could experience aspects of the business including, but not limited to: business management, financial literacy, customer service, office management, and daily operations.
The business will determine the tasks students should complete.

School Responsibilities:

- We pledge to make the necessary connections between businesses and the families.
- We pledge to support students by allocating a teacher-mentor to support through the process.
- We pledge to offer guidance on how to apply the career exploration elective to the student's Grade 8 portfolio.
- We pledge to ensure an open-door policy exists between the school, the businesses, the families and the students.

Business Responsibilities (High School students only):

- We ask the business to schedule a phone call with the school's Director of Programs to discuss the answers to Section II at the conclusion of the year. The school's Director of Programs will be responsible to complete the attached performance review according to the business' responses.
- We ask the business to show students as many aspects of the job as possible during the day.

Parent Responsibilities:

- We ask the parent to ensure the student is at the proper location at the designated time.

Student Responsibilities:

- We expect the student to represent us as ambassadors of Olean Academy.
- We expect students to see through their bull commitment including the reflection at the end of the day.
- We expect that students use our values while interacting with all community member:

Participate in **Community** service and community involvement. Demonstrate **Accountability** for one's actions. Maintain **Respect** for community and self. Show **Empathy** towards others, including personal and global issues

b. Assessment System

- **Full Curriculum and Assessment Components (checklists and self-reflection sheets): R-23b - Supplemental Attachments**

Specific Formative Assessments[14]: For K-8 formative assessments will include the universal K-8 rubric for classwork and weekly assignments, and student self-evaluations given each month while selecting portfolio documentation. Additionally, teachers will utilize the standards checklist to identify standards students demonstrated mastery with in a single month and ensure proof exists in the student's portfolio.

All OACS students participate in the development of his/her/their portfolio and it will move with them throughout their learning time. As each grade has a specific checklist of all learning standards, the expectation is that, through self-reflective practices and teacher selected meetings, each standard will be demonstrated within the student's portfolio by the end of the year. Teachers will be encouraged to use the developed portfolio during parent meetings, and ensure that the developed self-reflection sheets, or another selected by the teacher, are included.

Kindergarten specifically uses the portfolio as a means of demonstrating the ability for the students to meet the stated standards. As additional formative assessment pieces, teachers will perform Fountas and Pinella assessments at least quarterly.

Specific Summative Assessments: For Grades K-2, summative assessments will include a weekly or monthly project

[14] https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

demonstrating proficiency in the designated standards being addressed. For 3-8, summative assessments include midterm tests addressing the necessary standards stated in the teacher's curriculum map, as well as the yearly New York State Standardized Assessments in English, Math and Science when appropriate. High School Students will participate in Regents Assessments as well as midterm and final assessments written by their class teachers following the teacher's designated yearly map.

Specific Benchmark Assessments: Students in Grades K-8 participate in a benchmark assessment in ELA, Math and Science (when appropriate) at the beginning of the year and in February. This benchmark assessment will be determined when OACS is approved as the goal is to select benchmark assessment program that can be adminstered online or pencil-to-paper to accommodate all students, as well as the end of the year NYS Assessments. Considerations include, but are not limited to: MAP, STAR, and IXL.

Plan for Collecting and Analyzing Data:
Summative Projects/Benchmark Assessments
Ensuring Validity and Persons Responsible for Administering: Classroom teachers will be responsible for administering Benchmark Assessments at the beginning of the year and periodically throughout, as well as teacher selected (curriculum-recommended) summative projects weekly and/or monthly that not only account for learning achievement, but also accounts for learning gaps residual form the COVID-10 pandemic . This includes running records (quarterly) and the school-selected assessment.

Accessibility and Communication: Results will be included in the student's portfolio, allowing all parties to easily access students progress and improvement relative to their grade level. When benchmark assessments note required modification for project-based learning and the listed summative/benchmark assessments will receive the necessary modifications per New York State Law and teacher discretion (anecdotally noted).

Parents have access to their child's portfolio at any time and therefore student test results. The portfolio will be references during Parent-Teacher communication and serve as a support to help parents understand the school's expectation, student's growth, and a guide for teachers in communicating how accommodation is occuring.

How Data will be Used to Assess Growth: At the beginning of the year, the previous year's assessment data will be analyzed by the leadership team and staff. The results will guide planning for at least the first month of school, as well as individualizing instruction, specifically noted in the Portfolio Plan section. Anecdotals will be taken throughout the student's list of standards checklist.
Portfolio Plan
Ensuring Validity and Persons Responsible for Administering: The OACS curriculum uses a universal rubric. This rubric sets a standard for the interpretation of student materials and therefore supports teachers effectively interpreting individualized work, across grades, and throughout a student's time at OACS. Students are able to have their growth recognized by teachers over multiple grade levels which supports effective, individualized planning. Teachers will be responsible for monitoring the portfolios during the school year with the Principal and Director of Student Services reviewing a teacher's effectiveness regarding anecdotals and communication.

Accessibility and Communication: As a student's portfolio is assembled throughout the year, the grade-level standards checklist will remain in the front of the students folder. Teachers will be responsible for maintaining the checklist monthly and ensuring that representation of each standard is lies within the folder. One document may serve the purpose for multiple standards. Students who require modifications for writing, executive functioning, and/or other skills related to assembling components of a self-evaluated portfolio will have their accommodations met by the designated support staff member.

Parents have access to their child's portfolio at any time. The portfolio will be references during Parent-Teacher communication and serve as a support to help parents understand the school's expectation, student's growth, and a guide for teachers in communicating how accommodation is occuring.

How Data will be Used to Assess Growth: At the beginning of the year, each teacher will use the previous year's portfolios (in combination with the assigned monthly standards) to guide planning for at least the first month of school, as well as to individualize instruction. Anecdotals will be taken throughout the student's list of standards checklist as necessary to demonstrate growth or the student's areas of necessary growth. Teachers will use anecdotals and notes within the child's portfolio to demonstrate when previous standards are met, and during intervention meetings and IEP Meetings to support the development of effective planning.

New York State Testing
Ensuring Validity and Persons Responsible for Administering: The school's testing coordinator (The Director of Student Services) will be responsible for securing and ensuring that New York State Testing regulations are followed. The

school's testing coordinator will be trained on the necessary protocols and responsible for training staff.

Accessibility and Communication: Testing **accommodations** for students who require testing accommodations will have their needs met according to the student's IEP and state regulations. Test results will be reviewed as a leadership team, at the beginning of the year as a school, and by the individual teacher. Test results will be communicated to parents per New York State Testing guidelines. Necessary logs communication logs will be maintained.

How Data will be Used to Assess Growth: At the beginning of the year, the previous year's New York State data will be analyzed by the leadership team and staff. The results will guide planning for at least the first month of school, as well as individualizing instruction. Additionally, The Academic Leadership Team will add necessary recommendations based on their evaluation of the material once the data is released and given to the schools.

c. Instructional Methods

The OACS curriculum was created to afford teachers the ability to easily individualize instruction while still adhering to both the school's mission and the standardized educational standards upon which it was constructed. Due to the design being a thematic and skills-based approach, teachers will be encouraged to use a variety of methods such as direct instruction, guided instruction, and in the intermediate and high school years, lecturing.[15] Additionally, OACs will use the project and place-based teaching methods as a foundation for inquiry and problem-based instruction.[16] These instructional methods, combined with the opportunity for teachers to use their professional discretion falls in alignment with OACS mission and vision which highlight the drive for all students to meet their academic abilities in an environment where all members feel respected in pursuit of becoming lifelong learners.[17] OACS' selected population focus of FRPL will be specifically addressed through research-based strategies.

OACS highlights Bloom's Taxonomy as a means to increase critical thinking and offer students opportunities to participate in Socratic questioning.[18]

Systematically integrating Bloom's Taxonomy allows teachers to easily prepare lessons focused on STEM principles, as well.[19] The framework encourages experiential learning which are the premise of the OACS philosophy: Community Service and Community Involvement, Accountability, Respect, and Empathy.[20] Based on the schedule and design of the classroom day, students are systematically afforded the ability to move at their pace within a classroom, yet challenged by the content skills and focus on individual, pair, and group inquiry-based and problem-solution based learning. Students' long-term success is intentionally planned for. This self-driven and challenging setting environment supports effective goal-setting for future student endeavors, as teachers facilitate students in learning the necessary executive functioning skills.[21]During middle school, students are exposed to the same place-based, project-based thematic OACS curriculum, but focused more heavily on Applying, Analyzing, Evaluating, and Creating as more student-developed and class goals are placed at the end of weeks, months, and years.[22] Students are exposed to specific values-based concepts that involve students connecting with themselves and the world around them. The ultimate objective of this framework is to create an environment of life-long learning for all students by learning how to set concrete goals and identifying the steps necessary to solve the stated goals.[23]

As an institution, prior to the student demonstrating an inability to meet the academic standards, additional instructional strategies are in place to support teachers in identifying the most effective way to instruct students who are having difficulties. When educators feel it necessary, they will refer students to the Tier 2 intervention program SANO. SWD, ELL students, and those at risk of academic failure will have a specific plan developed with set dates for progress monitoring. Within the system is an expectation of increased communication for the adults who interact with the children. The SANO system can be in addition to or in support of the child's existing IEP or 504 plan, as well. This unique and systematic approach to the organization and delivery of instructional strategies and support affords teachers the ability to access multiple strategies a 'team' offers, prior to an IEP or 504 plan, supports individualized student learning, and encourages intervention. As embedded support, students, including SWD, ELL, and at-risk students, will experience integrated teaching strategies.

Throughout daily lessons, as part of the educational culture, teachers will support students' lessons being broken

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[15] https://www.buffalo.edu/catt/develop/design/teaching-methods.html
[16] https://www.buffalo.edu/catt/develop/design/teaching-methods.html
[17] https://oleanacademy.weebly.com/our-mission-and-vision.html
[18] https://www.proquest.com/openview/7821f56129e6fb606296e4781658591e/1?pq-origsite=gscholar&cbl=18750
[19] https://scholar.lib.vt.edu/ejournals/JOTS/v41/v41n2/asunda.html
[20] https://www.kent.edu/community/what-experiential-learning-and-why-it-important#:~:text=Experiential%20Learning%20is%20the%20process,classroom%20to%20real%2Dworld%20situations.
[21] https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/
[22] https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/
[23] https://digitalpromise.org/2015/08/26/what-happens-when-students-work-at-their-own-pace/

into smaller steps, as well as using graphic organizers and support lists when necessary. The nature of the daily lesson plan includes opportunities for independent, pair, and group work throughout the course of the day and spiraled throughout the week.[24] Within a classroom, teachers will encourage a caring environment that is meant to support all students, including SWD and ELL students, as needed. Regarding SWD and the high school CTE Agriculture component, CTE teachers and special education teachers will consciously create specific goals and supports to support success for a student who chooses to participate in the designated CTE coursework and/or practicum portion. This will support SWD participation to the greatest extent possible.[25]

d. Course or Subject Overview

Elementary and Intermediate Core Subject Curriculum Overview: Listed Below By Grade
Elementary and Intermediate Programs: OACS Developed based on Common Core and Next Generation Standards
Essential Course Specific Assessment: State Assessments in Grades 3-8, End of Course Portfolio based on standards listed below

A. Kindergarten to Grade 4

Kindergarten: Major Skill Used: Theme Used
September: *Identifying-Patterning:* Friendship and the New Year
October: *Patterning:* The World Around Me**(Olean History: Trains and Transportation)**
November: *Connecting:* Life Cycles and Food **(Visit: Pfeiffer Nature Center, Catt. County SPCA)**
December: *Cause and Effect:* Making Good Choices
January: *Compare and Contrast:* Exploring the World and our Senses
February: *Expanding:*Our Community and Animals within it **(African American Cultural Center)**
March: *Application:* Feelings
April: *Sequencing:* Healthy Eating **(Speaker: Olean Arborist/ Tree Leaf ID Book)**
May: *Summarizing:* The Earth**(Plant and Manage Orchard)**
June: *Informing:* Water and Review of all Units
Integrated Projects: STEM Integrated Project: Plant and Manage Orchard
Class Project: Video Yearbook
ELA/Language Arts

- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to read common high-frequency words by sight.
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to recognize and produce rhyming words.
- The student will be able to answer questions with complete sentences.
- The student will be able to ask questions about key details in class.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize and name end punctuation.
- The student will be able to distinguish between uppercase and lowercase letters.
- The student will be able to write complete sentences.
- The student will be able to participate in shared research and writing projects.
- The student will be able to capitalize the first word in a sentence and the pronoun I.
- The student will be able to compare and contrast the adventures of characters in familiar stories.
- With support, the student will be able to identify the characters, settings, and major events of a story.
- The student will be able to recognize common types of texts (storybooks, poems, etc.)
- The student will be able to read emergent-reader texts with purpose and understanding.

Mathematics:

- The student will be able to count with 1:1 correspondence from 0 - 30.
- The student will be able to demonstrate an understanding of addition with numbers up to 30.
- The student can demonstrate "more" and "less" utilizing objects.
- The student will be able to compare and contrast objects by length and properties.
- The student will be able to create complex patterns.
- The student will be able to demonstrate an understanding of subtraction with numbers up to 10.

[24] https://ldaamerica.org/info/successful-strategies-for-teaching-students-with-learning-disabilities/
[25] http://www.nysed.gov/common/nysed/files/programs/career-technical-education/wbl-manual_0.pdf

- The student will be able to demonstrate an understanding of simple graphing.
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, and next to.
- The student will be able to tell time hourly and be familiar with time by the half hour.

Science

- The student utilizes direction words to reach a target.
- The student will demonstrate the ability to observe and identify.
- The student will be able to identify question words to make discoveries.
- The student will be able to identify basic similarities and differences between two objects.
- The student will be able to observe and identify points on a graph.
- The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.
- The students will be able to make observations about their community and its environment.
- The student will be able to use scientific tools to create a finished product.

School Values/Emotional Growth

- The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 1 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[26] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (This allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 1: Major Skill Used: Theme Used

September: *Cause and Effect:* Back to School/Systems
October: *Patterning*: Animals: **(Visit: Canticle Farms/ Seed Packets)**
November: *Sequencing:* Senses : (**Build Raised Bed Garden, Catt. County SPCA)**
December: *Expanding :* Healthy Eating
January: *Compare and Contrast:* Seasons and the Earth
February: *Expanding:* Space/Weather **(African American Museum)**
March: *Application:* Gardening **(Visit: Seneca Nation Museum)**
April: *Summarizing:* Local Newspapers (Process) **(Speaker: Olean Times Herald)**
May:*Compare and Contrast:* Newspapers in the World (Plan) **(Olean History Visit: Newspapers)**
June: *Informing:* Our Newspaper (Production)

Integrated Projects: STEM Integrated Project:Creatively Design a Formally Published Poetry Piece, Exploring Printing Machinery Throughout Time, Engineer a Raised Garden Bed
Class Project: Poetry Publication

Language Arts/ELA

- The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.
- The student is able to identify synonyms and antonyms of key vocabulary.
- The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.

[26] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

- The student will be able to locate words within dictionaries and glossaries.
- The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding.
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs.
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.
- The student will be able to solve simple puzzles, generalize and predict from simple patterns and relationships.
- The student will be able to organize coins of different values and use the proper notation for money.
- The student will be able to recognize odd and even numbers.
- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organize information by using simple lists, tables, pictograms.

- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science

- The student will be able to identify the properties of plants and animals in .New York, or an overseas environment (rainforest and temperate forest)
- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.
- The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in New York, or an overseas environment.
- The student will be able to identify and compare and contrast the properties of plants and animals in New York, or an overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).
- The student will be able to explain how the water cycle directly affects plant and animal life, as well as the reasons why recycling and conservation should be a focus individually and as a community.
- The student will work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds.
- The student will make written observations and, based on those observations, maintain the school garden**.**
- **School Values/Emotional Growth**
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 2 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[27] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (This allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 2: Major Skill Used:Theme Used

September: *Cause and Effect:* Back to School/Systems
October: *Sequencing (Cycles):* Plants: Senses and Observations:(**Union Street Trash Pick Up)**
November: *Compare and Contrast:* Animals: Senses and Observations **(Visit: Catt.County SPCA)**
December: *Author's Purpose:* Healthy Eating (Hospital Visit)
January: *Analyzing:* The Earth (Land and Water)
February: *Expanding:* The Earth and Space (Planets)**(African American Museum)**
March: *Application*:Baking and Cooking **(Visit: Seneca Nation Museum)**
April: *Summarizing:* Occupations and Future**(Olean History Visi/Speaker: Local Government)**
May: *Inferencing :* Newspapers in the World (Planning with Grade 1)
June: *Informing:* Our Newspaper (Production with Grade 1)

[27] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

Integrated Projects: STEM Integrated Project: Collaborating with Community Members to Operate Technology to Communicate with Hearing Impaired Individuals, Design and Build a School Recycling Program, Use Critical Thinking to Develop a System for Community Trash Pick-up
Class Project: Pen Pals (Online and Offline): Videopals: St. Mary's of The Deaf Elementary School (Deaf students and communication)

Language Arts

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
- The student will be able to identify "voice"fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
- The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2,¼,2/4, ¾, 4/4, 1/10) and decimals(.50, .25, .10)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.

- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.
- The student will be able to use appropriate mathematical terms, vocabulary and language.
- The student will be able to recognize patterns and connections with their everyday experiences.
- The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.
- The student will be able to recognize and be able to use RM (Ringgit .New York, or an overseas environment) up to and including 20 RM bills.
- The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and “mental math” based on a 100s chart.

Science:

- The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.
- The student will be able to apply a systematic approach when solving problems.
- The students will evaluate each other’s project components and question each other to encourage productive improvement of class activities and projects in a constructive way.
- The student will be able to understand the parts of trees and plants and their purpose.
- The student will be able to demonstrate an understanding of a plant’s life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.
- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal’s life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.
- In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably “healthy” recipe to be made inside school.
- Students will be able to explain their reasoning and logic throughout the process.
- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water in New York, or an overseas environment and those in other countries incorporating measurement and weight.
- The students will apply the paragraph writing strategies learned through the penpals project with a Science topic.
- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.
- The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavor, to select and prepare recipes from countries around the world.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.

- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 3 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[28] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills. This allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 3: Major Skill Used:Theme Used

September: *Cause and Effect:* Back to School/Systems
October: *Identifying:* Main Idea and Details: Ecosystems in Olean and the World**(Visit/Speaker: John Policastro Farm)**
November: *Inferencing:* Human Body and Systems (Hospital) **(African American Museum)**
December: *Compare and Contrast:* Healthy Eating : **Hatch and Manage Chickens**
January: *Author's Purpose:* Baking and Cooking Electricity and Magnetism***(Restaurant?)***
February: *Expanding:* Matter and Energy
March: *Application:* Prehistoric Time Periods**(Visit: Seneca Nation Museum)**
April: *Summarizing*: Ancient History
May: *Analyzing: Explorers***(Visit: Olean History Museum- Olean Discovery/ Civil War)**
June: *Informing:* Modern Era**(Funding Pending Visit: Visit CRCS Turkey and Deer Facility)**

Integrated Projects: STEM Integrated Project: Collaborate with the Community to Design and Publish a Monthly School Newspaper, Exploring Measurement and Engineering Concepts to Design and Build a Home to Hatch Chickens and Raise Chickens
Class Project: Monthly Newspaper

Language Arts

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.

[28] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to recognize the differences among the genres of stories, poems, and plays.
- The student will be able to evaluate the content of writing for author’s purpose, important and unimportant details, events, fact or opinion.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to locate and use library media resources to acquire information and assistance, including the system of “alphabetical order”.
- The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.
- The student will be able to explore the different processes of reading silently and reading aloud as systems of learning.
- The student will use graphic organizers to record and interpret components of a variety of texts.

Math

- The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.

- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.

- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.
- The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.
- The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.

Science and Humanities

- The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.
- The student will be able to use the summarizing process to write a biography for an explorer.
- The student will be able to identify major points in New York, or an overseas environment history that have supported the previously learned reasons for exploration.
- The student will explore timelines and major points throughout the Earth's history during the Ancient Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.
- The student will explore timelines and major points throughout the Earth's history during the Prehistoric Time Period.
- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.
- The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.
- The student will use prior knowledge to explore ways that humans eat healthy across the world.
- The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.
- The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.
- The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.
- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.
- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behavior.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.
- The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.

- The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.
- The students will be able to identify natural resources that occur on continents across the world.
- The students will draw conclusions about geographic systems and ecosystems around the world.
- The student will be able to identify major similarities and differences between geographic, human, and animal systems within an ecosystem.
- The student will be able to identify systems of government around the world and the advantages and disadvantages of each.
- The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.

The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.

Grade 4 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed. Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills. This allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 4: Major Skill Used: Theme Used

September: Cause and Effect: Back to School/Systems/Scientific Method
October: Identifying: Main Idea and Details: Ecosystems in the World (Rocks & Minerals/Matter) (October) **(Speaker/Visit: Cornell Cooperative Extension/Beekeeping)**
November: Inferencing/Author's Purpose: Government and Citizenship (Local Government Office) **(African American Museum)(Visit: Olean History Museum Government)**
December: Compare and Contrast: Healthy Eating and Community Service
January: Expanding: Matter, Energy and Light: link to community and natural resources
February: Application: Baking and Cooking Electricity and Magnetism (Restaurant)
March: Analyzing: Stone Age (March) **(Create Polinator and Garden Seed Bombs)**
April: Summarizing (using important information): Bronze Age
May: Summarizing (using systematic application): Iron Age
June: Informing/Prediction/ForesightModern Era **(Visit: Seneca Nation Museum)**

Integrated Projects: STEM Integrated Projects: Spiraled Learning Opportunity to Publish Writing with Grade 1 and Deeper Dive Into Exploring The History of Machinery, Identify a Develop a Professional Relationship with a, Volunteer Organization to Collaboratively Support Community Efforts, Engineer and Build Mason Bee Houses to Support the Local Agriculture
Class Project: Short-Story Publication Online/ Chapters for Full-Length BookSummarizing

Language Arts:
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
  - The student will expand his/her vocabulary through daily exercises on voice and word choice.
  - The student will explore adjectives and adverbs that directly impact informative text.
  - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
  - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.

- Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
- Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
- The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
- The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).

● Writing Skills (Short-Story Publication):

- The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.
- The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
- The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.

- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will explore energy and motion in terms of interactions and simple machines
- The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines.
  The student will create a simple circuit to cook an egg.
- The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.
- The student will explore temperature and the ways in which temperature is measured currently, and in the past.
- The student will continue cooking for families in need and progress through the set volunteer plan previously developed.
- The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.
- The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.
- The student will explore light reflection, refraction, and absorption.
- The student will explore properties of the three forms of matter including changes of state.
- The student will observe and analyze chemical reactions and develop logical conclusions.

Humanities:

- The student will identify the components of the New York environment, or an overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.
- The student will compare and contrast the New York, or an overseas environment system of the Federal Government with Canada, England and Australia.
- The student will identify the positives and areas of weakness in the New York environment, or an overseas environment system of the Federal Government.
- The student will identify the components of the New York environment, or an overseas environment, state and local governments, as well as the names of the individuals in office.
- The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviors.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.
- The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.
- The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months
- The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
- The student will recognize that volunteering requires freedom of choice.
- The student will name an example of a civil society charitable organization.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.
- The student will use the skills of compare and contrast and fact and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.
- The student will study the major components of the Bronze Age throughout the continents of the world.

- The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth's movements.
- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.
- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 5 to Grade 8 Core Subjects Overview

During students' intermediate years, students make connections throughout their studies, as well as develop cohesive thinking patterns and relationships between areas of education. Students' decision making skills strengthen, along with an increased awareness of their surrounding environment and the impact they have as individuals in a community. Teachers who facilitate learning focus on the natural connections that exist throughout the subjects and operate using Next Generation Learning Standards through a thematic lens.[29]

By the end of their intermediate experience, students will be able to demonstrate respect and understanding for classmates regardless of socioeconomic and cultural demographics, demonstrate a clear ability to ask and answer questions presented, use cohesive thinking patterns to express themselves both orally and in writing. When presented with problems clearly identify solutions using a variety of problem-solving strategies , give clear and coherent oral presentations using teacher created rubrics, use identified steps to conduct the research process in all areas of study, differentiate between primary and secondary sources, understand globalization universally, as well as the interconnectedness or its components, discuss and express personal opinions using verified information, identify key pieces of information and details in both scientific and literary texts, construct a thesis statement using logical thinking patterns. They will also be able to use analysis and synthesis information regardless of medium, and use self-reflective strategies to identify areas of strength and needed improvement in all areas of academic study. This is due to the spiraled nature of the curriculum and the alignment of standards to specific themes and months

Curriculum materials will include the necessary Literature books, the continued use of primary and secondary resources such as The National Archives, Docsteach, and Reading A-Z, as well as the Next Generation Standards aligned Continental English and Math Workbooks. Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

During Grades 5-8 SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example. SEL skills are not evaluated using isolated standards, but rather linked directly to the school rules and monthly topics, ensuring that students are able to practically demonstrate these integrated components being addressed within the curriculum.

<u>Grade 5 Major Skill Used: Theme Used: Exploration</u>

September: *The Value of Work and The Rights of Workers:* Exploration
October: *Call to Family, Community, and Participation*:Cycles of Life: **(Seneca Nation Museum)**
November: *Caring: Caring for Earth*: **(Olean History Museum, African American Museum)**
December: *Gratitude:* Changing Seasons (**Maple Syrup Harvest)**
January: *Empathy for The Poor and Vulnerable*:Human History:(**Sprague's &Campbell Sugarbush**
February: *Rights and Responsibilities:* Environmental Impact: **Cattaraugus County SPCA**
March: Solidarity: *Community and Responsibilities:* **Eden Heights**
April: *Self-Analysis and Reflection*:Senses and Observations
May: *Dignity of the Human Person*: Character
June: *Decision Making*: Change and Acceptance

[29] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

Integrated Projects: STEM Integrated Projects:Design and Collaborate to Develop a School Post Office System, Critically Think and Problem Solve to Identify a Means of Harvesting Maple Syrup
Class Project: Creating a Post Office

Math
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time- dependent/independent variable)
- Students will be able to multiply and divide whole numbers
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- Students will be able to identify and solve inequalities
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to multiply and divide fractions
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify the dependent and independent variables from an equation.
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- Students will be able to find the unit rate and the part of a whole (given percent)
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Students will be able to solve word problems using multiplication and division problems (including fractions)

English
- Students will be able to maintain consistency with style and tone.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.
- Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to maintain consistency with style and tone.

- Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to determine a theme of central ideas and summarize a text.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea of a text.
- Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.

Social Studies/Humanities

- Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.
- Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.
- Students will be able to integrate visual information with other information in print and digital texts.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to describe how a text presents information.
- Students will be able to determine the meaning of history / social studies vocabulary.
- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.

Science:

- Outdoor Education To Plan For The Year: Students will be able to identify products and cultural traits specific to WNY.
- Students will be able to describe the process of making maple syrup.
- Students will be able to successfully tap a maple tree and make syrup.
- Students will be able to measure the weather of the local area and compare it to historical records.
- Students will be able to explore the impact of climate change on maple syrup production in WNY.
- **Earth's Systems**: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment
- **Space Systems: Stars and the Solar System**
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **Space Systems: Stars and the Solar System**
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **Matter and Energy in Organisms and Ecosystems**
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body

warmth) was once energy from the sun.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 6 Major Skill Used:Theme Used: Service and What It Means

September: Dignity of the Human Person: Call to Justice
October: Solidarity: Community Callings **(Olean History Museum Police & Fire Department)**
November: Caring: Self Respect: **Olean Food Pantry/Fall Harvest Com.Meal/Spring Celebration**
December: Rights and Responsibilities: Thought Processes**(Seneca Nation Museum)**
January: Call to Family, Community, and Participation: Our Land: **Toad's Butcher Shop-Chef VIsit**
February: The Value of Work and The Rights of Workers:Space Exploration
March: Gratitude: Planets Around Us
April: Self-Analysis and Reflection: Human Impact: **(African American Museum)** **(Eden Heights)**
May: Decision-Making: Composition
June: The Value of Work and The Rights of Workers: Friendship

Integrated Projects: STEM Integrated Projects:Design and Develop a Functioning Student Restaurant, Creatively Plan and Use Math and Science Skills to Develop a Fall and Spring Celebration That is Ecologically Conscious
Class Project: Public Speaking Presentation/ Student Restaurant

Math

- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots
- Summarize numerical data sets in relation to their context
- Demonstrate models with mathematics.
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume
- Use area and volume models to explain perfect squares and perfect cubes
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to gather, process, present and understand a set of quantitative data.
- Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)
- Students will be able to identify mean, median, mode and range of a given set of data.
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to maintain consistency in style and tone.
- Students will be able to write arguments to support claims with clear reasons and relevant information.
- Students will be able to cite textual evidence to support the analysis of what the text says explicitly / implicitly and make logical references.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to use knowledge of language and its conventions when writing, spelling, reading, or listening.
- Students will be able to write narratives to develop real or imagined experiences or events using effective techniques,

descriptive details, and sequencing.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to determine a central idea or theme of a text.
- Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.
- Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
- Students will be able to cite textual evidence to support an analysis.
- Students will be able to explain how claims in a text are supported by relevant reason and evidence, identifying which reason and evidence support which claims.
- Students will be able to maintain style and tone appropriate to the writing task.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.

Social Studies/Humanities
- Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.
- Students will be able to identify how events are chronologically related to one another.
- Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.
- Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.
- Students will be able to compare and contrast regions throughout the Eastern Hemisphere.
- Students will be able to recognize change throughout the historical narrative.
- Students will be able to distinguish human activities and human made features from "environments" or natural events and physical features
- Students will be able to understand the role of periodization as a practice in history and social studies.
- Students will be able to identify all regions in the Western Hemisphere.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to conduct short research projects to answer a question (including self posed questions).
- Students will be able to draw evidence from informational texts to support analysis, reflection, and research.
- Students will be able to analyze the relationship between primary and secondary sources.
- Students will be able to locate geographical landmarks.
- Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content.
- Students will be able to conduct short research projects to answer a question.
- Students will be able to use historical context while conducting focus based research.

Science
- Outdoor Education: Plan for the Year
- Students will be able to explain the concept of eating seasonally.
- Students will be able to name and utilize basic tools in a kitchen.
- Students will be able to create a seasonally appropriate menu.
- Students will be able to plan and execute a community meal.
- Students will explore the concept of food insecurity.
- Students will be able to practice the basics of food safety.
- **Structure, Function, and Information Processing**
- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells

- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories
- **Matter and Energy in Organisms and Ecosystems**
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- **Natural Selection and Adaptations**
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
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- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- **Growth, Development, and Reproduction of Organisms**
- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 7 Major Skill Used: Theme Used: Justice and What it Means
September: *Rights and Responsibilities:* Change and Acceptance
October: *Self-Analysis and Reflection*: Power of Emotions
November: *Decision-Making:* Kindness to Others
December: *Caring:* Community and Participation **(Seneca Nation Museum)**
January: *Gratitude:* Future / Occupations
February: *The Value of Work and The Rights of Workers*: Cities and Towns**(Sewage Treatment Plant/Olean Water Treatment Plant**
March: *Solidarity*: Around the World*:* **(Olean History Museum Architecture)**
April: *Dignity of the Human Person:* Self Care**(African American Museum)**
May: *Call to Family, Community, and Participation:* Protecting Our Earth **Adopt a Section of Union St Rain Garden**
June: *Empathy for The Poor and Vulnerable:* Justice

Integrated Projects: STEM Integrated Projects: Identify an Aspect of Social Justice and Use Problem-Solving Skills to Develop a Means to Support It, Advocate and Persuade Local Government to Adopt a Section of Union Street Rain Garden to Contribute to the Local Community
ClassProject: Create a Social Justice Organization

Math
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Recognize and represent proportional relationships between quantities.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to understand the author's historical and cultural values.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.
- Students will be able to write arguments focused on discipline specific content.
- Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to present information on a text using a digital platform.
- Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences

- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.
- Students will be able to interpret how information is presented in diverse formats.
- Students will be able to delineate a speaker's argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies/Humanities

- Students will be able to describe the role of competition in economic decisions
- Students will be able to examine the role of job specialization.
- Students will be able to present historical information in a factual manner.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to compare and contrast historical events based on informative facts and perspective.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to recognize that boundaries and definition of location are historically constructed.
- Students will be able to construct an argument based on historical evidence.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to identify important turning points in history.
- Students will be able to identify how scarcity necessitates decision making.

Science

- Outdoor Education: Plan for the Year
- Students will be able to explain the hydrologic cycle.
- Students will be able to complete a map that shows local natural and man-made hydrological features.
- Students will be able to explore the dynamics of rural and urban water management.
- Students will be able to explore the changing dynamic of water resources in relation to climate change.
- Students will be able to research and create solutions to local water management challenges.
- **Human Impacts**
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- **History of Earth**
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion
- **Weather and Climate**(Global Change Debate)
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions

- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 8 Major Skill Used: Theme Used: Looking Forward in Olean and Beyond
September: *Empathy for The Poor and Vulnerable:* Development
October: Caring: *Plants and Their Environment:* **Speaker/Internship Start Canticle Farms**
Olean History Museum Vegetation and Animal
November: *Self-Analysis* and Reflection: Our Oceans
December: *Solidarity:* Caring for the Sea
January: *The Value of Work and The Rights of Workers* Adventure
February: Gratitud*e:* Caring for Others
March: *Dignity of the Human Person:* Respecting All **(Seneca Nation Museum)**
April: *Decision-Making*: Judgment: **(African American Museum)**
May: *Call to Family, Community, and Participation:* Teamwork **(Olean History Museum)**
June: *Rights and Responsibilities:* Self Acceptance

Integrated Projects: STEM Integrated Projects: Internship with Canticle Farms, Assemble a Portfolio
Theme: Looking Forward in Olean and Beyond
Class Project: Portfolio

Math
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- The students will be able to understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- The students will be able to construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- The students will be able to display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Reason abstractly and quantitatively
- Model with mathematics.
- Students will understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Students will summarize numerical data sets in relation to their context.
- Students will know and apply the properties of integer exponents to generate equivalent numerical expressions
- Students will use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational
- Students will understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
- Students will understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Students will use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other
- Students will understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.
- Students will use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.

English

- Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.
- Students will be able to interpret figurative language including allusions, in context.
- Students will be able to evaluate the advantages and disadvantages of using different media.
- Students will be able to introduce a precise claim and organize the reasons logically.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.
- Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.
- Students will be able to use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.
- Students will be able to use precise language and content-specific vocabulary to explain a topic.
- Students will be able to write arguments that support claims with clear reasons and relevant evidence.
- Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Social Studies

- Students will be able to draw from informational texts to support analysis, reflection, and research.
- Students will be able to identify cause and effect.
- Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.
- Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.
- Students will be able to identify regions by describing characteristics.
- Students will be able to explain how regions differ in the historical narrative.
- Students will be able to demonstrate respect for others in discussion and classroom debates.
- Students will be able to describe how government decisions affect economics in case studies.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.
- Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.
- Students will be able to compare and contrast human activities and their effect on society.
- Students will be able to integrate visual information with other information platforms.

Science:

- Students will be able to explain the financial realities of American farms.
- Students will be able to perform the functional aspects of farming from seed to sale.
- Students will be able to assist in running a farm stand at the local farmer's market.
- Students will be able to discuss the evolution of farming across time, our nation, and within the local area.
- **Structure and Properties of Matter**
- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- **Waves and Electromagnetic Radiation**
- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
- **Energy**
- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- **Chemical Reactions**
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

<u>High School English Content Sequence and Description:</u> *As demonstrated within the budget, the English teacher will coplan with the History teacher to outline the Next Generation Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher for the incoming Grade 9 class.*

For planning purposes, a unit is equivalent to a single 4 week plan which may be delivered in the way the teacher feels most effective including multiple authors, or an in depth single author study. A "classic" novel will link to the student's history course time period, reflect on previously learned time periods, or preset students for future units of study.[30] **Please note more specifics in R-23b**

Curriculum Program: 9-12 Next Generation ELA Standards

Course Specific Assessment: NYS Regents, Internal Assessment (Final Exam) based on Final Standards

Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elementary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

English 9:

- Literature: 5 classic novel units, 3 units of poetry (approx 8 months)
- Writing: 1 major research project, 6 incorporated minor research projects, weekly journaling
- Speaking: 1 incorporated major speaking presentation, 1 incorporated research supported debate

English 10:

- Literature: 4 classic novel units, 4 units of poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

English 11:

- Literature: 3 classic novel units, 4 units of poetry, 1 unit of European novelists, 1 unit of European poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

[30] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

English 12:

- Literature: 2 classic novel units, 2 units of poetry, 2 unit of European novelists, 2 unit of European poetry, 1 unit of Asian novelists
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

High School English Content Sequence and Description: Global 1, Global 2, US History and Government, Economics and Personal Finance: *As demonstrated within the budget, the History teacher will coplan with the English teacher to outline the Next Generation Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher for the incoming Grade 9 class. For planning purposes, a unit is equivalent to a single 2 to 4 week plan. Each unit can be shifted to support coplanning.* **Please note more specifics in R-23b**
Curriculum Program: 9-12 Next Generation History Standards
Course Specific Assessment: NYS Regents, Internal Assessment (Final Exam) based on Final Standards
Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elementary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

High School Math Content Sequence and Description: Algebra I[31]**Algebra II, Geometry**[32]**, Pre-Calculus:** *As demonstrated within the budget, the Math teacher will enter the school 2 weeks prior to initial training receive separate training so as to set the New York State Next Generation Math Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher. The teacher will meet with the* **Sociology of Community, Agriculture and Food Systems** *Teacher to work to integrate projects between classes to support students' learning and help create a collaborative experience for students and staff.* **Please note more specifics in R-23b**
Curriculum Program: 9-12 Next Generation Math Standards
Course Specific Assessment: NYS Regents, Internal Assessment (Final Exam) based on Final Standards
Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elementary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

High School Science Content Sequence and Description: Earth Science[33]**, Biology**[34]**,Chemistry**[35]**,Physics**[36]**:** *As demonstrated within the budget, the Science teacher (or teachers) will enter the school 2 weeks prior to initial training receive separate training so as to set the New York State Next Generation Math Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher. The teacher will meet with the* **Sociology of Community, Agriculture and Food Systems** *Teacher to work to integrate projects between classes to support students' learning and help create a collaborative experience for students and staff.* **Please note more specifics in R-23b**
Curriculum Program: 9-12 Next Generation Math Standards
Course Specific Assessment: NYS Regents, Internal Assessment (Final Exam) based on Final Standards
Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elementary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

High School Elective for STEM Pathway: Environmental Science[37] *In addition to incorporating the Next Generation Science Standards when appropriate, this course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will be introduced to the scientific study of our environment, as well as the technological, social, political and economic challenges required for the understanding and critical examination of related issues.Students will explore vocabulary for consumers, voters, and decision-makers, as*

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[31] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf
[32] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf
[33] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf
[34] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf
[35] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf
[36] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf
[37] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

well as address the need to understand human interactions with the Earth, and the limitations that science and technology have in reducing any negative impacts of those interactions. This course will expose the student to potential solutions as well as the limitations of these solutions due to science, technology, cultural beliefs, political systems, and resource availability. As members of society and the Earth, we are collectively responsible for environmental impacts and must also be responsible for making educated decisions when influencing environmental issues, electing policy making officials, and choosing lifestyles. Information learned in this class should aid one in making those decisions.

The full development of this course will be completed with the support and oversight of the University Pittsburgh-Bradford Campus per the letter of support for OACS, inclusive of a formal assessment and training.

Students will master:

- How science and the scientific method address environmental systems and issues.
- The Earth's major natural systems, how these systems function, and how they are affected by human activity.
- The sustainability, and unsustainability, of various interactions between human society and the Earth's natural systems (ie. energy use and generation, resource consumption and economics, food production).
- Define the principles of science, stewardship and sustainability, and recognize their role in evaluating and establishing a viable human society within Earth's systems.
- Apply the scientific method, and recognize that with its use science provides a reliable, rigorous and unbiased way to gain knowledge of the natural world.
- Recognize, describe, and quantitatively describe Earth systems, including the land, water, sea, and atmosphere, and how these function collectively to support life on Earth.
- Describe ecosystems in terms of how they vary, are structured, and function both internally and as part of the larger biosphere.
- Describe human population characteristics and growth, and recognize the impacts of human society on Earth's systems and resources
- Recognize the purpose and assess the effectiveness and feasibility of governmental environmental policy in defining and regulating the role and impacts of human society on Earth.

High School Elective:Sociology of Community, Agriculture and Food Systems
(Grade 9 and Grade 10 Coursework, Grade 11 and Grade 12 Practicum)
Curriculum Program: CTE Agriculture Standards, CTE Work-Service Requirements, NYS Agriculture Education Standards, SUNY Objectives for Social Sciences integrated and systematically mapped
Course Specific Assessment: Pass/Fail Requirement based on meeting Community Component (project) for Grades 9 and 10, Pass/Fail Requirement based on attendance of planning meetings and execution of designated plan for Grades 11 and 12. Anecdotal Notes will be listed in the student's portfolio.

SUNY Objectives for Learning Derived from Social Science Areas:

1. Demonstrate knowledge of major concepts.
2. Demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical interpretive analysis.
3. Demonstrate knowledge of common institutions, practices, or policies, and how they have affected different social groups or individuals in society.
4. Students will engage in classroom discussion and exercises centering on how various societies perceive questions of identity and/or empowerment, which may include race/ethnicity, sexuality and gender, social class, etc.
5. Demonstrate understanding of cultural similarities and differences and how cultural norms shape each person's experience of the world.
6. Demonstrate awareness of global issues and the impact of individual and collective decisions on life around the world.
7. Weigh diverse perspectives in the face of opposing viewpoints and understand the source of one's own assumptions and biases.

Curriculum Map
Grade 9: Year 1
September: The Sociological Perspective
Objective(s): Understand the sociological discipline through a comparison to both the natural sciences and the other social sciences.

Description: Students will explore the larger concept of sociology and the tools used in its practice. Building on an exploration of the natural sciences used to study our natural environment, students will come to appreciate not only social science generally, but also recognize how sociology is unique compared to psychology, anthropology, criminology, political science, history, etc. Students will be exposed to both basic and applied science. The goal of this unit is for students to question what is a blank human slate. This is a challenge for students because in order to try and view humans as a blank slate, we must view through our own cultural lens which will obscure and influence any conclusion. This allows students to at least be cognizant of their own cultural bias and be able to understand the concept of the sociological lens.
Community: Students will explore a local social or human services organization that uses applied sciences to address local issues.

October: Socialization

Objective(s): Appreciate the importance of experience and our environments in shaping human beings.
Description: Explore the Nature versus Nurture controversy with an appreciation of how both are influenced by our natural environment. Discussions of twin studies and feral children illuminate the importance of our environment over aspects of our biology. The goal of this unit is to look at the nurture side of how a human becomes a human. The process will start to look at the human brain and the stages of progression through life. Students will then look at different theories on how learning takes place. Through studying how the concept of "schooling" has changed overtime, students will be able to put their own education in contrast. Students will also be challenged to research instances in history where education has been manipulated for various values or goals of a society. In addition, students will incorporate many of the prior concepts by looking at the school lunch program and the role of school gardens in the history of public schools. This will culminate in a project where students survey school lunches from around the world and reimagine the American school lunch menu to prepare and eat as a class.

- Students will explore the theory of human evolutionary biology.
- Students will study the biological process of learning through different stages of human life.
- Students will explore how societies have attempted to socialize and prepare young people to be part of the larger society.
- Students will study the history of education in America incorporating the many models that have emerged and the rationale behind them.
- Students will evaluate how education differs around the world ending in an evaluation of their own school's curriculum.
- Students will evaluate school lunch as a representation of how education is valued as a society and reimagine what it could look like.

Community: Students will come to appreciate the importance of our local rural location and natural environment in shaping their lives by comparing it to the experiences of those who come of age in urban settings.

November: The Scientific Research Process

Objective(s): Master the scientific research process with an understanding of how it relates to the social sciences.
Description: Elaborate how sociology applies the natural research design developed to study the natural environment (with independent and dependent variables, control and experimental groups) to the study of people. Focus on the ethics that arise in studying people versus experiments conducted on aspects of our natural environment.
Community: Students will be exposed to academic research conducted in the local area by professors at Jamestown Community College, St. Bonaventure University and/or University of Pittsburgh at Bradford.

December: Culture

Objective(s): Define culture and understand its importance to a society and individuals living within it.
Description: Through the concepts of ethnocentrism and cultural relativism, students would be better positioned to understand any biases they might personally hold.
Community: Students will better understand our own culture through the practice of comparative sociology which includes a food-based comparison to our local area that might include practices like hunting and fishing, or even an exploration of the Olean Friday Night Fish fry.

January: The Social Structure

Objective(s): Explore core concepts in sociology by visualizing the makeup of the social world.
Description: Students will explore the core concepts of status, role, institution, groups (and leadership), formal organizations, social structure. Start to investigate some of the implications of certain institutions having more power than others and the complicated nature of social stratification. Students will study modern social structures throughout the world focusing on how the differences impact social interaction and the socialization of its people.

Community: Students will place themselves into the regional and global food system as well as our local natural environment.

February: Deviance
Objective(s): Better understand the social structure and culture by examining those who violate conventions, norms, rules and laws.
Description: Analysis of food-based cultural norms, mores and taboos provide a more thorough understanding of culture. Discussions of positive and negative sanctions enhance this understanding.
Community: Using federal data, students will compare and contrast local crime rates to those of the state and nation.

March: Societal Evolution
Objective(s): Explore the evolution of western society from hunter gatherers to scientific revolution.
Description: Focus on how the natural environment and agriculture was the driving force behind societal evolution from hunter-gathers through up until the enlightenment and industrial revolution when western culture embraced the value of controlling nature rather than letting it dictate what humankind could, and could not do. The goal of this unit is to show one of the most important shifts in human history: the neolithic revolution. Working from the student understanding of hunter-gathering reality, the shift to a sedentary agricultural lifestyle takes on a deeper importance. Through the story of domestication, the students will start to ask questions about their own food and the industrial agricultural practices of America. Take time to investigate these questions and ask the students to do some research on their own. The conversation might also turn to the domestication of humans as in slavery and genetic modification of babies. These conversations can be revisited in later units to add another dimension of the topic.

- Students will explore the various origin stories of humans from around the world and across time.
- See how modern American society measures up to those of the past
- Students will study the Neolithic Revolution and the changes which occurred in human society.
- Students will participate in a simulation that models the rise of specialization, social stratification, wealth, competition, settlement, and agriculture.
- Students will make and eat bread together as a class.
- Students will explore different hunter-gatherer societies throughout time to the present to evaluate trends and consistent qualities.
- Students will cook locally harvested wild meats over a campfire as a class.

Community: Students will learn the history of the Seneca Nation and the Iroquois confederacy more generally.

April: Globalization
Objective(s): Understand the self in our global village as our place grew out of first the industrial revolution, then the technology revolution.
Description: Through a detailed examination of the global food system, students will better appreciate their place in the global village while coming to appreciate how technology influences our lives (along with agriculture more generally). Focus is placed on farming and resource extraction technologies (engineering) used to moderate and mediate humans' relationship to the natural environment. The goal of this unit is to explore the history of economic theory and its impact on social class, social stratification, and inequality. Through studying the evolution of capitalism, the rise of the Industrial Revolution, and the response of Communism, students will gain insight into human behavior, the role of wealth in society, the values of a culture, and our current reality. Through the use game-play simulations, food-based exploration of The Jungle, and comparisons of different societies throughout time, students will be able to evaluate how society is shaped by various institutional forces.

- Students will study the history of the economic theories and historical events which shaped them.
- Students will use the text *The Jungle* to understand a period of class conflict in American history and then make their own sausage.

Community: Students will place the Olean community into the larger global context.

May: Environmental Sociology (Review)
Objective(s): Analyze how sociologists study the natural environment as it relates to individuals.
Description: Students will learn how some sociologists apply the sociological perspective to study the environment, mainly the relationship of individuals, groups and societies to the natural world. An emphasis will be placed on access to

water, which is a growing concern globally and heavily influences future speculation about our region which is fortunate to have access to some of the largest supplies of freshwater in the world (and is projected to keep such through climate change).
Community: Students will explore the conservation efforts of a local environmental group.

June: Sociology of Food (Review)
Objective(s): Review Year 1 by applying the sociological perspective to good and agriculture.
Description: Students will learn how some sociologists apply the sociological perspective to the study of food, mainly access issues to a nutritious diet along with how culture relates to what we do, and do not eat.
Community: Students will explore local agriculture and/or a social service organization providing nutrition to the marginalized and disenfranchised.

Grade 10: Year 2
September: Year One Review
Objective(s): Review the sociological perspective and core concepts used in the study of society and the individuals who experience it.
Description: Drawing heavily from The Sociology of Food and Environmental Sociology, students will review the sociological perspective, the scientific research method, socialization, culture, social structure, deviance and societal evolution.
Community: Localized academic research will provide the basis of the conceptual review.

October: Social Class
Objective(s): Fully recognize the full implications of the distribution of power and resources.
Description: Examines poverty and the lack of access to basic resources, especially food along with its implications for socialization via the culture of poverty thesis. A focus is placed on the different natural environments the poor versus the wealthy are exposed to.
- Students will study the social class structure of America to develop a baseline to explore other social class structures throughout the world and history.
- Students will explore the concepts of privilege and the challenges that come with the existence of social class.

Community: Local data on income, wealth, occupation, education and poverty will be compared to New York State and the nation as a whole.

November: Race & Ethnicity
Objective(s): Define race and ethnicity while understanding their importance to our life course and development of the self. Students will be exposed to local social and human service organizations offering assistance to the poor.
Description: Revisit the nature versus nurture controversy by differentiating between the concepts of race and ethnicity. Includes review of how the natural environment influenced the evolutionary differences between the so called “races.” The goal of this unit is to explore the role of race as a social construct while investigating the specific role of Western NY in the Underground Railroads and subsequent migrations. This unit will continue to explore the concept of social construct by using modern texts in present day America. Through studying the history of Olean’s part in the underground Railroad, we will be able to address the larger role that race has played in the history of this country, offering insights into how other nations and time periods have addressed differences between groups of people. The focus on migration will allow academic study to look at the push and pull factors for migration, whether forced or voluntary, and trace the impact of migrating people on the cultural, social, economic, and agricultural landscapes. This study will lead to the living legacy and practice of African American Foodways that exist in Western NY.
- Students will study race as a social construct.
- Students will partake in the Underground Railroad tour of Olean while providing new ways to share, experience and promote the information.
- Students will study how race and migration have intersected throughout American history by creating an interactive map that shows these larger trends.
- Students will use the past lessons and understanding of race to question and discuss the current racial tensions in American society.
- Students will study and recreate a meal from the rich living legacy of African American foodways.

Community: Local data on race, ethnicity and migration will be compared to New York State and the nation as a whole. Students will be exposed to the Olean African American Cultural Center and their work.

December: Sex & Gender
Objective(s): Define sex and gender while understanding their importance to our life course and development of the self.
Description: Revisit the nature versus nurture controversy by differentiating between the concepts of sex and gender. Focus on how interactions between people and the natural environment led to the development of "gender roles." This unit will build upon the concept of the social construction of the individual. Through looking at the mythology developed around the 1950's the class will be able to poke holes in the historical narrative. Through the vulnerability of this narrative the class will also be able to attack the idealized gender through its large role in the meta-narrative. Once the idealized gender can be analyzed in the past, students will be prepared to take on the construction of gender in the present. The beginning of the unit seeks to create a baseline of knowledge about the time period. As students bring in different events and topics, to place them within the larger discourse of social structure and stratification. At the same time try to have students connect the events they know to the possible social conditions they might create ie, poverty, violence, migration…

- Students will explore the concept of a social construct.
- Students will explore the gender roles portrayed in the 1950s and explore primary sources from the time to understand how they were enforced and portrayed.
- Students will be able to question and discuss the current complexities of gender in modern American culture.
- Students will explore how different cultures throughout history have managed the dynamics between gender, sexual orientation, and physical sex.
- Students will study the cuisine of the 1950's culminating in the production of a recipe unique to the time period.

Community: Local data on sex and gender will be compared to New York State and the nation as a whole. Students will be exposed to local social organizations providing services to women.

January: Sexuality (Optional)
Objective(s): Understand and appreciate the changing nature of same-sex partnerships.
Description: Revisit the nature versus nurture controversy by exploring if sexuality is something we are born with, or a learned behavior. Focus is on the growing cultural acceptance of same-sex relationships.
Community: Local data on sexual identification will be compared to New York State and the nation as a whole. Students will be exposed to local social organizations advocating on behalf of LGBTQ+ individuals.

February: Marriage & Family
Objective(s): Appreciate marriage and family as a foundation upon which society is built.
Description: Comparative sociology (both across societies and with plants/animals in the natural world) reveals the social structure of families in the United States. Focus on how the family evolved to enable survival of the species (reproduction) in natural environments. The goal of this unit is to empower students to use the tools of a sociologist and anthropologist to explore a part of their family history that is tangible. Students will be challenged to review a family recipe or a food that has been tied to their heritage using different sociological lens to develop a deeper understanding of the hidden aspects of the text such as social class, migration, oppression, colonization, etc. Through that analysis, students will have to utilize the standards of a sociology curriculum while internalizing the intricacies of how a part of themselves are reflected in it. Preparing, presenting and sharing the recipe is the final step.
Community: Local data on marriage and cohabitation rates will be compared to New York State and the nation as a whole. Students will be exposed to local social organizations providing services to children.
March: Work & Economy
Objective(s): Note the importance of the work and industry to our lives as both workers and consumers.
Description: Revisit societal evolution by first exploring the industrial revolution as it relates to agriculture; then examine how the technology revolution continues to influence our lives today.
Community: Students will be exposed to occupational data in the local area while focusing on the work of the Olean Business Institute.

April: Health and Medicine
Objective(s): Appreciate how our physical and mental health relates to the environment and social positioning.

Description: Focus on the importance of diet to health and well-being and our natural environment as they relate to both physical and mental health with a focus on differences across race and class. The goal of this unit is to look how different ideologies define and promote physical and mental health. Students will dive into the many ways that Americans pursue health in modern and past American communities. This will lead to the emergence of modern medicine and the impact that it has had on the human population, life expectancies, and lived realities. Students will then look at the specific health dynamics of Olean as a population and interview health care professionals on their experiences in the field. The class will measure themselves using various definitions of health. The class will evaluate the statement “Food is medicine” using a sociological and anthropological lens while developing their own food philosophy of what, how, when and with whom to eat.

- Students will study how physical and mental health have been defined throughout history and across societies.
- Students will study and explore the different practices that societies have used to maintain or regain health.
- Students will critically investigate modern medicine in America while comparing other methods of healthcare used in this society.
- Students will explore the local healthcare system through field trips, interviews, and volunteer opportunities.
- Students will explore the intersections of food and health by researching and curating their own food philosophy.

Community: Local data on health and disease rates will be compared to New York State and the nation as a whole. Students will explore the local dynamics of health in this community through data analysis, mapping, and specific research. Students will be exposed to the work of local health care providers.

May: Year 2 Review

Objective(s): Review Year 2 via the concept of intersectionality.

Description: Focus on how the self cannot be understanding by looking at class, race, gender and sexuality on their own; but how they relate to each other, along with agriculture and food more generally.

Community: Students will place themselves and the Olean community more generally into the matrix of domination.

June: Capstone Project Development

Objective(s): Students will develop a prospectus for their Third and Fourth Year Capstone Project

Description: Students will identify a systemic community problem, elaborate how social science would assess that problem while proposing a project to address that problem.

Grade 11 Year 3: (36 Week Study and Support)
Career Portfolio Assembly

Objectives:

Communication and Interpersonal Relationships

Students will

a) List the similarities and differences between personal and workplace communication and the uses of technology in each
b) Describe ways effective communication promotes workplace efficiency
c) Examine a variety of types of reports required of workers in a variety of careers
d) Describe the role of observation in the development of work reports
e) Explain how to give and receive accurate reports in a variety of formats
f) Demonstrate effective communication skills in a group setting to accomplish a task

Career Portfolio

Students will

a) Explain what a career portfolio is and tell how it might be used
b) List the components of a portfolio and describe the importance of each
c) Compile and organize personal materials for use in a portfolio
d) Investigate format options for both physical and e-portfolios
e) Match personal portfolio materials to specific employability skills
f) Revise a general portfolio for use in obtaining a specific position

Application Documents

Students will

a) Extract information from an employment advertisement to discern skills desired by a potential employer
b) Know the purpose for and elements of a resume, cover letter, and letter of reference
c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence

Grade 12: Year 4 (36 Week Support)
Identify a Problem and Technical Solution

Students will
a) Analyze chosen career field to identify a local or global problem
b) Identify key adults and necessary contacts to execute the developed plan
c) Develop a clear 36 Week plan to study, analyze, develop and test the solution
- Include a list of micro-activities that will lead into final project
- Include self-reflective questions to support growth and development
- Include specific research to support the study, analysis and development of the test for the solution

d) Coordinate Work Experience component to ensure sufficient hours including the development of a self-monitoring sheet
Support Outline:

Investigation **(September)** -Identify research and resources -Inventory components of chosen field -Select component of chosen field	***Preparation*** **(October)** -Write proposal -Review with classmates and advisor -Create a timeline of important dates -Set up a planner for weekly meetings -Set up a planner for micro-activities
Action **(November-March)** -Perform timeline activities -Keep consistent notes -Reflect on progress -Update necessary advisors -Perform necessary work experience	***Reflection & Demonstration*** **(April-June)** -Assemble materials into appropriate presentation -Review presentation with classmates -Review presentation with advisor -Present materials

Sociology of Community, Agriculture and Food Systems
Standards for Evaluation During Year 3 and Year 4
Year 3 Preparation for Practicum (Commencement Standards):

- Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
- Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
- Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
- Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.
- Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.
- Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.
- Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.
- Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.
- Demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.
- Prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.
- Select, apply, and troubleshoot hardware and software used in the processing of business transactions.
- Exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.

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- Prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.
- Select, apply, and troubleshoot hardware and software used in the processing of business transactions.
- Identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals.
- Exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.
- Prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.
- Communicate information in a variety of formats and media.
- Identify procedures within their scope of practice and job description and perform them accurately and in a timely fashion.
- Develop practical understanding of engineering technology through reading, writing, sample problem solving, and employment experiences.
- Demonstrate knowledge of planning, product development and utilization, and evaluation that meets the needs of industry.
- Demonstrate how all types of engineering/technical organizations, equipment (hardware/software), and well-trained human resources assist and expedite the production/distribution of goods and services.
- Demonstrate professional, ethical, and legal responsibilities toward customers.
- Demonstrate effective communication skills needed to meet the expectations of human and public
- Understand the process of human growth and development and its influence on client needs.services consumers.
- Demonstrate how to interact effectively and sensitively with others.
- Understand the process of human growth and development and its influence on client needs.
- Demonstrate how to interact effectively and sensitively with others.
- Provide safe environments for others.
- Solve problems, set goals, and make decisions in order to provide services to best meet the needs of others.
- Apply personal and resource management skills.
- Demonstrate the ability to manage personal time, business, and financial resources.
- Demonstrate the interpersonal skills and abilities needed to function within a sophisticated and sometimes complicated agricultural environment.
- Demonstrate a solid base of knowledge/skills in one or more of the disciplines and the related professions of visual art, dance, music, theater, and humanities.
- Demonstrate the reading, writing, listening, speaking, graphic and multimedia skills necessary to participate effectively in one or more of the arts/humanities professions.
- Demonstrate the ability to express informed judgments about the arts/humanities and related professions. Students will continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing

• demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
• understand the relationship of personal interests, skills, and abilities to successful employment
• demonstrate an understanding of the relationship between the changing nature of work and educational requirements
• understand the relationship of personal choices to future career decisions.

- Sample:

This is evident, for example, when students: identify characteristics and educational requirements of three career options, including those considered nontraditional* reassess personal interests and abilities and match them to career options* contrast the advantages and disadvantages of working for someone else with owning a business reevaluate long-range personal goals, including employment priorities such as salary, working conditions, and status* explain the importance of punctuality, dependability, integrity, and getting along with others for success in a work environment work cooperatively in

group situations and analyze the importance of using collective abilities in achieving group goals and objectives* explain through example how work can influence an individual's life style.

1. Students will be complete the development of a career plan that would permit eventual entry into a career option of their choosing

• apply decision-making skills in the selection of a career option of strong personal interest

• analyze skills and abilities required in a career option and relate them to their own skills and abilities.

Sample:

reevaluate long-range personal goals and match them to a career option* prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option* prepare a research paper that contains: -details of three specific jobs within the career option -the education and/or training level and qualifications necessary for entry-level/career-sustaining employment -the number of job openings in the career option -list of three postsecondary programs offering advanced study/training in the career option -entrepreneurial possibilities* develop resumes and letters of application and demonstrate effective interviewing techniques that could be used to gain entry into a career option* design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal.

Support Questions for Final Analysis

Sociology of Community, Agriculture and Food Systems

1. Define, describe and exemplify one sociological concept.
2. Explain how sociology applies the scientific method.
3. Establish how knowledge of common institutions, practices, or policies affected different social groups or individuals in society.
4. How do you empower yourself through your identity?
5. Compare and contrast your culture and norms with that of another culture.
6. How do global issues impact individuals and collective decisions on life around the world.
7. Compare and contrast your own viewpoints and understanding with another in order to reveal your own assumptions and biases.
8. Elaborate the differences between basic and applied science.
9. Describe how a local service organization utilizes social science in their efforts to make the world a better place.
10. Outline the nature versus nurture debate while establishing which you believe more in.
11. Document the history of the school lunch program being certain to explain how at different points in its evolution, it reflects the values of our culture.
12. Describe a study being done at a local university.
13. Define culture and understand its importance to a society and individuals living within it.
14. Define ethnocentrism through example and illustrate how you could practice cultural relativism in this situation.
15. Describe the local practice of the Friday Night Olean Fish Fry.
16. Visualize the make of the social world by defining the concepts of status, role, institution, groups (and leadership), formal organizations, social structure.
17. How does the social structure relate to social stratification?
18. Place yourself into the regional and global food system as well as our local natural environment.
19. Explain how deviance is the violation of conventions, norms, rules and laws.
20. What is the difference between norms, mores and taboos?
21. Provide some examples of positive and negative sanctions.
22. Compare and contrast local crime rates to those of the state and nation.
23. Describe how food drove the evolution of western society from hunter gatherers to scientific revolution.
24. Compare and contrast various origin stories of humans from around the world and across time.
25. Explain how modern American society measures up to those of the past.
26. Outline the history of the Seneca Nation and the Iroquois confederacy more generally.
27. Compare and contrast the industrial and technology revolutions.
28. Explain how the food system fits into our global village.
29. Describe how capitalism is reflected through globalization.

30. How does our local community fit within the larger global world?
31. Establish how the natural world is important to both individuals and society more generally?
32. Describe how local agriculture and/or a social service organization provides nutrition to the marginalized and disenfranchised.
33. Define social class and establish why it is important to our lives?
34. What is poverty and how do individuals survive it?
35. How do local data on social class compare to that of other places, including the United States as a whole?
36. Explain the difference between race and ethnicity including how they relate to the nature versus nurture controversy.
37. How is a local organization addressing issues related to race and ethnicity?
38. How do local data on race, ethnicity, and migration compare to New York State and the nation as a whole?
39. Define sex and gender while establishing their importance to our life course and development of the self.
40. How do sex and gender relate to the nature versus nurture controversy?
41. How have sex and gender changed in recent generations?
42. Compare and contrast local data on sex and gender to both New York State and the nation as a whole.
43. How have same-sex partnerships changed in recent years?
44. Explain how sexuality relates to the nature versus nurture controversy.
45. Compare and contrast local data on sexual identification to New York State and the nation as a whole?
46. How is a local service organization addressing issues related to the LGTBQ+ community?
47. How is work and industry important to our lives as both workers and consumers?
48. How is a local service organization working on issues related to work and the economy?
49. Describe how physical and mental health relates to the environment and social positioning.
50. Through example, define the concept of intersectionality.

Special's Classes (K-12)

Art

K-12 Programs: OACS Developed based on Common Core and Next Generation Standards and in-class themes
Essential Course Specific Assessment: End of Course Portfolio based on Common Core and Next Generation Standards
K-12 Curriculum Overview: The basis for the OACS Art Program is founded on the concept of place-based learning and using historical context to ensure an appreciation for all aspects of art. It is essential for students to value art, art history, and art as a tool for mastering skills in other subjects. Utilizing the art dating throughout the course of history offers students the ability to exercise higher-order thinking to compare and contrast, summarize, evaluate, and describe feelings and emotions that support life-long learning. Using art from history to educate students today increases the historical perspective of self-awareness, how we interact and consider each other, social justice, and world events.[38]

Periodically, throughout the curriculum students experience transformational projects that integrate the major components of STEM and address classroom themes in a spiraled way. Muralists, printers, and other contemporary artists are explored through Science, Technology, Engineering, ELA, and link to Music, as well. The construction of the culminating contemporary art projects each year reinforces the vocabulary and skills learned throughout the year.

The OACS Art Curriculum incorporates an inquiry-based, critical approach to teaching Art while embedding the context in the homeroom's themes or topics offering students multiple contexts to process the information they are learning in the classroom. Oftentimes, students who are shy or interpersonal will find strength and confidence in analyzing and producing pieces of art that display their feelings and a personal perspective they may not have the confidence to share.[39]

With the increase of technology and connectivity of the world, it has grown smaller. People are regularly interacting and being exposed to other cultures. Providing students with knowledge about art historians within a historical context allows them to have more meaningful interactions and a greater understanding of people outside of their own experiences.[40]

Exploring the arts is a natural way of encouraging and accepting all types of learners, as well. As research reports that students learn best using a variety of Multiple Intelligences, writing poetry, listening and identifying lyrics from music, working collaboratively in groups, as well as working independently are naturally built into this project.

Music

[38] Suh, Yonghee. (2013). Past Looking: Using Arts as Historical Evidence in Teaching History. Social Studies Research and Practice. 8. 135-159. 10.1108/SSRP-01-2013-B0010.

[39] https://www.ohiohistory.org/using-artwork-to-teach-history-part-ii/

[40] https://www.metmuseum.org/blogs/teen-blog/renaissance-portrait/blog/studying-art-from-the-past

K-12 Programs: OACS Developed based on Common Core and Next Generation Standards and in-class themes
Essential Course Specific Assessment: End of Course Portfolio based on Common Core and Next Generation Standards
K-12 Curriculum Overview: Music Language Theory (MLT) is the basis for the OACS Music Curriculum. MLT was developed by Edwin Gordon who focused on how we learn music when we learn music. MLT focuses on the idea that everyone is musical in some form and uses similar theories to how we learn the language and applies them to understanding and creating music. Gordon developed a word audition (thinking in sound, much like how we think in ideas), which is the goal of MLT. This is done through learning sequences that were developed from research on how we, as humans, develop language abilities and begin to think in words. MLT strives to create an independent musician and an informed listener in every student. All students have musical aptitude. MLT identifies students' strengths and weaknesses and helps boost all areas.[41] The main learning sequences are as follows:
Discrimination learning (determining whether two elements are the same)

- Aural/oral (imitating heard tones and rhythms)
- Verbal association (more imitation, with songs and rhythms in a plethora of time signatures and tonalities)
- Partial synthesis (combination of both aural/oral and verbal association)
- Symbolic association (introduction of notation)
- Composite synthesis (being able to read, write, and identify different rhythms and tonalities)

Inference learning (identity, create, and improvise unfamiliar patterns)

- Generalization (discrimination learning, but with being able to with unfamiliar patterns)
- Creativity/improvisation (students can respond to different patterns with their own responses)
- Theoretical understanding (music theory concepts and placing them in contexts)

The other major part of the curriculum is based in WMP. WMP strives to connect music to its cultural contexts. Music is one of the handfuls of cultural universals, and without the culture in that specific music exists, much of the music's meaning is lost. Understanding the culture helps a student understand the music. WMP exposes students to cultures and music from all over the world. [42]

These two teaching/learning theories are integrated into the classrooms through project-based learning and STEM activities (with a heavy focus on the cross-curricular nature of music).STEM has been an overlooked topic in which music can have a unique place. Sound is based on scientific principles and mathematics which are important for all music students to learn about. A frequently overlooked topic in the subject of music is the creation and design of musical instruments. Designing and building musical instruments uses mathematics, engineering, and technology. Instruments themselves are technology. This curriculum integrates all these subjects to further students' understanding not only in the subject of music but in all the STEM subjects as well. [43]

Technology also holds a special place in music and has shaped the modern music industry. This curriculum uses technology for recording, composition, and as an instrument in itself. The STEM aspects of this curriculum will connect students to their other subjects, furthers the cross-curricular nature of learning, and gives students a chance to develop their critical thinking abilities through the process. The musical instrument also becomes an important piece for students to learn about other cultures, and how they have chosen to create this technology.[44]

PE/ Health
K-12 Programs: OACS Developed based on Common Core and Next Generation Standards and in-class themes
Essential Course Specific Assessment: End of Course Portfolio based on Common Core and Next Generation Standards
K-12 Curriculum Overview:
Health Curriculum: The OACS health curriculum will cross with major classroom themes and skills whenever possible, utilize the NYS curriculum, as well as the Washington State Health Curriculum[45] and Connecticut State Health

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[41] Gordon, E.E (2012). Learning sequences in music: A contemporary music learning theory. GIA Publications.
Shouldice, H. (2022). Weaving it all together. GIA Publications

[42] Coppola, W. J., Hebert, D. G., & Campbell, P. S. (2021). *Teaching world music in higher education*. Routledge.

[43] Banerji, N., Stoddard, D., & Dorrio, B.V. (2014). Hands-on conceptual teaching of physics of music. In M. Costa, P. Pombo, & J. Dorrio (Eds.), *Hands-On: Science Communication with and for Society* (pp. 15-18). H-sci.
-https://quod.lib.umich.edu/cgi/p/pod/dod-idx/musical-acoustics-instrument-design-when-engineering-meets.pdf?c=icmc;idno=bbp2372.2015.022;format=pdf
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

[44] Hogenes, M., Diepenbroek, A., Bremmer, M., & Hogerheijde, M. (2021). Designing new, technology-based musical instruments in primary education. *Journal of the European Teacher Education Network*, 1–18.
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

[45] https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/hpe-standards.pdf

Curriculum[46], which aligns with NYS Topics and offers the teacher additional curriculum support. The Cattaraugus County Department of Health, along with Cornell Cooperative Extension intend to support Olean Academy with addressing the following topics. Intermediate Specific Topics will include a request for parents to attend their child's educational opportunity, along with the option for the child to opt out of the stated topic to receive an alternative lesson that will focus on the school's core values. The PE Teacher will Coplan with the classroom teachers as well as the Community and Parent Engagement Coordinator while using the existing grade-level maps to determine whether the students will receive their bulk instruction from the PE teacher, the classroom teacher, or an affiliate.

The overall topics that will be planned for in a single year include:
Hygiene, Disease Prevention, Analyzing Influences, Accessing Valid Information, Effective Communication, Decision-Making, Goal-Setting, Injury Prevention, First Aid, Violence, Food Groups and Nutrients, Label Literacy, Caloric Intake, and Expenditure, Disease Prevention, Nutritional Planning, Anatomy and Physiology, Anatomy and Reproduction, Growth, and Development

Intermediate Specific Topics Include: Communicable Disease Prevention (Human Fluid), Self-Identity, Healthy Relationships, Pregnancy, Puberty and Development, Self-Esteem, Body Image, Eating Disorders Health, Stress Management, Expressing Emotions, Harassment, Intimidation, and Bullying, Use and Abuse, Prevention, Legal Consequences

PE Curriculum: The OACS PE Curriculum will rely heavily on the Agriculture program embedded into the K-8 curriculum. When possible, students will execute the necessary standard through the Agriculture lesson including examples such as outdoor planting and gardening, trash collection volunteering, and the Canticle Farms Internship which reinforces safety, self-accountability and management of time and resources. By embedding the PE curriculum throughout the classroom activities students are able to identify value in their PE course, as well as experience multiple standards in a variety of ways. PE Class will be outdoors as often as possible, including in the winter when students will be expected to have weather-appropriate clothing. OACS intends to supplement ED students with the necessary clothing to ensure the ability to safely participate in outdoor PE through community donation and the PE curriculum budget. The PE Department will be a major contributor to the school's biannual Career Day and will include components of writing and alternative assessment available to include all learners.

Spanish

K-12 Programs: SOMOS Spanish Program, OACS Developed based on Common Core and Next Generation Standards (Modern Languages) and in-class themes

Essential Course Specific Assessment: End of Course Portfolio based on Common Core and Next Generation Standards

K-12 Curriculum Overview: The OACS Spanish Curriculum is titled Somos and identifies specific standards for mastery at the end of a two-year cycle. Somos incorporates methods of teaching including, but not limited to: Collaborative Storytelling, MovieTalk, Embedded Reading, PictureTalk, TPR (Total Physical Response), Personalized Questions and Answers, and writing with discussion.[47] Students will acquire practical language skills through the systematic introduction of vocabulary within context. The Spanish teacher will be expected to utilize the same essential skills and vocabulary from the general classroom with delivery of the Spanish lessons, as well. The Somos Curriculum utilizes regular benchmarks to support the Spanish teacher in adjusting his/her/their lesson planning. The Spanish Report will include all standards expected by the end of the two-year cycle with the expectation of 50% mastery at the end of the first year. The high school Spanish Curriculum will be developed with Somos should OACS be granted the ability to open the high school, and will include spiraled elements of the information below.

e. Promotion and Graduation Policy

Promotion: Students in grades K-8 will be promoted based on the demonstration proficiency of in the standards checklist listed inside the students' individual portfolios. Students will be required to demonstrate proficiency (3 or 4 on 75% of the standards listed for the grade level). Should a student wish to graduate early, they must be able to demonstrate proficiency in the stated subject areas through additional coursework on their own time, or through taking additional courses during Study-Halls or free periods.

Should a student be in danger of not meeting the proficiency requirements by January of the school year, the student's teacher will enter the student into the SANO system for Intervention Planning if they have not been already. The teacher will immediately request a conference with the student's parents and the Director of Student Services and/or Principal. At this time, the teacher, director, and parents will discuss an in-class plan and set specific goals to ensure the school is offering the parents sufficient support regarding their child's promotion.

Should a student not meet the 75% requirement options will be considered including, but not limited to

[46] https://www.madison.k12.ct.us/uploaded/docs/CurriculumGuides/Health_curr.pdf

[47] https://www.somoscurriculum.com/about

(1) Student retention in a single subject,
(2)Student retention at the grade level,
(3) Summer school through the student's home district

Students in grades 9-12 will be promoted based on their ability to perform at a 65% of higher achievement rate based on 50% in-class work (teacher anecdotal, portfolio assessment, self-reflective practices, etc.), 20% formal tests and quizzes, 20% class participation (whole group, small group, team, and pair participation), and 10% outside of class participation (necessary homework, flipped classroom work).

Should a student not meet the 75% requirement options will be considered including, but not limited to
(1) Student retention in a single subject,
(2) Student retention at the grade level,
(3) Summer school through the student's home district
(4) Make Up Credit Course including, but not limited to an Independent Study course that meets New York State minimum requirements monitored through the student's class teacher or a designated advisor.[48]

Graduation Standards

Regents Diploma	**Testing**		**CTE Pathway/ Agriculture**	**Testing**		**STEM Pathway**	**Testing**	
English (4)	Regents		English (4)	Regents		English (4)	Regents	
Math (3)	Regents		Math (3)	Regents		Math (3)	Regents	
Science (3)	Regents		Science (3)	Regents		Science (3)	Regents	
History (4)	Regents		History (4)	Regents		History (4)	Regents	
Spanish (1)	Regents		Spanish (1)	Regents		Spanish (1)	Regents	
PE (2)	Teacher Based		PE (2)	Teacher Based		PE (2)	Teacher Based	
Health (.5)	Teacher Based		Health (.5)	Teacher Based		Health (.5)	Teacher Based	
Art (.5)	Teacher Based		Art (.5)	Teacher Based		Art (.5)	Teacher Based	
Music(.5)	Teacher Based		Music(.5)	Teacher Based		Music(.5)	Teacher Based	
Electives (3.5)	Teacher Based		Electives (3.5)	Teacher Based		Electives (3.5)	Teacher Based	
-OACS Sociology			Pathway Credit CTE Agriculture	Work-Based/ Env. Sci		Pathway Credit (1)	Environmental Sci.	
-Technology, Psychology, Environmental Sci., Seneca Nation Course			-OACS Sociology			-OACS Sociology		
			-Technology, Psychology, Seneca Nation Course			-Technology, Psychology, Seneca Nation Course		
	22 Credits			**26 Credits**			**24 Credits**	
Application of Track			Application of Track			Application of Track		
4 years	English	4	4 years	English	4	4 years	English	4
3 years	Math	3	3 years	Math	3	3 years	Math	3
3 years	Science	3	3 years	Science	3	3 years	Science	3
4 years	History	4	4 years	History	4	4 years	History	4
1 year	Spanish	1	1 year	Spanish	1	1 year	Spanish	1
2 years	PE	2	2 years	PE	2	2 years	PE	2
1/2 year	Health	0.5	1/2 year	Health	0.5	1/2 year	Health	0.5

[48] http://www.nysed.gov/curriculum-instruction/1005-diploma-requirements#MakeupCredit

	1 year	Art/Music	1	1 year	Art/Music	1	1 year	Art/Music	1
	Elective Credit			Elective Credit			Elective Credit		
	1 year	Math OR Science	1	1 year	Math OR Science	1	1 year	Math	1
	1 year	Integrated Sociology	1	1 year	Integrated Sociology	1	1 year	Science	1
	1 year	Elective Option	1	1 year	Elective Option	1	1 year	Integrated Sociology	1
	1/2 year	Art/Music	0.5	1/2 year	Art/Music	0.5	1 year	Elective Option	1
							1/2 year	Art/Music	0.5
			22	**Pathway Credit**					
				4 years: Executed Grade 9-12	CTE Approved Course	4	**Pathway Credit**	Environmental Science Course	1
						26	(Executed in 11th or 12th Grade)		
									24

f. Programmatic Audits
Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:
• Purpose and objectives; Areas to be audited; Schedule of events; Responsible persons, who may include outside consultants; Description of the written end product; How and to whom such written end product will be disseminated; and, Any plans to hire outside consultants to perform such audits.

The purpose of the Olean Academy Charter School audit is to report on goal achievement and other performance data, as well as identify corrective action to ensure success of the full program. Program audits will be conducted internally and as the program grows (Year 2, 3, 4, and 5) will include an outside auditor for the CTEAgriculture Program. Fiscal Audits will be conducted internally and through and outside source arranged by the Board of Directors beginning in Year 1.

As a basis for building the Olean Academy Charter School Program, specific goals were designed to guide the analysis of academics, programming, personnel, parent satisfaction, student satisfaction, efficiency of school operations and educator satisfaction. These goals are directly linked to the Mission Statement and Key Design Elements of the school.The means of assembling the necessary data will be surveys including: Parent Survey, Teacher and Staff Survey, Student Survey, Community Survey, Academic Program Survey, Programs and School Community Survey,School Operations Suvey, as well as a 4-1 point scale.

The suveys will be distributed three times per year at the Parent Teacher Conference times (Munchies and Meeting). 80% or greater response will signify enough feedback to consider the result valid. Less than 80% will require teachers and directors to assemble data for analysis, but limited change should take place. There must be 80% acquired for at least 2 surveys per year. The Directors and Principal will assemble the information and analyze the results to make immediate and delayed (before the end of the next quarter, the end of the year, or for next year) adjustments to the program.

a. Consistently offer students opportunities to identify and expand natural talents:
i.*OACS will maintain land fill a schedule conducive to allowing students to self-select learning opportunities to support all students including those at risk for academic failure:* OACS will maintain a subject-based cross-over schedule that runs from 8 am to 3:30 pm to ensure that students will have a minimum of 45 minutes to experience self-selected activities and additional support and study halls for high school students.

Success Criteria: OACS will perceive success when the school maintains the ability to provide a minimum of 45 minutes for student self-selected activities and sufficient programs to ensure all students are are able to participate.
*Means of Assessmen*t: Director of Programs Assembly and Evaluation of Annecdotals, Director of Programs Evaluation

4-1 Point Scale

ii.*OACS will ensure sufficient funding exists to offer programs students can self-select to discover their natural talents*: OACS will evaluate daily operations systems and financial expenditures weekly during Director Meetings. These evaluations will include the following questions accompanied by a spreadsheet of expenditures and projected expenses developed by the Director of Operations: Are daily operations allowing for the mission of OACS to be executed? What are the necessary teacher/parent/student complaints that require attention (See School Policies)? Is there sufficient funding to ensure that scheduled field trips and Programs budget concerns will be met?

Success Criteria: OACS will perceive success when the expenditures regarding daily operations and school programs (agriculture, Programs Block, 4-H after school program, including sports)are within budget.
*Means of Assessmen*t: Discussion Annecdotals, Director of Finance Evaluation 4-1 Point Scale

iii.*OACS will ensure parent, student, and community input is incorporated regarding addressing students' identifying their natural gifts and talents:* Parents, students and community members affiliated with the school will receive an emailed survey quarterly. Within the survey, the following questions will address the opportunity for stakeholders to contribute to furthering the mission of OACS: Parents: Do you believe your child's natural talents are able to be explored at OACS? (Yes/Somewhat/No)What additional programs, speakers, and events would you encourage OACS to include next year? (open-ended) Students: What do you believe your natural gift or talent is? (open-ended)What would you like to explore while at school? (open-ended) Community: Do you believe OACS has utilized the current affiliation with your organization? (Yes/Somewhat/No)How would you recommend OACS further the affiliation you have formed with the school? (open-ended).

Success Criteria: In the survey, OACS will demonstrate 80% or higher satisfaction.

Means of Assessment: Principal Analysis of Survey,Yes/Somewhat/No response Survey

b. Offer an engaging curriculum for students:
i.*OACS will offer notable professional development opportunities that include affiliations and topics included, but not limited to SWD, ELL, STEM, and Behavior Management*: In a conscious effort to ensure that teachers will continue to pursue the life-long learning OACS is striving to cultivate with students, consistent professional development will be incorporated into the yearly calendar with the specific highlights: Special Education, SEL, ELL, at-risk students and Behavior Management.

Success Criteria: OACS will perceive success when, during one academic year, a minimum of 90% of all full-time staff attend a minimum of 3 professional development hours focused on SWD, SEL, ELL, or Behavior Management beyond the mandatory offered by OACS.

Means of Assessment: Director of Student Services Analysis of Survey, staff respond with the names of the professional development

ii.OACS will ensure students participate to build and expand the school community with the school: As the concept of community is a vital component imbedded in OACS curriculum and therefore culture, active participation in the school's Programs Block will be essential to identifying and developing the opportunities for students to identify and develop their innate skills while building and expanding the school community. Each program has a purposeful manual that overseeing teachers will use to draw a conscious connection between the listed program, the student's grade level curriculum, and the opportunities for life-long learning and possible future opportunities. OACS recognizes that, since the school day is extended, monitoring attendance during the Program Block will be necessary to those unfamiliar with extended day learning.

Success Criteria: OACS will perceive success when 80% of students attend the school Programs Block and actively participate in the designated time for students to actively participate in programs that help to identify individual strengths, while contributing to the school community.
Means of Assessment: Director of Programs Analysis of attendance records and teacher notes for student report cards

*iii.OACS will ensure students participate in meaningful activities (Grades K-12)***:** It is essential to identify whether components of the OACS curriculum are purposeful according to student perception. OACS will ensure that volunteer opportunities exist throughout the grade levels (quarterly), but whether students are able to recall those experiences will determine whether the experiences are meaningful. Grade 12 students will also demonstrate a purposeful experience through the Sociology Classes which focuses specifically on students self-identifying community problems and the solutions that can be explored.

Success Criteria: OACS will perceive success when, through survey, 80% of all students recall at least one opportunity that they participated in throughout the year, as well as 80% of Grade 12 students specifically stating their experience through the Sociology classes was purposeful (respectively).

Means of Assessment: Director of Programs Analysis of Survey, Yes/No Analysis Survey (Verbal for students Grade K-2,to be conducted along-side Running Records).

c. Ensure a challenging educational environment

i.OACS will maintain a challenging educational environment: Within Olean City Public Schools, elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school earn 52% proficiency in Math and Reading. High school students obtain 78% Math proficiency and 80% Reading proficiency.[49] Of the high school students, approximately 25-30% will not graduate.[50] 53.6% of Olean, New York residents are noted as ED. [51] Cattaraugus County, where Olean New York is, is noted as the 3rd poorest county in New York State.[52] OACS is keenly aware that students demonstrating proficiency regarding academic achievement is a vital component of a successfully challenging educational institution.

Success Criteria #1: OACS will be perceived as successful if, by the end of Year 3: 75% of students in Grades 3-8 will achieve proficiency on the New York State Assessment in Math and Reading. Specifically, subgroups (SWD, English language learners/multilingual learners, and FRPL students)will demonstrate a 10% increase in proficiency from Year 1. By the end of Year 3 (first high school graduation year)The high school graduation rate for OACS will be greater than 85%. Additionally, 75% of Regents test scores will be scored at a 3 or above. By the end of Year 4 (the end of the penultimate year): 75% of students in Grades 3-8 will achieve proficiency. Specifically, subgroups (SWD, English language learners/multilingual learners, and FRPL students)will demonstrate a 15% increase in proficiency from Year 1. By the end of Year 4 the high school graduation rate will be 90%. Additionally, 75% of Regents test scores will be scored at a 3 or above.
Success Criteria #2: OACS will be perceived as successful if OACS students (K-8) assemble a standards-based portfolio using their classroom teacher's focus. To monitor students' progress, confirm the continuity of the curriculum, and support closing gaps that may arise throughout the execution of the curriculum, 75% of students will achieve 75% or greater proficiency in the stated standards from core subjects (Reading, Math, Social Studies, Science). During Grades 11 and 12, 85% of students will complete the necessary components for the practicum related to the Sociology Course meeting the necessary standards, rubrics, and evaluations.

Means of Assessment: Principal Evaluation of New York State Assessments, Graduation Rate, Standards-Based Portfolio when clarification or additional support is necessary

d. Monitor the effect of core value focus

i.OACS will ensure the school community maintains a positive focus on the school's stated core values. OACS has adopted school values linked to school rules that develop the acronym "CARE": We participate in **Community service and community involvement.** We demonstrate **Accountability** for our actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues. Adherence to these school rules, along with the school's Behavior Policy will be monitored with referrals through the Tier 2 Intervention and General Referral Program, Students Are Number One Program (Curriculum 3b, SANO, OACS: RTI Tier 2 Intervention Plan). OACS will communicate goals regarding the school's values to parents in newsletter format, and will therefore also assess parents' interpretation of the school's ability to maintain a strong focus on values.

Success Criteria #1: OACS will perceive success if, from Year 1 to Year 2, the number of SANO behavioral (non-academic)referrals will decrease by 10% when comparing each month. OACS will perceive success if, from Year 3 to Year 4, the number of SANO referrals will decrease by 10%, therefore 20% from Year 1, when comparing each month.
Success Criteria #2: OACS will be perceived as successful if 80% of parents are satisfied with the school's adherence to the school's stated values based on the question: "Do you believe OACS has addressed the following values (individually): **Community Service and Community Involvement, Accountability, Respect, Empathy"**

Means of Assessment: Monitoring and Evaluating SANO referrals, Yes/No Analysis Survey

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[49] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[50] https://data.nysed.gov/profile.php?instid=800000054734

[51] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%2 0City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25

[52] https://www.census.gov/quickfacts/cattarauguscountynewyork

Ii. *Leadership effectively communicates with staff and parents to ensure a positive and effective working environment.:* OACS Leadership (Directors and Heads of Department) will maintain effective and open communication with staff, ensuring staff satisfaction regarding problem-solving and support with students.

Success Criteria #1: OACS will perceive success when, through a survey, 80% of staff state success regarding Leadership communication.
Success Criteria #2: OACS will perceive success when, through a survey, 80% of parents state success regarding Leadership communication.

Means of Assessment: Principal Analysis of Yes/No Analysis Survey

iii.School Operations operates effectively and efficiently for all staff and parents: As it is supportive for students to learn in a clean and orderly environment, OACS will evaluate day-to-day operations by consulting with parents and students to evaluate school operations. The availability of materials, as well as the cleanliness of the environment clearly demonstrate the efficiency of the school's operations.

Success Criteria #1: OACS will perceive success when, through a survey, 80% of staff believe their classroom and the bathrooms are clean, and orderly, and supplies for teaching and learning are available.

Means of Assessment: Director of Operations Analysis of Yes/No Analysis Survey

e. Utilize STEM philosophies through the curriculum
i.OACS will ensure the school is grounded in STEM philosophies by reflecting on specific components of the curriculum through teacher evaluation of the following components: OACS' Agriculture Program, Technology Incorporation, Incorporation of Engineering Design and Systematic Implementation, Evaluation of the Practical Application of Math[53]

As OACS is a STEM school environment, therefore it is essential for the school to imbed STEM philosophies and practices within the curriculum to avoid using these components in isolation.[54]As classroom teachers are responsible for the delivery of OACS' STEM curriculum, evaluation of the components will occur by using the following questions: "Do you believe your grade level and/or course actively demonstrates the application of STEM within agriculture? If not, what do you believe can be further improved upon? Do you believe you are adequately prepared to incorporate technology into your classroom and avoid using technology in isolation (learning games, a single learning center, student research, etc.)? If not, do you have suggestions on how OACS can support you in furthering your understanding of technology? In your classroom, did your students participate in a component of engineering design and systematic implementation of engineering? If not, where might this be added within the curriculum next year (month, theme, project, etc.) Do you believe your classroom was afforded the opportunity to practically apply Math skills? Why or why not?"

Success Criteria #1: Success will be noted when 80% of teachers will demonstrate positive responses to each question asked.

Means of Assessment: Director of Programs Evaluation of Yes/No Analysis Survey

f.Board Evaluation: Trustees are expected to participate in a board self-evaluation two times per year (January and May) regarding communication, board effectiveness, and support of OACS. This will be accessed from the New York State School Board website. On the teacher's questionnaire, there will also be board evaluation-specific questions to support the board reflecting on its effectiveness within the school.[55] Leadership will evaluate board effectiveness during their individual evaluations. Within this questionnaire, specifics regarding diversity, equity and inclusions, as well as how effectively the school is addressing FRPL students will be asked.

[53] https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00259-8
[54] https://www.researchgate.net/publication/282704992_Philosophy_of_STEM_Education_A_Critical_Investigation
[55] https://www.nyssba.org/clientuploads/nyssba_pdf/sb-eval-writeable-12082017.pdf

R-06g - Draft Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional detail to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given the circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

Olean Academy Charter School

Accountability Plan
for the Accountability Period 2024-25 TO 2028-29

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Each year, the school will exceed its predicted graduation rate.

Leading Indicators

- Each year, 75 percent of students in first and second-year high school Graduation Cohorts will earn at least ten credits (if 44 are needed for graduation) or five credits (if 22 are needed for graduation) each year.
- Each year, 75 percent of students in the second-year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

- Each year, 75 percent of students in the fourth-year high school Graduation Cohort will graduate.
  Each year, 95 percent of students in the fifth-year high school Graduation Cohort will graduate.
- Each year, 75 percent of students in the high school Graduation Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Comparative Measure

- Each year, the percent of students in the fourth year high school Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL II: COLLEGE PREPARATION

Goal: Each year, the school will exceed its previous year's number of students entering a post-graduate program.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
    - passing an Advanced Placement ("AP") exam with a score of 3 or higher;
    - earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
    - passing a College Level Examination Program ("CLEP") exam;
    - passing a college-level course offered at a college or university or through a school partnership with a college or university;
    - achieving the college and career readiness benchmark on the SAT[1];
    - earning a Regents diploma with advanced designation; or,
    - a school-created indicator approved by the Institute.

- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

- Each year, the school's CCCRI for the Graduation Cohort will exceed that of the district's Graduation Cohort.
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- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

- Each year, the school will exceed its number of STEM Regents Graduation Diplomas from the previous year.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in ELA

Absolute Measures

Elementary and Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State English language arts exam for grades 3-8.

[1] Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

- Each year, the school's aggregate Performance Index[2] ("PI") on the state English language arts exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Each year, the PI on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.
- Each year, 75% of the Total Cohort will score 75% or higher on the end-of-the-year, internal ELA assessment.

Comparative Measures

Elementary and Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will

[2] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. See: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.
- Each year, the percentage of Total Cohort achieving a Quarter 4 Report card score of 75% or higher in ELA at the end of the year will exceed that of Olean City Schools.

Growth Measures

Elementary and Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4^{th} – 8^{th} grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8^{th} grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8^{th} grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Each year, 90 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8^{th} grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 2 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<u>GOAL IV: MATHEMATICS</u>

Goal: Students will demonstrate proficiency in ELA

Absolute Measures

Elementary and Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.

- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, the PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.
- Each year, 75% of the Total Cohort will score 75% or higher on the end-of-the-year, internal Math assessment.

Comparative Measures

Elementary and Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

- Each year, the total cohort will demonstrate a greater increase in graduation rate compared to that of the Olean Public Schools High School.

Growth Measures

Elementary and Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4th – 8th grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.
- Every year, among the students in the high school Accountability Cohort who did not score 75% or higher on the end-of-the-year internal ELA assessment, 75% of them will improve their score in comparison to the previous performance.

GOAL V: SCIENCE

Goal: Students will demonstrate proficiency in Science

Absolute Measures

Elementary and Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

High School

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Elementary and Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VI: SOCIAL STUDIES (High Schools Only)

Goal: Students will demonstrate proficiency in Social Studies.

Absolute Measures

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percentage of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VII: ESSA

Goal: The school will remain in good standing.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

GOAL VIII: ADDITIONAL ACADEMIC GOAL(S)

Goal: Write the school's additional academic goal here.

- Write additional measure(s) here.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: ENROLLMENT

Goal: The school will be fully enrolled with high levels of daily attendance.

- The school will enroll and maintain a class of students equal to the projected enrollment targets each year.
- The school will average 95% or higher daily student attendance each year.

GOAL II: FISCAL SOUNDNESS

Goal: The school will consistently demonstrate fiscal responsibility.

- Each year, the school will operate on a balanced budget.

R-07ac - Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

• Total number of days of instruction for the school year including whole and half days;

• Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;

• First and last day of classes;

• Organization of the school year (i.e., semesters, trimesters, quarters, etc.);

• All planned holidays and other days off, as well as planned half days; and,

• Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the firstyear calendar or where further explanation is necessary.

Calendar Overview

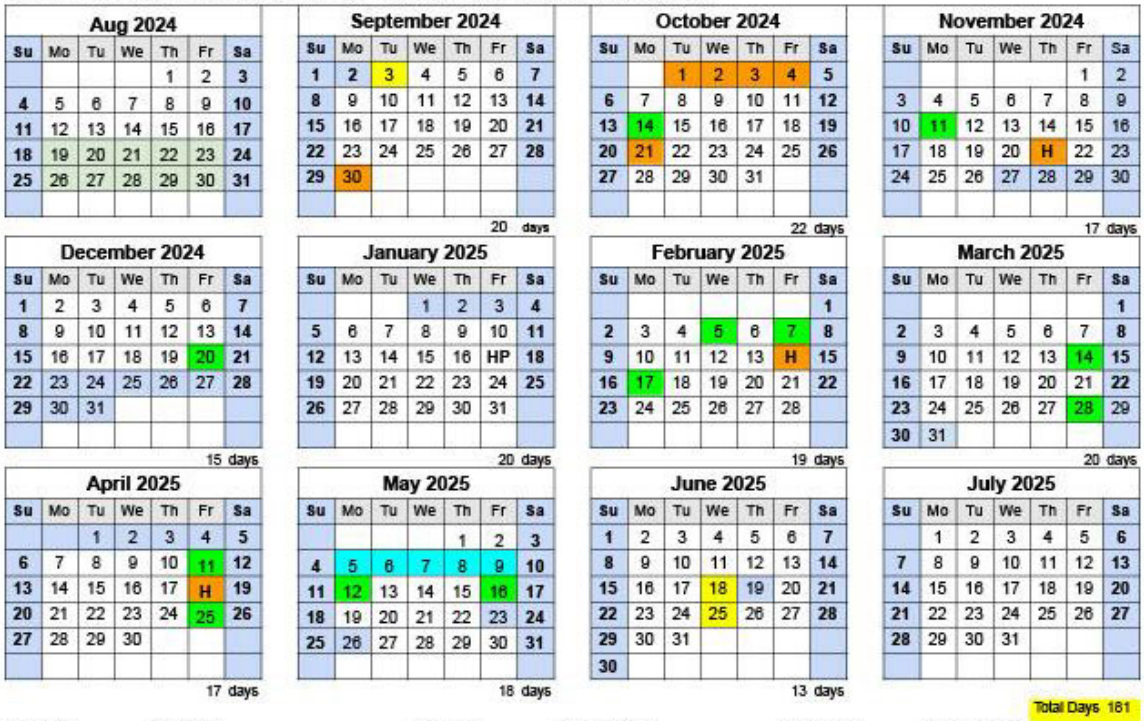
As there are substantial, curriculum-focused activities, the school calendar focuses mainly on days of school, holidays, and major whole-school events. The school will be run based on quarters with 3 parent-teacher meetings (Munchies and Meetings).

Grade-level and subject-based activities rooted in Olean Academy Charter School's curriculum and community-aligned affiliations occur on the different grade level's Activity Calendar. Each calendar is specifically designed with attention to bussing costs, time of year, and the likelihood of parent participation based on outreach efforts prior to the school's opening. Professional Development for new teachers and the opening of the school will occur from August 19- August 30 to ensure all systems are effectively in place. Professional Development will also occur for one hour on the 3 Parent Teacher Conference Days (Munchies and Meeting)

Calendar Highlights

Throughout the year there are 3 "Munchies and Meetings" which are specifically designed days to encourage parent communication with teachers, but also administration. These events are scheduled on days when there is a school event planned, as well as a half-day for students in consideration of parent participation. Munchies and Meetings will be two-part including a presentation for parents regarding expectations and performance overall, as well as opportunities for parents to speak individually with teachers or administrators. This is an active and focused effort to support parents in participating in Communicating High Expectations, Monitoring Performance Supporting Learning At Home, and Guiding Parents in Advocating For Their Children- two of Olean Academy Charter School's major outreach goals. Additionally, on this day staff will receive 1 hour of professional development.

2024/25 Academic School Calendar



Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 days

October 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

22 days

November 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	H	22	23
24	25	26	27	28	29	30

17 days

December 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 days

January 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	HP	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 days

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

19 days

March 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 days

April 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

17 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18 days

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
30						

13 days

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Days 181

Sep 2, 2024	Labor Day
Sep 3, 2024	First Day of School
Oct 14, 2024	Indigenous People's Day
Nov 11, 2024	Veterans Day
Oct 21, 2024	End of Quarter 1
Nov 21, 2024	Fall Festival
Nov 21, 2024	1. Munchies and Meeting (1:30pm-3:30pm)
Nov 27-Nov 29, 2024	Thanksgiving Break
Dec 20, 2024	Cocoa and Concert
Dec 20, 2024	Bring A Parent/Grandparent to School
Dec 20, 2024	End of Quarter 2
Dec 25-Jan. 3, 2025	Winter Break

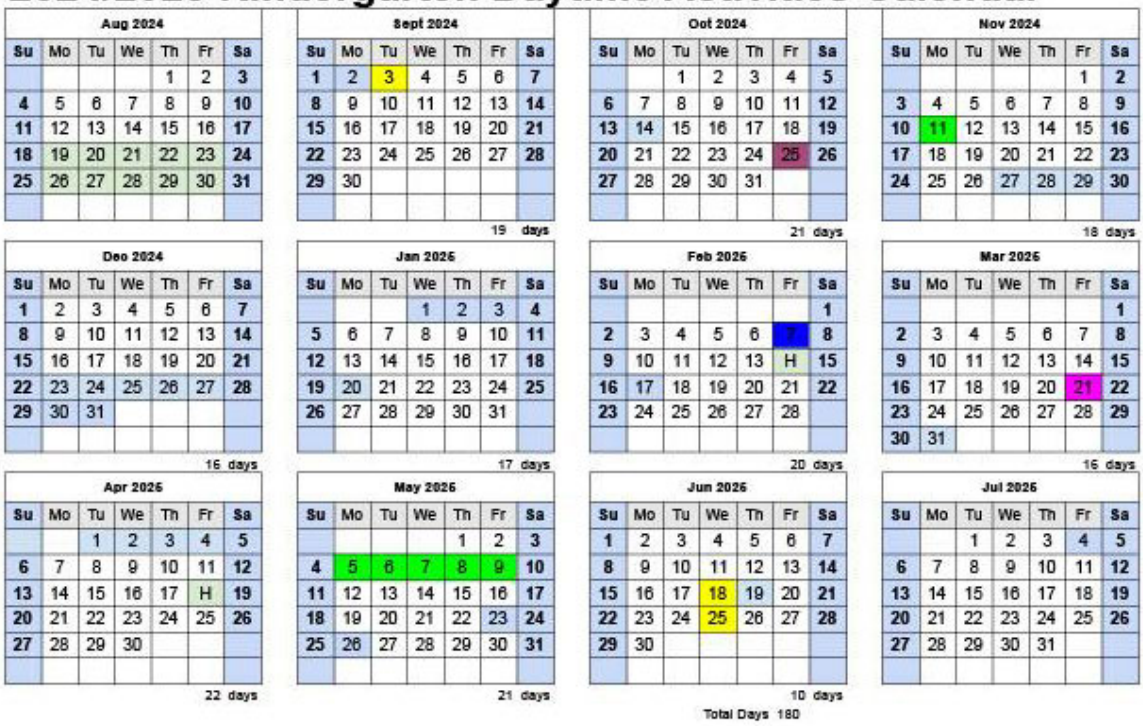
Jan 1, 2025	New Year's Day
Jan 17, 2025	Half Day/Professional Development
Jan 15, 2024	Martin Luther King Day
Feb 14, 2025	End of Quarter 2
Feb 5, 2025	Hundredth Day of School
Feb 7, 2025	Cultural Day
Feb 14, 2025	2. Munchies and Meeting (1:30-3:30pm
Feb 14, 2025	Career Day/Half Day for Students
Feb 17, 2025	Presidents' Day
Mar 14, 2025	Family Dance Night (50's "Sockhop")
Mar 28, 2025	Talent Show
Mar 31-Apr 4, 2025	Spring Break
Apr 11, 2025	Spring Concert

April 18, 2025	End of Quarter 3
April 18, 2025	Half Day for Students
April 18, 2025	3. Munchies and Meeting (1:30-3:30pm
April 25, 2025	Career Day
May 5-May 9, 2025	Teacher Appreciation Week
May 12, 2025	Internal Science Fair (K-8)
May 16, 2025	Clean Academy Play
May 23, May 26, 2025	Memorial Day Observation
Jun 13, 2025	4. Last Day/End of Quarter 4
Jun 19, 2025	Juneteenth
Jun 23, 2025	First Day Of Summer Program
Jul 4, 2025	Independence Day

Key

	Professional Development
H	Half Day for Students
HP	Half Day/ Professional Development
	Holiday
	Event
	First/Last Day of School
	School Testing (Students please be present)
	First Day of Summer Program
	Teacher Appreciation Week

2024/2025 Kindergarten Daytime Activities Calendar



Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total Days 180

Sep 2, 2024	Labor Day
Sep 3, 2024	First Day of School
Oct 14, 2024	Indigenous People's Day
Nov 11, 2024	Veterans Day
Nov 27-Dec 1, 2024	Thanksgiving Break
Dec 22-Jan. 5, 2024	Winter Break
Jan 1, 2025	New Year's Day
Jan 20, 2025	Martin Luther King Day
Feb 14, 2025	Half Day for Students
Feb 17, 2025	Presidents' Day
Mar 29-April 6, 2025	Spring Break
April 18, 2025	Half Day for Students
May 6-9, 2025	Teacher Appreciation Week
May 23- May26, 2025	Memorial Day Observation
Jun 18, 2025	Juneteenth
Jun 25, 2025	First Day Of Summer Program
Jul 4, 2025	Independence Day

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
	Class Speaker: Della Moore
B	Class Field Trip: Pfiefer Nature Center (Bus)
W	Class Field Trip: Olean History Museum (Walk)
S	Class Speaker: Olean Arborist
	Planting Orchard
	SPCA

Month	Major Skill Used	Theme Used
September	Identifying-Patterning	Friendship and the New Year
October	Patterning	The World Around Me
November	Connecting	Life Cycles and Food
December	Cause and Effect	Making Good Choices
January	Compare and Contrast	Exploring the World and our Senses
February	Expanding	Our Community and Animals within it
March	Application	Feelings
April	Sequencing	Healthy Eating
May	Summarizing	The Earth
June	Informing	Water and Review of all Units

2024/2025 First Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 days

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6		8
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16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day	Jan 1, 2025	New Year's Day	May 6-9, 2025	Teacher Appreciation Week
Sep 3, 2024	First Day of School	Jan 20, 2025	Martin Luther King Day	May 23- May26, 2025	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	Feb 14, 2025	Half Day for Students	Jun 18, 2025	Juneteenth
Nov 11, 2024	Veterans Day	Feb 17, 2025	Presidents' Day	Jun 25, 2025	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	Mar 29-April 6, 2025	Spring Break	Jul 4, 2025	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	April 18, 2025	Half Day for Students		

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
B	Class Field Trip: Canticle Farms (Bus)
W	Class Field Trip: Olean History Museum (Walk)
B	Class Speaker: Olean Times Herald
	Build Raised Beds

Month	Major Skill Used	Theme Used
September	Cause and Effect	Back to School/Systems
October	Patterning	Animals
November	Sequencing	Senses
December	Expanding	Healthy Eating
January	Compare and Contrast	Space/Weather
February	Expanding	Gardening
March	Application	Feelings
April	Summarizing	Local Newspapers
May	Compare and Contrast	Newspapers in the World
June	Informing	Our Newspaper

2024/2025 Second Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day	**Jan 1, 2025**	New Year's Day	**May 6-9, 2025**	Teacher Appreciation Week
Sep 3, 2024	First Day of School	**Jan 20, 2025**	Martin Luther King Day	**May 23- May26, 2025**	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	**Feb 14, 2025**	Half Day for Students	**Jun 19, 2025**	Juneteenth
Nov 11, 2024	Veterans Day	**Feb 17, 2025**	Presidents' Day	**Jun 25, 2025**	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	**Mar 29-April 8, 2025**	Spring Break	**Jul 4, 2025**	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	**April 18, 2025**	Half Day for Students		

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
W	Class Field Trip: Union Street Cleanup (Walk)
W	Class Field Trip: Olean History Museum (Walk)
S	Class Speaker: Olean Government Representative
	SPCA

Month	Major Skill Used	Theme Used
September	Cause and Effect	Back to School/Systems
October	Sequencing	Plants: Senses and Observations
November	Compare and Contrast	Senses
December	Author's Purpose	Healthy Eating
January	Analyzing	The Earth
February	Expanding	The Earth and Space (Planets)
March	Application	Baking and Cooking
April	Summarizing	Occupations and Future
May	Inferencing	Newspapers in the World
June	Informing	Our Newspaper

2024/2025 Third Grade Daytime Activities Calendar

Aug 2023

Su	Mo	Tu	We	Th	Fr	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2023

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2023

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2023

Su	Mo	Tu	We	Th	Fr	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2024

Su	Mo	Tu	We	Th	Fr	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2024

Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2024

Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day
Sep 3, 2024	First Day of School
Oct 14, 2024	Indigenous People's Day
Nov 11, 2024	Veterans Day
Nov 27-Dec 1, 2024	Thanksgiving Break
Dec 22-Jan. 6, 2024	Winter Break
Jan 1, 2025	New Year's Day
Jan 20, 2025	Martin Luther King Day
Feb 14, 2025	Half Day for Students
Feb 17, 2025	Presidents' Day
Mar 29-April 8, 2025	Spring Break
April 18, 2025	Half Day for Students
May 6-9, 2025	Teacher Appreciation Week
May 23- May26, 2025	Memorial Day Observation
Jun 19, 2025	Juneteenth
Jun 25, 2025	First Day Of Summer Program
Jul 4, 2025	Independence Day

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
W	Class Field Trip: Olean History Museum (Walk)
S/B	Class Speaker: John Policastro Farm
	Hatch and Manage Chickens

Month	Major Skill Used	Theme Used
September	Cause and Effect	Back to School/Systems
October	Identifying Main Idea/Details	Ecosystems in Olean and the World
November	Inferecing	Human Body Systems
December	Compare and Contrast	Healthy Eating
January	Author's Purpose	Baking and Cooking/Electricity and Magnetism
February	Expanding	Matter and Energy
March	Application	Prehistoric Time Periods (Stone, Bronze, Iron Ages)
April	Summarizing	Ancient History
May	Analyzing	Explorers
June	Informing	Modern Era

2024/2025 Fourth Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 days

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total Days 180

Sep 2, 2024	Labor Day	**Jan 1, 2025**	New Year's Day	**May 6-9, 2025**	Teacher Appreciation Week
Sep 3, 2024	First Day of School	**Jan 20, 2025**	Martin Luther King Day	**May 23- May28, 2025**	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	**Feb 14, 2025**	Half Day for Students	**Jun 18, 2025**	Juneteenth
Nov 11, 2024	Veterans Day	**Feb 17, 2025**	Presidents' Day	**Jun 25, 2025**	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	**Mar 29-April 6, 2025**	Spring Break	**Jul 4, 2025**	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	**April 18, 2025**	Half Day for Students		

Key

	Professional Development	B	Class Field Trip: Seneca Museum (Bus)
H	Half Day for Students/Munchies and a Meeting		Class Speaker: Della Moore
	Holiday	W	Class Field Trip: Olean History Museum (Walk)
S	Student Holiday	S	Class Speaker: Cornell Cooperative Extension/Beekeeping
	First/Last Day of School		Create Pollinator and Garden Seed Bombs

Month	Major Skill Used	Theme Used
September	The Dignity and Rights of Workers	Exploration
October	Call to Family, Community, and Participation	Cycles of Life
November	Caring	Caring for the Earth
December	Gratitude	Changing Seasons
January	Options for the Poor and Vulnerable	Human History
February	Rights and Responsibilities	Environmental Impact
March	Solidarity	Community Responsibilities
April	Self-Analysis and Reflection	Senses and Observations
May	Dignity of the Human Person	Character
June	Decision Making	Change and Acceptance

2024/2025 Fifth Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day	**Jan 1, 2025**	New Year's Day	**May 6-9, 2025**	Teacher Appreciation Week
Sep 3, 2024	First Day of School	**Jan 20, 2025**	Martin Luther King Day	**May 23- May26, 2025**	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	**Feb 14, 2025**	Half Day for Students	**Jun 19, 2025**	Juneteenth
Nov 11, 2024	Veterans Day	**Feb 17, 2025**	Presidents' Day	**Jun 25, 2025**	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	**Mar 29-April 6, 2025**	Spring Break	**Jul 4, 2025**	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	**April 18, 2025**	Half Day for Students		

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Delia Moore
W	Class Field Trip: Clean History Museum (Walk)
S/B	Class Speaker/Class Trip: Speaker/Visit: Sprague's and Campbell Sugarbush
	Maple Syrup Harvest
	SPCA
	Eden Heights Senior Facility

Month	Major Skill Used	Theme Used
September	The Dignity and Rights of Workers	Exploration
October	Call to Family, Community, and Participation	Cycles of Life
November	Caring	Caring for the Earth
December	Gratitude	Changing Seasons
January	Options for the Poor and Vulnerable	Human History
February	Rights and Responsibilities	Environmental Impact
March	Solidarity	Community Responsibilities
April	Self-Analysis and Reflection	Senses and Observations
May	Dignity of the Human Person	Character
June	Decision Making	Change and Acceptance

2024/2025 Sixth Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day	**Jan 1, 2025**	New Year's Day	**May 6-9, 2025**	Teacher Appreciation Week
Sep 3, 2024	First Day of School	**Jan 20, 2025**	Martin Luther King Day	**May 23- May28, 2025**	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	**Feb 14, 2025**	Half Day for Students	**Jun 18, 2025**	Juneteenth
Nov 11, 2024	Veterans Day	**Feb 17, 2025**	Presidents' Day	**Jun 25, 2025**	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	**Mar 29-April 8, 2025**	Spring Break	**Jul 4, 2025**	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	**April 18, 2025**	Half Day for Students		

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School

B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
W	Class Field Trip: Olean History Museum, Olean Police, Olean Fire Department (Walk)
S	Class Trip: Warming House
B	Toad The Butcher
	Prepare and Serve a Community Meal
	Eden Heights Senior Facility

Month	Major Skill Used	Theme Used
September	Dignity of the Human Person	Call to Justice
October	Solidarity	Community Callings
November	Caring	Self-Respect
December	Rights and Responsibilities	Thought Processes
January	Call to Family, Community, and Participation	The Earth
February	The Dignity and Rights of Workers	Space Exploration
March	Gratitute	The Planets Around Us
April	Self-Analysis and Reflection	Human Impact
May	Decision Making	Composition
June	The Dignity and Rights of Workers	Friendship

2024/2025 Seventh Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total Days 180

Sep 2, 2024	Labor Day
Sep 3, 2024	First Day of School
Oct 14, 2024	Indigenous People's Day
Nov 11, 2024	Veterans Day
Nov 27-Dec 1, 2024	Thanksgiving Break
Dec 22-Jan. 5, 2024	Winter Break
Jan 1, 2025	New Year's Day
Jan 20, 2025	Martin Luther King Day
Feb 14, 2025	Half Day for Students
Feb 17, 2025	Presidents' Day
Mar 29-April 6, 2025	Spring Break
April 18, 2025	Half Day for Students
May 6-9, 2025	Teacher Appreciation Week
May 23- May28, 2025	Memorial Day Observation
Jun 18, 2025	Juneteenth
Jun 25, 2025	First Day Of Summer Program
Jul 4, 2025	Independence Day

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
W	Class Field Trip: Olean History Museum, Olean Police, Olean Fire Department (Walk)
S/W	Class Speaker: Olean Sewage Treatment Plant (Walk)
	Adopt a SEction of Union Street Garden
	Eden Heights Senior Facility
	SPCA

Month	Major Skill Used	Theme Used
September	Rights and Responsibilities	Change and Acceptance
October	Self-Analysis and Reflection	Power of Emotions
November	Decision Making	Kindness
December	Caring	Community and Participation
January	Gratitude	Future/Occupations
February	The Dignity and Rights of Workers	Cities and Towns
March	Solidarity	Around the World
April	The Dignity of the Human Person	Self Care
May	Call to Family, Community, and Participation	Protecing Our Earth
June	Option for the Poor and Vulnerable	Justice

2024/2025 Eighth Grade Daytime Activities Calendar

Aug 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

Oct 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

Nov 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

Dec 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

Jan 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 days

Feb 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

20 days

Mar 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 days

Apr 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23		25	26
27	28	29	30			

22 days

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

Jun 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 days

Total Days 180

Jul 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2, 2024	Labor Day	**Jan 1, 2025**	New Year's Day	**May 6-9, 2025**	Teacher Appreciation Week
Sep 3, 2024	First Day of School	**Jan 20, 2025**	Martin Luther King Day	**May 23- May26, 2025**	Memorial Day Observation
Oct 14, 2024	Indigenous People's Day	**Feb 14, 2025**	Half Day for Students	**Jun 18, 2025**	Juneteenth
Nov 11, 2024	Veterans Day	**Feb 17, 2025**	Presidents' Day	**Jun 25, 2025**	First Day Of Summer Program
Nov 27-Dec 1, 2024	Thanksgiving Break	**Mar 29-April 8, 2025**	Spring Break	**Jul 4, 2025**	Independence Day
Dec 22-Jan. 5, 2024	Winter Break	**April 18, 2025**	Half Day for Students		

Key

	Professional Development
H	Half Day for Students/Munchies and a Meeting
	Holiday
S	Student Holiday
	First/Last Day of School
B	Class Field Trip: Seneca Museum (Bus)
	Class Speaker: Della Moore
W	Class Field Trip: Olean History Museum, Olean Police, Olean Fire Department (Walk)
S/W	Class Speaker: Olean Sewage Treatment Plant (Walk)
	Adopt a Section of Union Street Garden
	Canticle Farms Internship (Dates TBD)
	Eden Heights Senior Facility
	SPCA

Month	Major Skill Used	Theme Used
September	Option for the Poor and Vulnerable	Development
October	Caaring	Plants and Their Environment
November	Self-Analysis and Reflection	Our Oceans
December	Solidarity	Caring for the Sea
January	The Dignity of Work and the Rights of Workers	Adventure
February	Gratitute	Caring for All
March	Dignity of the Human Person	Respecting All
April	Decision-Making	Judgement
May	Call to Family, Community, and Participation	Teamwork
June	Rights and Responsibilities	Self-Acceptance

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high) provide the following for a typical week of instruction:

• A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;

• A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,

• A sample student schedule for a typical week

The student's daily schedule and how it was planned, is an essential component for the execution of the curriculum developed for Olean Academy Charter School. In planning for the future of OACS, all elements of the school have been developed to streamline the inclusion of components such as the potential future high school and high school programs. The daily schedule includes preset opportunities for co-planning to encourage joint projects and the opportunity for teachers to identify innovative ways to support students with more extensive needs. This includes having ELA and Math blocks at the same time for Grades 1-4 and 5-8 to support SWD, AIS, and Gifted students, as well as staffing (1 full-time AIS individual for Year 1). The daily schedule has also been created taking into consideration effective management of funding regarding "specials" and "elective" classes, as well as the start time, break and lunch times, and "Program's Block" start and stop. Kindergarten dismisses at 2:30 with optional after-school play and support available to parents until 3:20 pm. Additionally, Grade 8 has a scheduled AIS/ High School Prep block to ensure that all students are able to receive the necessary skills for success in Grade 9.

Specials and Electives: Planning for Specials and Electives considers growth within the school ensuring that individuals will be employed full-time as the school grows. Additionally, student interest is included, as well as the opportunity for students to practice switching classes and participate in vertically and horizontally teacher-prepared lessons. Additionally, Kindergarten specials are kept in class while Grades 1-3 have specials in the afternoon, following research-based practices. High School Students have the designated Sociology Elective in combination with a second Elective option including Environmental Science to receive STEM Regents. Additional Electives will be developed and offered through community affiliations including a Technology course through Boundless Connections, for example.

In the sample student schedule, three daily calendars have been included to show the schedule for the extended days on Thursday and Friday when high school students would have their Integrated Sociology Course in lieu of the Program’s Block.

Break Times: 30 minutes in the morning and 30 minutes midday allow for cross-grade level socializing, student-selected DEAR time, as well as the opportunity for students to receive multiple opportunities for free play throughout the day. As students will attend multiple events and activities outdoors, teachers will be encouraged to allow their students to participate in outdoor learning as often as possible. Picnic tables will be readily available for at least 3 classes to work outside at any given time.

Tables for Time			
Grades K-3			
Subject	Minutes	Total Min. Per Week	180 day year (25.7 wks)
ELA	45*5	225	5782.5
Math	45*5	225	5782.5
Science	Week 1: 45*3 Week 2: 45*2	Week: 1: 135 Week: 2: 90	5782.5
Social Studies	Week 1: 45*2 Week 2: 45*3	Week: 1: 90 Week: 2: 135	5782.5
PE	45*5	225	5782.5
Art	45*5	225	5782.5
Music	45*5	225	5782.5
Spanish	n/a	225	
Lunch/Recess	30*5	225	5782.5
Snack/Recess	30*5	225	5782.5
Programs Block	45*5	225	5782.5
Grades 4-8 (though OACS Intermediate is 6-8)			
Subject	Minutes	Total Min. Per Week	180 day year (25.7 wks)
ELA	45*5	225	5782.5
Math	45*5	225	5782.5
Science	45*5	225	5782.5
Social Studies	45*5	225	5782.5
Art/Music Alternating (The Arts)	Week 1: 45*3 Week 2: 45*2	Week: 1: 135 Week: 2: 90	5782.5
Spanish/PE Alternating	Week 1: 45*3 Week 2: 45*2	Week: 1: 135 Week: 2: 90	5782.5 Totaling an aveage of 120 minutes per week for PE Class
Lunch/Recess	30*5	150	3855
Snack/Recess	30*5	150	3855
Programs Block	45*5	225	5782.5
Planned High School (9-12)			
Subject	Minutes	Total Min. Per Week	180 day year (25.7 wks)
ELA	45*5	225	5782.5
Math	45*5	225	5782.5

Science (including lab)	45*5	225	5782.5
History	45*5	225	5782.5
Art/Music Alternating (Self-Selected Focus if attendance permits)	Week 1: 45*3 Week 2: 45*2	Week: 1: 135 Week: 2: 90	5782.5
Spanish/PE Alternating	Week 1: 45*3 Week 2: 45*2	Week: 1: 135 Week: 2: 90	5782.5 Totaling an average of 120 minutes per week for PE Class
Agriculture and Sociology *45 minutes per week independent study	90*1 20*5	90- in person 100- independent study	4883
Elective/ Additional Science/ AIS Support Individualized for student	45*5+45	270	6939
Lunch/ Recess	45*5	225	5782.5
Programs Block	45*3	135	3469.5

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Daily Schedule														
		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		7:30-8:00- Breakfast												
		8:00-8:05- Check-in												
8:05- 8:25 Morning Meeting		Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8:30-9:15	Centers	ELA: Phonics/ G	ELA: Phonics/ G	ELA: Phonics/ G	ELA: Phonics/ G	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Math	English	Science	History
9:15-10:00-	9:17-10:02	Centers (Science)	Centers: Social S	Centers: Social S	PE	Art/Music	Math	Math	Math	Math	Art/Music	Art/Music	Elective 2/ AIS/Study Hall	Spanish/PE
10:00-10:30- Snack/Break AIS Monitor	10:04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Spanish/PE	Elective 2/ AIS/Study Hall	Art/Music	Art/Music
10:30-11:15-	10:51-11:36	Math Meeting/ In	Math Meeting/ In	Math Meeting/ In	Math Meeting/ In	Science	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Science	History	English	Math
11:15-12:30-	11:40-12:10 Lunch/ Outside	Centers (Social Studies)	Music	Art	Centers: Social Studies/Science Input and Link	PE	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time/ AIS Monitor	12:12-12:57	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	English	Spanish/PE	History	Elective 2/ AIS/Study Hall
1:00-1:45	12:59-1:44	Art/Music In Class	PE	Music	Art	Social Studies/ H	Science	Science	Science	AIS High School Prep	History	Math	Spanish/PE	Science
1:45-2:30	1:46-2:29	PE Time In Class	Art	PE	Music	Math	Social Studies/ H	Social Studies/ H	Social Studies/ H	Social Studies/ H	Elective 2/ AIS/Study Hall	Science	Math	English
2:35-3:20	2:35-3:20	Dismissal 2:30: Support class for Kindergarten	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection
		3:25-3:45: School Meeting												
		Staff Meetings 3:45-4:15 one day per week												
											*20 hours of science lab required for HS and included in science block			

Extended Thursday: No Programs for High School														
Thurs		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7:30-8:00- Breakfast														
8:00-8:05- Check-In														
8:05- 8:25 Morning Meeting		Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8:30-9:15	Centers	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	PE	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Science	English	Elective/Ind. Study/AIS	Math
9:15-10:00-	9:17-10:02	Centers	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Art	Math	Math	Math	Math	Art/Music	Art/Music	Elective/Ind. Study/AIS	Spanish/PE
10:00-10:30- Snack/Break	10:04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Spanish/PE	Elective/Ind. Study/AIS	Art/Music	Art/Music
10:30-11:15-	10:51-11:36	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Music	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Math	Elective/Ind. Study/AIS	English	History
11:15-12:30-	11:40-12:10: Lunch/ Outside	Centers	Music	Art	PE	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time	12:12-12:57	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	History	Spanish/PE	Science	Elective/Ind. Study/AIS
1:00-1:45	12:59-1:44	Art/Music In Class	PE	Music	Art	Social Studies/ History	Science	Science	Science	AIS High School Prep	English	History	Spanish/PE	Elective/Ind. Study/AIS
1:45-2:30	1:46-2:29	PE Time In Class	Art	PE	Music	Math	Social Studies/ History	Social Studies/ History	Social Studies/ History	Social Studies/ History	Elective/Ind. Study/AIS	Science	Math	English
2:35-3:20	2:35-3:20	Dismissal: 2:30	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	Elective/Ind. Study/AIS	Math	History	Science
3:25-3:45: School Meeting	3:25-3:45: School Meeting													
*Intermediate ELA NOT a homeroom														
*Science can switch to COM Elective if block time is necessary														

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Extended Friday: No Programs for High School														
		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7:30-8:00- Breakfast														
8:00-8:05- Check-in														
8:05- 8:25 Morning Meeting		Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8:30-9:15	Centers	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	PE	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Math	English	Science	Sociology
9:15-10:00-	9:17-10:02	Centers	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Art	Math	Math	Math	Math	Art/Music	Art/Music	PE	Sociology
10:00-10:30- Snack/Break	10:04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Sociology	PE	Art/Music	Art/Music
10:30-11:15-	10:51-11:36	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Music	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Sociology	History	English	Math
11:15-12:30-	11:40-12:10: Lunch/ Outside	Centers	Music	Art	PE	ELA: 60 min of rotation/writing per week to ensure AIS Push-in	ELA: 60 min of rotation/writing per week to ensure AIS Push-in	ELA: 60 min of rotation/writing per week to ensure AIS Push-in	ELA: 60 min of rotation/writing per week to ensure AIS Push-in	ELA: 60 min of rotation/writing per week to ensure AIS Push-in	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time	12:12-12:57	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	English	Sociology	History	Science
1:00-1:45	12:59-1:44	Art/Music in Class	PE	Music	Art	Social Studies/ History	Science	Science	Science	AIS High School Prep	History	Sociology	Math	PE
1:45-2:30	1:46-2:29	PE Time in Class	Art	PE	Music	Math	Social Studies/ History	Social Studies/ History	Social Studies/ History	Social Studies/ History	PE	Science	Sociology	English
2:30-3:15: School Programs Time	2:32:05-3:15	Dismissal 3:00	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	Science	Math	Sociology	History
3:20 Dismissal	3:20 Dismissal													
*Intermediate ELA NOT a homeroom														
*Science can NOT switch to SOC Elective if block time is necessary														

c. Sample Teacher

Schedule For each division of the school, provide a sample teacher schedule for a typical week of instruction including

• Length of teachers' workday;

• Time devoted to core teaching assignments, planning, and other activities; and,

• A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.).

The length of the teacher's workday will be 7:45 to 3:45 with an extension to 4:15 once per week for a school meeting.

All staff will receive 2 45-minute planning periods per day with the expectation of participating in the school programs block unless designated as a planning period. This schedule was designed to remain comparable with the public school in the area, and also to incorporate opportunities for co-planning which will be essential throughout this thematic program.

As we have entered into conversations with parents and students, hybrid learning has not served students in the Olean area. Olean Academy Charter School plans to offer hybrid activities during the Program's Block should students or parents raise a specific request.

Exceptional considerations for the schedule lie in Year 2 and Year 3.

In year 2 and Year 3 the second art and music teachers can be part-time due to the scheduling and combining of special subjects based on ability and students' self-identified gifts.

Year 2 and Year 3 also has a reduced cost for substitute teachers as the high school staff will be hired full-time though they will be teaching one class and conducting AIS support in their subject area.

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Teacher Sample Schedules							
Elem/Intermediate Times	**Grade 1 Sample**	**Grade 6 Sample**		**HS Times**	**HS Math Sample: Upon HS Opening**	**HS Math Thurs.**	**HS Math Fri.**
8:05- 8:25	Morning Meeting	Morning Meeting		8:05- 8:25	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	ELA: Phonics/ Grammar/ Read Aloud	Prep		8:30-9:15	Grade 9 Math	Grade 12 Math	Grade 9 Math
9:15-10:00-	Centers: Social Studies/Science Input and Link	Math		9:17-10:02	Prep	Prep	Prep
10:00-10:30- Snack/DEAR	Snack/ DEARTime	Snack/ DEARTime		10:04-10:49	Prep	Prep	Prep/Lunch
10:30-11:15-	Math Meeting/ Input/ Centers	Prep		10:51-11:36	Grade 12 Math	Grade 9 Math	Grade 12 Math
11:15-12:30-	Alternate Monitor	ELA: 45 min of rotation/writing per week to ensure AIS Push-In		11:40-12:10 Lunch/ Outside	11:40-12:10: Lunch	11:40-12:10: Lunch	11:40-12:10: Lunch Monitor
12:30-1:00- Lunch/ Outside Time/ AIS Monitor	12:30-1:00-Altner	12:30-1:00- Alternate/Lunch / Outside Time		12:12-12:57	Grade 8 Math	Study Hall/ Math AIS Monitor	Grade 8 Math
1:00-1:45	Prep	Science		12:59-1:44	Grade 10 Math	Study Hall/ Math AIS Monitor	Grade 11 Math
1:45-2:30	Prep	Social Studies/ History		1:46-2:29	Grade 11 Math	Grade 11 Math	Prep/Coprep with History
2:35-3:20	School Program Selection	School Program Selection		2:35-3:20	School Program Selection	Grade 10 Math	Grade 10 Math

R-08ad - Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

• How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;

• The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff, and consultants, etc.);

• How the school would ensure the effective implementation of these interventions in a remote setting;

• Any research or evidence that supports the appropriateness of the proposed approach; and,

• The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

Intervention Philosophy

Research demonstrates how many educators believe they lack the skills to manage a classroom and feel unprepared to address challenging behavior in a productive, evidence-based manner.[1] Additionally, students' challenging behavior, as reported by teachers, has been shown to be related to emotional exhaustion (a key component of burnout) and reduced work enthusiasm." It is a school environment's responsibility to ensure equitable education for all students.

Olean Academy Charter School believes that every student has special needs and requires support to grow the skills necessary to fill gaps in academic, social, and behavioral areas. Especially regarding the effects of the COVID-19 Pandemic, students in the Olean City area are in need of targeted intervention and support that includes administrator input and open parent communication. Within the context of a value-based education, inside individual classes, during whole-school Morning and Afternoon Meetings and whole school times, OACS will equitable education for all. As a cornerstone to the development of this system, teachers at OACS are encouraged to raise concerns about student learning immediately.

To begin the Intervention process, after recognizing that every child has special needs and deserves equitable education, all teachers will be expected to apply pre-intervention strategies throughout the year they will be trained with during the initial 2 weeks of teacher training. These pre-intervention strategies will serve as basic tools that can be used in the classroom to support all students' learning.

[1] https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p01/

Below lists the Pre-Intervention Strategies per Ci3T that will be addressed and expected within the school:[2]

Low-Intensity Strategies	Definition
Behavior-Specific Praise	Directing a positive statement toward a student or group of students that acknowledges a desired behavior in specific, observable, and measurable terms.
Precorrection	Determining when challenging behaviors tend to occur and then making changes to the classroom environment or providing supports for students both to prevent those behaviors from happening and to facilitate appropriate behavior.
Active Supervision	Frequently and intentionally monitoring students, during instructional and non-instructional periods, to reinforce behavior expectations and anticipate or prevent undesired behaviors.
High-Probability (High-p) Requests	Making a series of requests to which a student is highly likely to respond (high-p requests) before providing a request to which a student infrequently or never responds (low-p request) to increase the student's ability to meet expectations.
Opportunities to Respond (OTR)	Giving students frequent chances to answer questions or prompts in a set amount of time to promote and reinforce student participation and engagement.

[2] https://www.ci3t.org/PL#content

Choice Making	Providing structured options to facilitate a student's ability to follow an instructional or behavioral request.
Differential Reinforcement	Definition
Differential Reinforcement of Alternative Behavior (DRA)	Reinforcing a positive alternative behavior that is a replacement for the undesired or challenging behavior

Additional Considerations Based on OACS Intervention Philosophy: Throughout the year, the Principal and other educational leadership will integrate these concepts and strategies into the Morning and Afternoon whole school meetings to show practical application through the year. The opportunity for students to move between one grade level above or below for Math and ELA is built into the daily schedule. Additionally, a value-based focus will be placed on the Morning and Afternoon meetings. Per casual conversations with high school teachers, in addition to board member Evelyn Cruz's comments, Grade 8 students are often unprepared for the rigor and increased expectation for Grade 9. The Grade 8 schedule has a 45-minute block for AIS/ High School Prep.

In class, from K-8 teachers will be expected to perform beginning-of-the-year assessments (see R-06b) to help determine students who may be in need of additional support or those who may have academic gifts. As noted within the schedule, co-planning times will be used to analyze assessments and create solid plans for students who test above and below average, as well as analysis that will occur at the beginning of the year regarding the previous year's assessment results.

OACS founding board has determined that students will remain using in-person education whenever possible. Should students be required to move online, effective implementation of the RTI process will be monitored by the Director of Student Services and Director of Programs through direct communication with parents and teachers. Online meetings will be conducted in lieu of in-person meetings with supportive technology being given to families as needed.

RTI Process: Olean Academy has chosen to align with Vanderbilt's Peabody College's explanation and recommendations of RTI support. RTI is explained as a multi-tiered approach for delivering instruction through increasingly intensive levels of interventions. Olean Academy Charter School has fully adopted a spiraled approach to RTI as this was a consideration with the curriculum and would therefore ensure seamless support for students and teachers.[3] RTI typically has:

Tier 1: Class- or School-Wide Interventions

[3] https://iris.peabody.vanderbilt.edu/module/rti01/#content

Tier 2: Targeted Interventions
Tier 3: Intensive, Individualized Interventions

Within those three tiers, according to the Iris Program though Peabody College, the problem-solving process includes: Actively defining a problem, Developing a specific plan, Implementing that plan constructively and purposefully, and evaluating the plan for gaps or discrepancies is used.[4]

Instead of adopting the standard protocol for RTI intervention as most educational institutions do, OACS selected a problem-solving approach where a team makes instructional decisions based on an individual student's performance. This team also supports the School Leadership structure, activating on the belief that, though the Director of Student Services has a final say regarding interventions and their monitoring, all members of leadership hold value in contributing directly to an individual student's success.

Because OACS has chosen to adopt the Problem-Solving Approach, struggling students are presented with a variety of interventions, based on their individual needs and performance data. Please see the chart below[5]:

Comparison of RTI Approaches		
	Problem Solving	Standard Protocol
Universal Screening	Class-wide assessment/ universal screening is administered to determine the effectiveness of classroom instruction. Struggling readers are identified.	
Tier 1	Frequent progress monitoring is conducted to assess struggling students' performance levels and rates of improvement.	
Tier 2	A team makes instructional decisions based on an individual student's performance. Struggling students are presented with a variety of interventions, based on their individual needs and performance data.	The person delivering the intervention makes instructional decisions that follow a standard protocol. Struggling students are presented with one standard, validated intervention that addresses a variety of skills.
Tier 3	Students whose progress is still insufficient in response to Tier 2 instruction may receive even more intensive instruction. Depending on a state's or district's policies, some students may qualify for special education services based on the progress monitoring data. In some states or districts, students may receive either an abbreviated or comprehensive evaluation for the identification of a learning disability.	

[4] https://iris.peabody.vanderbilt.edu/module/rti01/#content
[5] https://iris.peabody.vanderbilt.edu/module/rti01/#content

Though most documentation supports RTI processes supporting academic learning, OACS plans to use the stated process as a means of supporting students in academic, social and behavioral areas ensuring concrete strategies are delivered to parents in an effort to increase communication, ensure proper documentation, and demonstrate that extensive support is offered to every student.Below is the system that will be used following the above stated research

S.A.N.O.: STUDENTS ARE NUMBER ONE

Overseen by the Director of Student Services: The 3-Tier S.A.N.O. is a system developed to support classroom teachers, school administration and parents in their quest to improve student learning. Teachers, administrators, or parents may initiate the process and staff are encouraged to initiate the process as soon as notable documentation can be assembled. The guiding principles for the S.A.N.O program include

1. S.A.N.O. is student-centered.
2. S.A.N.O. is designed to be a shared-responsibility program between school and home.
3. S.A.N.O. is a service offered by OACS to introduce life-long learning and behavioral support skills to Ss.
4. S.A.N.O. is based on a student's individual strengths and needs.
5. S.A.N.O. includes noted outcomes from Ss, educators, and parents.
6. S.A.N.O. includes positive support for Ss.
7. S.A.N.O. includes tools to guide and measure student progress.

Although this service is not compulsory when recommended by the school, we encourage parental participation as this will create a consistent environment for Ss in school and at home.

<u>Forms and Process</u>

1. *Teacher Recommendation* (see form)(Problem-Solving RTI Step 1 information noted including classroom and schoolwide systems/ pre-intervention strategies the student has struggled with)
2. *Initial Meeting between Director of Student Services, Director of Programs and/or Head of Special Education, and/or Principal and Classroom Teacher*(same form as Step 1, and clarification noted)
3. *Initial Assessment Form* (completed one week after Step 2)(RTI Step 2)
4. *Result of Initial Assessment Meeting* (completed one week after Step 3)

—if necessary—

5. *Parental Invitation* (completed one week after Step 4)
6. *Secondary Meeting Between Director of Student Services, Classroom Teacher and Parent* (completed one week after Step 5)
7. *Parent Progress Report Invitation*
8. *Evaluation Form* (3 Months, 6 Months, 1 Year)(If necessary, RTI Step 3)

At any point, parents can request a referral for Special Education Services for an I.E.P. to be developed pending testing. A referral is a written statement asking OACS to coordinate with Olean Public Schools to facilitate the necessary testing to determine if he/she/they require an IEP and special education services. The referral may result in a request to have the student tested to see if he or she needs special education services.

Teacher Recommendation

Date Received by Head of Counseling_____

Student Name_____Parent(s) Name_____

Student ID #:_____Birthdate:_____Year:_____Age:_____

Primary Language in Home:_____Race/Ethnicity:_____

Home
Address:_____

Home Phone:_____Cell Phone:_____

Person who made the referral:_____ Relationship:_____

Reason for the referral (Please check all that apply):

Instructional Concerns	Behavioral Concerns
• Pre-literacy skills	• Attention and Concentration
• Reading skills	• Non-compliance with teacher's directives
• Numeracy skills	• Following directions
• Math skills	• Easily frustrated
• Written language	• Extreme mood swings
• Cognitive learning strategies (reasoning/problem-solving, etc.)	• Social/Peer interactions
• Communication skills	• Adaptive behavior skills
• English as a Second Language difficulties	•
• Organizational skills	•
• No instructional concerns noted	• No behavioral concerns noted

Review of Medication Information (Please describe any medical concerns that are currently impacting the student including, but not limited to, medications, glasses, hearing aids, and other technology devices.)

Pre-referral Interventions (Please describe any strategies and interventions attempted including the length of time each strategy was attempted. Please attach examples when possible.)

Education History (Please include the student's educational history including previous schools and concerns that January has been addressed at that time.)

Additional Notes from the Meeting:

Referral Team Recommendations (Please check the following box and list reasoning and future procedures including date for assessment completion)

- SANO Intervention Process continuation
- Delay or Discontinue SANO Intervention Process

Referral Team Members	Position/Title

Date of Meeting_____

Date of next meeting (2 weeks from today's date)_____

Future Plans:

Step	Date	Initials
Initial Assessment (Director of Student Services or Principal/VP)	Two weeks from Initial Meeting	
Result of Initial Assessment Meeting (Director of Student Services or Principal/VP)	One week from Assessment	
Parental Invitation (Director of Student Services)	Signed one week after Initial Stages Meeting	
Secondary Meeting for I.P. Design (Director of Student Services or Principal/VP, possible parent) ***Testing through District***	One week after parental acceptance	
3 Month Evaluation (Director of Student Services)		
6 month Evaluation (Director of Student Services)		
1 Year Evaluation (Director of Student Services)		
Graduation (Director of Student Services)		

Initial Assessment Form

Student name_____ Date of Assessment_____

Time Started_____Location_____Time Ended_____ Location_____

Observation Notes:

Scientific, Research-Based, Evidence Based Intervention Practices being used (Based on Observation):

Areas of adequate classroom achievement according to the structure set by the teacher:

• Oral Expression	• Listening Comprehension	• Written Expression
• Basic Reading Skills	• Reading Comprehension	• Reading Fluency
• Mathematical Calculation	• Mathematical Problem Solving	•

Notes:

Areas of inadequate classroom achievement according to the structure set by the teacher:

• Oral Expression	• Listening Comprehension	• Written Expression
• Basic Reading Skills	• Reading Comprehension	• Reading Fluency
• Mathematical Calculation	• Mathematical Problem Solving	•

Notes:

Result of Initial Assessment

Student Name_____

Date of Meeting_____

Based on the assessment and any other information reported, please state your recommendation:
-The student should have an I.E.P created as a support for his or her learning.
-The student should not have an I.P created, but requires modifications made in the classroom (please list modifications necessary).
-The student should not have an I.P created as sufficient progress has been noted.

Name and Title	Recommendation and Notes	Signature

Notes:

Parent Invitation to S.A.N.O. Meeting
(Students Are Number One)

Date_____

Dear _____,

We invite you to attend a meeting on _____ regarding _____ progress in school. This meeting has been initiated to discuss your child's progress and also opportunities for Olean Academy Charter School to support his/her growth academically. Please call _____ or e-mail _____with any questions you might have.

Thank you for your time and continued support.

Sincerely,

- I will be able to attend the meeting.
- I apologize, but I am unable to attend this meeting. Please reschedule the meeting for ___
- I apologize, but I do not wish for me or my child to participate in the S.A.N.O. program.

Please return this form to _____ before _____

I.P. Creation Form

Student Name_____

Date of Meeting_____

Based on observation and testing, the student requires additional support regarding:

- Emotional or Behavioral Needs
- Cognitive Development
- Speech and Language Development
- Vision
- Hearing
- Intensive ESL Support

Long Term Goals

Goal	How the Teacher Will Achieve the Goal	Estimated Time Required

Short Term Goals

Goal	How the Teacher Will Achieve the Goal	Estimated Time Required

Team Members	Position/Title	Signature/Date

Informative Progress Report

Date_____

Dear _____,

We have some exciting news for you! _____ has demonstrated clear progress in meeting the following goals:

If you are available, we hope to see you at our next team meeting on _____ to discuss his/her progress. Please call _____ or e-mail _____with any questions you might have.

Thank you for your time and continued support.

Sincerely,

- I will be able to attend the meeting.
- I apologize, but I am unable to attend this meeting. Please reschedule the meeting for ____

Please return this form to _____ before _____

Follow-Up I.P Form

Student Name_____

Date of Meeting_____

- 3-Month Evaluation
- 6-Month Evaluation
- 1 Year Evaluation

Long Term Goals

Goal	Progress	Completed

Short Term Goals

Goal	Progress	Completed

Team Members	Position/Title	Signature/Date

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

• A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;

• The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;

• The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);

• Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;

• The process for coordination between general education teachers and special education teachers or service providers;

• The process that will be used to monitor the achievement and progress of students with disabilities including how the school would do so in a remote setting; The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,

• Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

The Assurances Regarding the Provision of Special Education Services Are Reproduced Below:

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

• The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act (“ADA”) which are applicable to it.
• The Education Corporation will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:
o Have available to them a free, appropriate, public education (“FAPE”); o Are appropriately evaluated;
o Are provided with an Individualized Education Program (“IEP”); o Receive an appropriate education in the least restrictive environment (“LRE”);
o Are involved in the development of and decisions regarding the IEP, along with their parents; and,
o Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
• The Education Corporation will employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504, and Title II of the ADA.
• The education corporation will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE and provide such teachers and personnel with copies of the student’s IEP
• The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
• The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (“FERPA”) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
• The school’s special education coordinator will retain such data and prepare such reports as are needed by each disabled student’s school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
• The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child’s name to a CSE for potential evaluation.
• The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due

process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
• Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

Statement of Agreement: All members of Olean Academy Charter School pledge to adhere to the above assurances by ensuring free and appropriate Public Education to serve all students identified as having disabilities under the law. All members of Olean Academy Charter School will comply with all relevant federal and state law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Olean Academy Charter School will provide all students with a special need with the least restrictive environment (LRE) alongside their peers without diagnosed disabilities, to the greatest extent possible and as determined in their Individualized Education Program (IEP). Olean Academy Charter School will not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. To provide the appropriate services to all our students, Olean Academy Charter School designees will work with the appropriate Educational Institutions and local partner organizations including providers of contracted services for students with specific needs such as hearing loss or speech therapy.

Overview: OACS intends to use proactive, intentional, formal, and flexible methods of instructing SWD.[6] OACS staff will use the Push-In Method of support as often as possible, so as to draw limited attention to those requiring services and further utilize the consciously developed schedule. This will also support seamless integration of special education support into the classroom. The Pull-Out Instructional Method will also be used in combination with a multisensory, task-evaluation-based, and introduction to other supports. OACS believes in addressing students' individual needs while supporting an appreciation for the community and our core values. To accomplish this, students are instructed in both whole group and small groups while supplemented with a variety of supports previously mentioned.

Education Law requires that charter school students receive special education services in accordance with the individualized education program (IEP) recommended by the committee on special education (CSE) or subcommittee on special education of the school district of residence. Therefore, for purposes of the IDEA, the school district of residence is the LEA, and a charter school is deemed a school of the school district.

Education Law places the committee on special education (CSE) responsible for charter school students in the school district of residence. The school district of residence is the local educational agency (LEA) under the Individuals with Disabilities Education Act (IDEA) and is responsible for the evaluation, identification, and placement of, and IEP development for, charter school students. Education Law makes the charter school responsible for the implementation of the IEP in compliance with all federal laws and regulations relating to students with disabilities.

Per Child Find Law, one can note in the SANO Intervention Process there are specific stages at which parents are informed and welcomed into the Intervention Process. At any point, or should the Intervention Plan not serve the needs of a student, an initial referral for evaluation

[6] https://www.theedadvocate.org/types-of-classroom-interventions/

("referral") may only be made by a parent, or a designee of the school district, public agency, or childcare institution with Committee on Special Education (CSE) responsibilities.

A written request to refer the student for an initial evaluation ("request for referral") may be made by a school staff member, licensed physician, judicial officer, or staff member of a public health, welfare, or education agency. If a school wants to evaluate a child for a disability, it must obtain written parent consent before the evaluation is done.The Committee is required to include certain individuals who know the student and his or her unique needs and who can commit the resources of the school to address the student's needs: Student, Parent, Regular Education Teacher of the Student, Individual who can interpret the instructional implications of the evaluation, School District Representative, Individuals with the knowledge or special expertise about the student, Special education teacher, or related service provider, of the student, School psychologist

Education Law prohibits a charter school from developing an additional CSE or committee to serve in place of the CSE developed through the LEA. That being said, we are here to help and support you in any way we can! The school district must comply with the IDEA discipline procedures that relate to CSE functions, such as conducting manifestation determinations, conducting functional behavioral assessments and developing and reviewing behavioral intervention plans, and providing all required notices in connection with the CSE meeting, including procedural safeguards notice.

IEP Development and Implementation: An IEP (Individual Education Plan) must be initially developed and annually reviewed and, if appropriate, revised by the CSE, Subcommittee on Special Education, or CPSE.

Charter school participation in the development of IEPs for charter school students is of critical importance to both the school district and the charter school. In meetings to develop or review the IEP of a student with a disability enrolled in, but not yet attending a charter school, we recommend that the school district and the charter school ensure that a representative of the charter school, preferably the regular and/or special education teacher who will be providing services to the student, attends the meeting.

Charter schools must cooperate with school district personnel and school district attorneys in the conduct of due process proceedings, by making charter school personnel available to testify and providing documentary evidence upon request. In addition, charter schools are required to have student discipline procedures that are consistent with due process and with Federal laws and regulations governing the placement of students with disabilities. If you would like further information on what we have in place to support your child, please see the Director of Student Services or your child's teacher.

An IEP must:

1. Review the content as well as the expectations for how the student will learn or demonstrate knowledge and skill in the content areas.
2. Identify the strengths and challenges for the student in relation to those expectations in the present levels of the performance section of the IEP.
3. Identify how a student's needs are linked to the general curriculum (e.g., a student's difficulty with visual processing may affect graphing skills required to achieve the math standards).
4. Identify the goals that the student will be expected to achieve in one year and, when appropriate, short-term instructional objectives or benchmarks that are the intermediate steps to reach those annual goals). Standard-based goals do not mean that a student's goals and objectives in an IEP are a re-statement of a standard or a curriculum goal in a specific content area, but rather are a statement that reflects the necessary learning that will lead to the attainment of the standard. For example, a student may have goals to acquire essential learning strategies (e.g., mnemonics, self-questioning, paraphrasing,

and summarizing) that will help him or her better meet the expectations around how to learn the content.

5. Identify the special education services, including the adaptations, accommodations, or modifications to the general curriculum, and/or instructional environment and materials, as needed by the student to reach those standards.

Funding: The school district of residence acts as the local educational agency (LEA) and is responsible for applying for federal IDEA funds for special education services provided to resident students enrolled in a charter school.

Education Law requires that the school district of residence pay the charter school any federal aid attributable to a student with a disability in proportion to the level of services rendered by the charter school.

Process

1. The parent requests to have their child tested for Special Education Services
    a. The parent may speak with the Director of Student Services and/or the child's teacher for support to ensure this is addressed

OR

2. The classroom teacher has referred the student through the school's SANO Intervention Process with little change or adjustment to the areas of concern. The parent will have been in attendance for at least one meeting and be in agreement with pursuing further support through an IEP (Individual Education Plan)
3. The Director of Student Services will coordinate with the student's LEA for necessary testing.
4. Upon receipt of the test results, a CSE meeting will be had to determine if the student meets the criteria to receive Special Education services.
5. Should the student require an IEP, the CSE team will develop goals to meet the child's needs and include supports to ensure that the student is able to achieve success and meet the necessary state educational standards.
6. A revaluation of the student's IEP will occur at least once every three years AND/OR at the parent's request.

*Throughout this process there will be communication from both the student's LEA and OACS to ensure that the parent is aware of and understands each step of the process.

Training and Development: Students who have added difficulties or exceptional circumstances will require additional methods and techniques that OACS is prepared to receive professional development in from external sources including St. Bonaventure University School of Education, which has offered to support with the development of effective training prior to the start of school, as well as allowing hired teachers to attend training and SWD courses accordingly. In addition to this, it is well known within the community that St. Bonaventure University will partner with the Special Education Departments to allow for physical therapists, speech therapists, and other specialists to train using diagnosed students on campus or as a pre-intervention strategy. In a small area, with limited resources, offering to support the training of incoming teachers benefits OACS, as well as the university.

Personnel: Within the leadership structure lies a Director of Programs, as well as a Director of Student Services. The Director of Programs is tasked with supporting the implementation of the Agriculture Program, as well as the field trip and internship components that include supporting students who may be classified as struggling or gifted. Additionally, the Director of Programs is a resource for teachers to support the delivery of alternative lessons that would address gifted needs including those that incorporate vertical planning and specific coordination. The Director of Student Services is classified as the DASA Coordinator and point of contact for the CSE Chair at Olean Public Schools. Their primary objective is to support the needs of students who

have been classified as SWD, ELL, or those with Tier 2 SANO support plans.

The Director of Student Services, in combination with the Director of Programs, will address effective planning and the introduction of teaching methods that would support the necessary populations during the monthly staff meetings, as well as within weekly newsletter updates.

Programming: New York State Education Law requires that charter school students receive special education services in accordance with the individualized education program (IEP)recommended by the committee on special education (CSE) or subcommittee on special education of the school district of residence. Therefore, for purposes of the IDEA, the school district of residence is the LEA, and a charter school is deemed a school of the school district.[7] New York State Education Law places the committee on special education (CSE)responsibility for charter school students in the school district of residence. The school district of residence is the local educational agency (LEA)under the Individuals with Disabilities Education Act (IDEA)and is responsible for the evaluation, identification, and placement of, and IEP development for, charter school students. New York State Education Law makes the charter school responsible for the implementation of the IEP in compliance with all federal laws and regulations relating to SWD.[8] The Committee is required to include certain individuals who know the student and his or her unique needs and who can commit the resources of the school to address the student's needs: student, parent, general classroom teacher of the student, an individual who can interpret the instructional implications of the evaluation, school district Representative, Individuals with knowledge or special expertise about the student, special education teacher, or related service provider, of the student, school psychologist.[9]

Education Law prohibits a charter school from developing an additional CSE or committee to serve in place of the CSE developed through the LEA. School districts must comply with the IDEA discipline procedures that relate to CSE functions, such as conducting manifestation determinations, conducting functional behavioral assessments and developing and reviewing behavioral intervention plans, and providing all required notices in connection with the CSE meeting, including procedural safeguards notice.[10][11] It is the charter school's responsibility to maintain the privacy of IEP information per FERPA law.[12]

After meeting with Dr. Morris, the Olean Public Schools superintendent on 8/15, it was determined through email that she will email OACS with expectations and contact individuals necessary for the effective and legal execution of necessary CSE meetings. In addition, OACS agreed to inform Dr. Morris immediately should the school be approved to open and a Director of Student Services is hired so they would be able to plan accordingly.

Remote Learning: Should OACS require the need to move to remote learning, OACS will support teachers through training on specific break-out rooms (how to manage these to include and ensure SWD are able to receive necessary information), as well as structure SWD teachers' schedules to ensure they are able to support breakout rooms accordingly. Per the US Department of Education, using break-out rooms to support SWD online learning supports larger outcomes[13]

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[7] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[8] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[9] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[10] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[11] https://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm

[12]https://nces.ed.gov/pubs2004/privacy/section_2d.asp#:~:text=IDEA%20protects%20the%20privacy%20of,special%20education%20and%20related%20services.

[13] https://ldaamerica.org/info/successful-strategies-for-teaching-students-with-learning-disabilities/

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including

• The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;

• The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings) including a brief discussion about how specifically the school would ensure that students continue to receive language acquisition support in a remote setting;

• The research and evidence that supports the appropriateness of this approach;

• The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;

• The process that will be used to monitor the achievement and progress of ELLs including exit criteria;

• The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met;

• How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,

• How the school will make after-school and other extra-curricular programming accessible to ELLs.

ELL Program Overview: The ELL Program offered at OACS will be an integrated co-teaching. Students will receive English language development instruction by a NYS certified teacher of ESOL, should any ELL students arrive at the school.

The model will be one that is co-teach with the goal of the student acquiring sufficient, students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) in order to acquire the English language needed for success in core content areas.

"Title I" of ESEA18 requires schools to: Create content curricula and materials that are appropriate for the age and proficiency of ELs; Measure and report disaggregated data on EL progress in content areas through annual assessments; and Ensure staff capacity to effectively deliver content instruction for ELs, and take action if ELs do not make sufficient academic progress. Title III requires states to: Ensure that ELs develop English proficiency (in listening, speaking, reading, writing, and comprehending English) and meet the same academic content standards in reading, math, and science as non-ELs; Establish English language proficiency standards for ELs that are used to create research-based, scientifically sound and proven language instruction curricula linked to a state's academic content and achievement standards; and Assess EL English proficiency and academic progress annually.

Additionally, schools must report disaggregated data on EL performance to the state; and certify that all teachers in a language instruction education program for ELs are fluent in English and any other language used by the program. Most specifically: LEAs must develop and implement for all Local Educational Agencies a system of "differentiated recognition, accountability and support" that includes interventions that improve student achievement, graduation rates, and school performance for all students and student subgroups, including ELs."[14]

[14] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Legal%20Guidelines%20for%20Educating%20English%20Learners%20in%20Charter%20Schools_FINAL_0.pdf

Approach:

In-Class: The classroom teacher of a student who does not speak English as a first language, demonstrates that he/she/they are struggling will approach the situation as all teachers with struggling students. The student will be observed and data will be taken so as to raise a concern through the SANO Intervention System. This will support systematically addressing the student's needs, ensuring that the student receives targeted support, and support the school in ensuring the necessary staff are trained to effectively educate the ELL student.

As best practice, in class, differentiating instruction, leveling assignments, affording the student a dictionary will be expected. Instructional planning was considered in scheduling to allow teachers K-4, and then 5-8 to meet as a team to address the needs of all students, including ELLs. Individual instruction through push-in and pull-out support can occur multiple times throughout the day as students 1-4 and 5-8 participate in small group instruction at similar times.

Teachers who directly teach ELL students will label their rooms in English and the native language to support students' learning. During instruction, teachers *slowly write out letters and phonemic sounds while saying them*. This encourages letter-sound recognition, as well as proper writing skills. Teachers *utilize visual cues* to support the students while they draw connections. Students are *afforded additional time* to complete tasks and are encouraged to *use additional resources* including dictionaries and the internet.

Teachers will *also stagger vocabulary drills* throughout the day to ensure that students have ample opportunities to understand vital components of word recognition. For example, in Elementary or Intermediate classes, the *"Popcorn" Game* is often played with students during their Morning Meeting time. Students sit on the group rug facing the teacher. The teacher holds up an index car with a letter, sound, or word on it. The students who think they know "pop up" to show they want to say the answer. During Small Group time, students complete at least one phonics or vocabulary activity per day while also completing task-based activities in English. Also during small group time, students are exposed to *Guided Reading*. This method of teaching reading encompasses verbal and writing skills, as well as comprehension and listening. In small groups of four to five students, teachers are easily able to address individual student needs. In High School Classes, teachers "reach back" for background knowledge to support students in formulating context to understand words they may not understand in English. Teachers also incorporate peer-to-peer instruction to support the use of authentic conversation and language learning.

Pull-Out/Push-In/Content-Based ENL Instruction: During the school's Program's Block, elementary, intermediate, and high school ENL students, for at least 1 quarter, will participate in a special "Program", developed after a student is tested into the ENL program, but dictated by the students self-selecting a topic they wish to explore: creating a volunteer group within the school or learning specific concepts directly (how to ask for help, use the bathroom, etc.).

The Student-Directed Program will be dedicated to facilitating ENL students to identify, plan, and create the necessary components for a program that they choose with the teacher remaining the facilitator and the person directed to deliver the most important information.

Personnel: Within the leadership structure lies a Director of Programs, as well as a Director of Student Services. The Director of Programs is tasked with supporting the implementation of the Agriculture Program, as well as the field trip and internship components that include supporting students who may be classified as struggling or gifted. Additionally, the Director of Programs is a resource for teachers to support the delivery of alternative lessons that would address gifted needs including those that incorporate vertical planning and specific coordination. The Director

of Student Services is classified as the DASA Coordinator and point of contact for the Head of ELL Services and parents of ELL students with the support of the Parent Engagement Coordinator for translation (Spanish). Their primary objective is to support the needs of students who have been classified as SWD, ELL, or those with Tier 2 SANO support plans.

The Director of Student Services, in combination with the Director of Programs, will address effective planning and the introduction of teaching methods that would support the necessary populations during the monthly staff meetings, as well as within weekly newsletter updates. All materials will be translated by the proposed Parent Engagement Coordinator Evelyn Cruz, who is bilingual (Spanish), or through a hired translator.

Remote Learning: Should OACS need to move to remote learning, ELL support will continue online. As the most effective means of educating ELL students requires TPR[15], educating ELL students will occur on a 1-1 or 1-5 basis in designated online rooms with the ELL educator modifying the general education classroom materials when possible.

How to ensure support meets targets and is an effective program:[16]
Should ELL students enroll in OACS, using the NYS Department of Education ELL review tenets, ELL students, parents, and staff (including the Parent Engagement Coordinator) will rate the success of the program on a scale of 4-1, as well as add notes and suggestions:
Tenet 1—Systems and Organizations: Do you feel you/your child/your student are receiving effective ELL support?
Tenet 2—School Leadership: Do you believe that concerns regarding ELL education are addressed effectively?
Tenet 3—Curriculum: Can you note growth and development with your learning/your child's learning/your student's learning?
Tenet 4—Instruction: Do you feel there is open communication with your teacher? Are you able to execute the necessary plans to ensure a high quality of education for ELL students?
Tenet 5—Social-Emotional Learning: Do you believe the social-emotional learning of the student is being addressed effectively?
Tenet 6—Parent and Community Engagement: Do you find effective support through the Parent Engagement Coordinator?

Placement Process A student who arrives at OACS whose parents do not identify he/she/they as being ENL or ESL, or whose prior documentation does not reflect the student's classification, will be recommended by the teacher through the SANO Intervention Process. Teachers will recommend that the student's case be evaluated by the team for recommendations on additional support, methods, and instructional strategies that are out of the teacher's scope. At that point, the team will recommend the use of the New York State Identification Test for English Language Learners (NYSITELL), and ensure that the student's plan is clearly addressed through the SANO Intervention Process ensuring that all necessary educators are made aware of the methods and strategies that will be used with the student.

[15]https://www.edweek.org/teaching-learning/opinion-the-six-most-effective-instructional-strategies-for-ells-according-to-teachers/2021/06
[16]http://www.nysed.gov/bilingual-ed/multilingual-learner-ml-and-english-language-learner-ell-program-quality-review-and

Testing and Evaluation for ELL Support Upon review of the student's NYSITELL score, specific supports will be added to the student's SANO Intervention plan. These supports include but are not limited to time extensions, separate locations, third reading, and access to bilingual dictionaries.[17] Identification, evaluation, and placement for ELLs who may be SWDs or who enter with an IEP will be diagnosed through a joint process of the NYSITELL score, as well as SANO paperwork demonstrating the effectiveness of supports and that have been put into place require further assistance by a Special Education Teacher.

Home Language Input and Translation: As there is the possibility of only roughly 10 students (from K-12) who would be diagnosed as ESL for the 2022-2023 school year, home language support will stem from open communication with parents, as well as the purchasing of necessary materials once the student has enrolled. This would be done on an "as needed" basis and the funding would come from the student book order funding.

Though OACS will have a fluent Spanish-speaking and Spanish-writing Community and Parent Engagement Coordinator, other languages will be addressed through Universal Translation Services, an online company that provides verbal and written translation services for schools. This service will be presented upon the student's enrollment and used at the parent's request.

Social and Emotional Support: For any newly enrolled students and those who may not be familiar with American Culture, OACS will contract with an online counselor who speaks the student's home language and English. Funding for this will be provided through the SWD budget and identifying the most qualified person would occur through Aimee Kaple who is a NYS Certified Teacher as well as a Licensed Social Worker.

Professional Development, Additional Testing, Ensuring Correct Diagnosis: According to The Blueprint for English Language Learning Success, educators must work collaboratively, with open communication, as well as address academic and social-emotional needs, as well as high expectations supported through a variety of means including biliteracy.[18] For this, and many other reasons, OACS has developed a schedule that allows for teacher's co-planning to naturally occur, including the ability for students to attend class in their grade, to the grade above or below seamlessly. Though it is never ideal to displace a student, should support be required for more extensive needs, the opportunity is available. Additionally, identifying, monitoring, and responding to ELL students' needs will be grounded in the support of St. Bonaventure as they develop their teacher training programs with OACS needs referencing.

In addition to the NYS assessment designated for ELL students, OACS will use the previous steps and intervention program to set specific goals and a more consistent plan for evaluation and adjustment. Coordination of students with high needs, such as ELL students, will involve flexibility and consistent evaluation which is the basis for the developed systems within OACS.

As St. Bonaventure University is working to develop an ELL program through the School of Education, should OACS open, they have offered to include the school in planning and development to ensure training for appropriate programming occurs. This, in combination with SWD training support, will ensure that the educators at OACS are versed in the most up-to-date methods when addressing SWD and ELL students.

Supplemental Support for Beginning of the Year Training: Though the terminology is somewhat outdated, the methodology listed in this handbook is accurate and will be used apply to the approach OACS intends to take with ELL students:

[17] http://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-assessment-testing-accommodations#:~:text=The%20New%20York%20State%20Identification,may%20possibly%20be%20an%20ELL.

[18] http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

https://old.ed.psu.edu/pds/elementary/intern-resources/ESL_handbook.pdf/view . Beginning of the year training will be conducted based on this manual to ensure that a base understanding is given to all staff.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

• How the school will identify advanced and/or gifted and talented students; and,

• Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.

Overview: Within the OACS curriculum multiple opportunities exist to support gifted and advanced students. As Bloom's Taxonomy is the basis for ensuring that all aspects of a child's development are addressed, gifted students are encouraged to develop and create through self-directed projects. The fluidity of the curriculum with baseline standards being preset by month allows teachers flexibility when presenting different ways for students to demonstrate their ability to achieve the stated standards. In addition, through the SANO intervention plan and conscious scheduling, students who demonstrate their gifts can participate one grade level above their peers for specific subjects.

As final support, students can explore their gifts and talents through the Programs Block created for the end of the OACS school day. Allowing gifted and talented students the option of self-selecting a potion of their learning encourages students to pursue their personally identified strengths. Should the need for remote learning arise, Boundless Connections support will be used to gear many of the Programs to explore Technology online, while capitalizing on the ability to explore information internationally.[19]

[19] Conversation, Christina Lopez, CEO of Boundless Connections, July 2022

R-09ad - Instructional Leadership

a. Instructional Leadership Roles
Describe instructional leadership in the school over the first five years of operation including:
• Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
• The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,
• How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

Instructional leadership supports the development and execution of effective teaching.[1] Within the plan for Olean Academy Charter School, there will be 4 Directors and one Principal operating with the school's success in mind. Within this structure, the Principal, Director of Student Services, and Director of Programs are charged with the title of Instructional Leadership Team. As The principal oversees the review process for teacher effectiveness and operates as the Testing Coordinator, the Director of Student Services is charged with ensuring specific populations have their individual needs met. The Director of Programs supports the modifications necessary to ensure that project-based, place-based learning is accessible to all students.

Principal: The principal is the "Face of School", the one in charge of public appearances and the primary contact (parent, Board, SUNY, Board of Regents) for OACS, primary staff support, the one who sets the tone for morning and afternoon meetings, primary support for student behaviors (along with Director of Student Services), a Program's Block Teacher (student government or school newspaper), primary support for staff recruitment, monitor of teacher training and teacher evaluations. Ideally, the principal of the school will have familiarity with the 5-year review process, organizational development, and a clear demonstration of foresight to support positive change in the school. Should the OACS Founding Board be unable to identify a qualified candidate, or should St. Bonaventure be unable to support the hiring for the position of Principal, public contact Shannon McIntyre has agreed to accept the position and step down from a position as Trustee. Shannon's background includes experience through a 5-year review process with a charter school in Washington, DC, as well as policy and curriculum development as acting head of the school.

Director of Student Services: In Year 1, the Director of Student Services will be acting Head SPED/DASA Coordinator/ESL as needed, act as head of discipline (advocate for parents during communication and throughout the RTI process, oversee Social Worker, act as the Head of Curriculum, oversee the Nurse, support with special education teaching (no more than 3-5 students), act as an answer for immediate student behavior concerns in conjunction with Principa, and oversee Head of HS Guidance/Graduation (PT Yr 2), oversee School Counseling (Year 3). Though not approached, OACS has an individual in consideration for this position. With a Master's Degree in Social Work and Special Education, this individual may be able to transfer positions in 2024.

Director of Programs: In Year 1, the Director of Programs will oversee the Parent and Community Engagement Coordinator (Parent Communication and Grievances), oversee K-8 Agriculture and daytime programs including 4 H afterschool, oversee the athletic director (PE Teacher), oversee the field trip calendar and scheduling, arrange for teacher requests

[1] https://theeducationhub.org.nz/instructional-leadership-and-why-it-matters/

(accessibility for) regarding all program components of the curriculum (Place-based, Project-based), act as CTE Agriculture Coordinator (Year 2), JCC College Connections Coordinator (Year 2), Currently, the OACS is in conversation with a high school Science Teacher with a STEM background who is able to obtain the necessary CTE qualifications and will take the position provided relocation works smoothly.

Recruitment and Responsibility: Recruitment for the Directors and Principal will initially be conducted by the founding board and will include support from St. Bonaventure University School of Education. Further recruitment will be conducted by the OACS Board of Trustees. This will include actively soliciting support from affiliations and those interested in the long-term success of the school.

The Board of Trustees will be charged with seeking and finalizing a facility, monitoring the hiring of the school's Directors and Principal, and establishing necessary training adn protocols with SUNY and the Board of regents to ensure all employees are adequately prepared for school start-up. The board expects to accept incoming trustees from St. Bonaventure University, a representative from Boundless Connections (Female and Minority run business), a representative from Canticle Farms, and a representative from Ellicottville Greens who will ensure the success and adherence to the plan set for OACS Instruction and Programming.

Remaining from the founding board with recruitment and hiring experience will be Shannon McIntyre, Dr. Jason Eastman, Penny Dowell, and Dave Mcintyre (ex officio) as Trustees. The OACS board has received demonstrated interest from two potential parents who plan to apply for a board position should the school be opened. Additionally, OACS Board has received noted interest from Janos Bowman (Representation from the Seneca Nation) and Jason Miller (Cattaraugus-Allegany Workforce Development Board, Inc.), as well.

Evaluation of the Academic Program including at-risk students' academic performance:

Olean Academy Charter School strongly considers using a systematic, research-based, and organized program such as ValEd to support Educational Leadership and Program Evaluation[2]. As mentioned on the ValEd website, the core components of an effective evaluation program include:

- High Standards for Student Learning
- Rigorous Curriculum
- Quality Instruction
- Culture of Learning & Professional Behavior: All teaching and non-teaching staff will participate in an evaluation process that links directly with creating a positive culture. The success of that program is independently evaluated yearly as the directors evaluate systems for the following year.
- Connections to External Communities
- Performance Accountability

Though OACS does not demonstrate the financial capability of supporting this program currently, the internally developed program evaluation program includes the noted points through the reflection of five mission-specific goals with specific components and specific success criteria. The evaluation will be sent to parents, as well as a student version will be given during Munchies and Meeting/Parent-Teacher conferences. Google forms will be used to ask questions related to the following goals and goal components:
Teacher Survey Link: https://forms.gle/reA6DiF8RrG7sue98
Student Survey Link: https://forms.gle/MbvYiUF1tvuJmQNr9

[2] https://resonanteducation.com/valed/

Parent Survey Link: https://forms.gle/mvH1S7HGCx7BGnWw6
Community Survey Link: https://forms.gle/VfbjHhTvfpnd7YqH8

though pencil-paper surveys will be available to parents who attend Munchies and a Meeting. Students in Grades K-2 will receive individual support to complete the student survey questions, though they will not be required to complete questions identified for Grades 3-12. 80% response will be the school's goal. The principal will oversee the assembling of the information received. The bulk of the following questions are also included in the Academic Audit (R-06f - Curriculum and Instruction) to ensure continuity across the program.

b. Offer an engaging curriculum for students:

i.*OACS will offer notable professional development opportunities that include affiliations and topics included, but not limited to SWD, ELL, STEM, and Behavior Management*: In a conscious effort to ensure that teachers will continue to pursue the life-long learning OACS is striving to cultivate with students, consistent professional development will be incorporated into the yearly calendar with the specific highlights: Special Education, SEL, ELL, at-risk students and Behavior Management.

Success Criteria: OACS will perceive success when, during one academic year, a minimum of 90% of all full-time staff attend a minimum of 3 professional development hours focused on SWD, SEL, ELL, or Behavior Management beyond the mandatory offered by OACS.

Means of Assessment: Director of Student Services Analysis of Survey, staff respond with the names of the professional development

ii.OACS will ensure students participate to build and expand the school community with the school: As the concept of community is a vital component imbedded in OACS curriculum and therefore culture, active participation in the school's Programs Block will be essential to identifying and developing the opportunities for students to identify and develop their innate skills while building and expanding the school community. Each program has a purposeful manual that overseeing teachers will use to draw a conscious connection between the listed program, the student's grade level curriculum, and the opportunities for life-long learning and possible future opportunities. OACS recognizes that, since the school day is extended, monitoring attendance during the Program Block will be necessary to those unfamiliar with extended day learning.

Success Criteria: OACS will perceive success when 80% of students attend the school Programs Block and actively participate in the designated time for students to actively participate in programs that help to identify individual strengths, while contributing to the school community.
Means of Assessment: Director of Programs Analysis of attendance records and teacher notes for student report cards

*iii.OACS will ensure students participate in meaningful activities (Grades K-12)***:** It is essential to identify whether components of the OACS curriculum are purposeful according to student perception. OACS will ensure that volunteer opportunities exist throughout the grade levels (quarterly), but whether students are able to recall those experiences will determine whether the experiences are meaningful. Grade 12 students will also demonstrate a purposeful experience through the Sociology Classes which focuses specifically on students self-identifying community problems and the solutions that can be explored.

Success Criteria: OACS will perceive success when, through survey, 80% of all students recall at least one opportunity that they participated in throughout the year, as well as 80% of Grade 12 students specifically stating their experience through the Sociology classes was purposeful (respectively).

Means of Assessment: Director of Programs Analysis of Survey, Yes/No Analysis Survey (Verbal for students Grade K-2,to be conducted along-side Running Records).

c. Ensure a challenging educational environment

i.OACS will maintain a challenging educational environment: Within Olean City Public Schools,

elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school earn 52% proficiency in Math and Reading. High school students obtain 78% Math proficiency and 80% Reading proficiency.[3] Of the high school students, approximately 25-30% will not graduate.[4] 53.6% of Olean, New York residents are noted as ED. [5] Cattaraugus County, where Olean New York is, is noted as the 3rd poorest county in New York State.[6] OACS is keenly aware that students demonstrating proficiency regarding academic achievement is a vital component of a successfully challenging educational institution.

Success Criteria #1: OACS will be perceived as successful if, by the end of Year 3: 75% of students in Grades 3-8 will achieve proficiency on the New York State Assessment in Math and Reading. Specifically, subgroups (SWD, English language learners/multilingual learners, and FRPL students)will demonstrate a 10% increase in proficiency from Year 1. By the end of Year 3 (first high school graduation year)The high school graduation rate for OACS will be greater than 85%. Additionally, 75% of Regents test scores will be scored at a 3 or above. By the end of Year 4 (the end of the penultimate year): 75% of students in Grades 3-8 will achieve proficiency. Specifically, subgroups (SWD, English language learners/multilingual learners, and FRPL students)will demonstrate a 15% increase in proficiency from Year 1. By the end of Year 4 the high school graduation rate will be 90%. Additionally, 75% of Regents test scores will be scored at a 3 or above.
Success Criteria #2: OACS will be perceived as successful if OACS students (K-8) assemble a standards-based portfolio using their classroom teacher's focus. To monitor students' progress, confirm the continuity of the curriculum, and support closing gaps that may arise throughout the execution of the curriculum, 75% of students will achieve 75% or greater proficiency in the stated standards from core subjects (Reading, Math, Social Studies, Science). During Grades 11 and 12, 85% of students will complete the necessary components for the practicum related to the Sociology Course meeting the necessary standards, rubrics, and evaluations.

Means of Assessment: Principal Evaluation of New York State Assessments, Graduation Rate, Standards-Based Portfolio when clarification or additional support is necessary
d. Monitor the effect of core value focus
i.OACS will ensure the school community maintains a positive focus on the school's stated core values.
OACS has adopted school values linked to school rules that develop the acronym "CARE": We participate in **Community service and community involvement.** We demonstrate **Accountability** for our actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues. Adherence to these school rules, along with the school's Behavior Policy will be monitored with referrals through the Tier 2 Intervention and General Referral Program, Students Are Number One Program (Curriculum 3b, SANO, OACS: RTI Tier 2 Intervention Plan). OACS will communicate goals regarding the school's values to parents in newsletter format, and will therefore also assess parents' interpretation of the school's ability to maintain a strong focus on values.

Success Criteria #1: OACS will perceive success if, from Year 1 to Year 2, the number of SANO behavioral (non-academic)referrals will decrease by 10% when comparing each month. OACS will perceive success if, from Year 3 to Year 4, the number of SANO referrals will decrease by 10%, therefore 20% from Year 1, when comparing each month.
Success Criteria #2: OACS will be perceived as successful if 80% of parents are satisfied with the school's adherence to the school's stated values based on the question: "Do you believe OACS has addressed the following values (individually): **Community Service and Community Involvement, Accountability, Respect, Empathy"**

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[3] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[4] https://data.nysed.gov/profile.php?instid=800000054734

[5] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%20City%20School%20Distric t%20contains,district's%20minority%20enrollment%20is%2020%25

[6] https://www.census.gov/quickfacts/cattarauguscountynewyork

Means of Assessment: Monitoring and Evaluating SANO referrals, Yes/No Analysis Survey

Ii. *Leadership effectively communicates with staff and parents to ensure a positive and effective working environment.:* OACS Leadership (Directors and Heads of Department) will maintain effective and open communication with staff, ensuring staff satisfaction regarding problem-solving and support with students.

Success Criteria #1: OACS will perceive success when, through a survey, 80% of staff state success regarding Leadership communication.
Success Criteria #2: OACS will perceive success when, through a survey, 80% of parents state success regarding Leadership communication.

Means of Assessment: Principal Analysis of Yes/No Analysis Survey

iii.School Operations operates effectively and efficiently for all staff and parents: As it is supportive for students to learn in a clean and orderly environment, OACS will evaluate day-to-day operations by consulting with parents and students to evaluate school operations. The availability of materials, as well as the cleanliness of the environment clearly demonstrate the efficiency of the school's operations.

Success Criteria #1: OACS will perceive success when, through a survey, 80% of staff believe their classroom and the bathrooms are clean, and orderly, and supplies for teaching and learning are available.

Means of Assessment: Director of Operations Analysis of Yes/No Analysis Survey

e. Utilize STEM philosophies through the curriculum
i.OACS will ensure the school is grounded in STEM philosophies by reflecting on specific components of the curriculum through teacher evaluation of the following components: OACS' Agriculture Program, Technology Incorporation, Incorporation of Engineering Design and Systematic Implementation, Evaluation of the Practical Application of Math[7]

As OACS is a STEM school environment, therefore it is essential for the school to imbed STEM philosophies and practices within the curriculum to avoid using these components in isolation.[8]As classroom teachers are responsible for the delivery of OACS' STEM curriculum, evaluation of the components will occur by using the following questions: "Do you believe your grade level and/or course actively demonstrates the application of STEM within agriculture? If not, what do you believe can be further improved upon? Do you believe you are adequately prepared to incorporate technology into your classroom and avoid using technology in isolation (learning games, a single learning center, student research, etc.)? If not, do you have suggestions on how OACS can support you in furthering your understanding of technology? In your classroom, did your students participate in a component of engineering design and systematic implementation of engineering? If not, where might this be added within the curriculum next year (month, theme, project, etc.) Do you believe your classroom was afforded the opportunity to practically apply Math skills? Why or why not?"

Success Criteria #1: Success will be noted when 80% of teachers will demonstrate positive responses to each question asked.

Means of Assessment: Director of Programs Evaluation of Yes/No Analysis Survey

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure highquality instructional planning and implementation.

[7] https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00259-8
[8] https://www.researchgate.net/publication/282704992_Philosophy_of_STEM_Education_A_Critical_Investigation

Coaching and Additional Support for High-Quality Education

It is a staff member's responsibility to plan for and deliver high-quality education while abiding by OACS' mission and key design elements. This is supported through the Evaluation Process, Positive Culture Plan including the expectation for a teacher portfolio based on INTASC standards. As the OACS also focuses on the growth and development of students through repeated exposure and gradually increasing expectations, individual teachers may require specific support to meet aspects of the school's expectations they are unfamiliar with. Similar to how OACS intends to approach students who require individualized support, an individualized Teacher Support Plan will be developed and monitored when necessary.

The Instructional Leadership Team will approach the Teacher Support Plan by discussing positives, as well as areas of necessary growth including specifics and reasons. As a team, along with the teacher, specific goals will be developed to help clarify the steps toward the stated expectation. Monitoring of the plan falls under the Principal with additional feedback from the Director of Student Services or Director of Programs should a specific goal fall under their responsibilities (SWD accessibility or an agriculture project evaluation, for example). The HR Director or Director of Operations is welcome to attend the meeting at the teacher's request (as an independent advocate). A Professional Plan can be set with a teacher after three formal requests (written in email or letter form) with a clear lack of resolution.

<u>Forms and Process</u>

1. Teacher History and Goal Setting
2. Follow Up Meeting #1 (3 weeks after the initial plan)
3. Follow-Up Meeting #2 (3 weeks after Meeting #1)
4. Follow-Up Meeting #3 (3 weeks after Meeting #2)
5. Resolution for File (3 weeks after Meeting #3)

Teacher History

Teacher Name_____ Date Hired_____

Teacher's Assigned Position (Current and Past):_____

Dates and Topics of Written Request:

Date	Topic/Request Summary

Notable Attempts to Resolve Written Communication

Date	Topic/Request Summary	Notable Changes

Reason for the referral (Please check all that apply):

Concerns	
• Quality of Instruction	•
• Parent Communication	•
• Inter-Staff Communication	•
• Time-Management	•
• Compliance with Stated Directives	•

Summary of past overall performance:

Pre-referral Interventions (Please describe any strategies and interventions attempted including the length of time each strategy was attempted. Please attach examples when possible)

Stated Goal(s):

Suggestions by the Instructional Leadership Team (in combination with employee) for How to Meet the Stated Goals:

Referral Team Members In Attendance	Position/Title

Future Plans:

Step	Date	Initials
Teacher History and Goal Setting	**After three incidents of written communication without resolution**	
Follow Up Meeting #1	(3 weeks after the initial plan)	
Follow-Up Meeting #2	(3 weeks after Meeting #1)	
Follow-Up Meeting #3	(3 weeks after Meeting #2)	
Resolution for File	(3 weeks after Meeting #3)	

Follow Up Meeting Form

Employee Name
Employee Position
Follow Up Meeting #_____ Date_____

Scientific, Research-Based, Evidence Based Intervention Practices being used (Based on Observation):

Stated Goal	Demonstrated Progress Notes	Date

Notes from Leadership Team:

Notes from Employee:

Referral Team Members In Attendance	Position/Title

Resolution Meeting Form

Employee Name Date_____

Employee Position

Scientific, Research-Based, Evidence Based Intervention Practices being used (Based on Observation):

Stated Goal	Demonstrated Progress Notes	Date

Resolution Determined by Leadership Team:

Notes from Employee:

Referral Team Members In Attendance	Position/Title

c. Professional Development
Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:
• An overview of the frequency and format of professional development;
• Who will be responsible for leading and providing professional development;
• How the school will identify professional development topics;
• How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
• How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,
• The process for evaluating the efficacy of the professional development program.

Professional Development Overview: The Principal of the school is tasked with monitoring certified and uncertified educators' professional development. The Director of Operations is tasked with monitoring non-academic staff's professional development. OACS has selected to employ a part-time grant writer to support funding for professional development opportunities as the founding board is conscious of factors including: teacher recruitment and retention, lack of experienced ELL and SWD-trained staff in the community, and the board's limitations based

on past experience. With the prospect of needing to hire teachers with less than 4 years of experience, effective professional development is essential.

Professional development is broken into two categories: Mandatory and Offered. Professional Development will be given by those considered experts in their field due to educational credentials or years of experience. Each staff member's Positive Culture Plan will demonstrate his/her/their professional development experiences are considered within the portfolio development process of the Positive Culture Plan and therefore links professional development to the overall evaluation process.

All professional development opportunities will be evaluated through a questionnaire that encourages evidence or examples to note attention and focus for the presenter, similar to the following:[9]

The professional development provider:	**Observed?** (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
Evidence or example:	
15. Includes opportunities for participants to interact with each other related to training content	
Evidence or example:	
16. Adheres to agenda and time constraints	
Evidence or example:	

Mandatory:

Half Days:

February: This half-day is backed on the "Munchies and a Meeting" Parent-Teacher Conference day and will be used to review the information gathered from the

January: evaluations and questionnaires, plan for changes, and address concerns.

April: This half-day is backed on the "Munchies and a Meeting" Parent-Teacher Conference day and will be used to prepare for the end of the year including the distribution of the end-of-year checklists, select dates for final observations, and address concerns that may exist for the summer.

Monthly 1 hour meetings: St. Bonaventure University has offered to allow staff to participate in coursework, and teacher training, and has also offered to co-organize training to support meeting the mission and key design elements of Olean Academy Charter School. During the initial 2 weeks of school, OACS will present staff with online training options focused on the following topics. 2 will be selected totaling 8. Teachers will conduct the online trainings

[9] https://aea365.org/blog/ed-eval-tig-week-amy-gaumer-erickson-on-evaluating-the-quality-of-professional-development/

independently, on their own time, and meet during the PD time to discuss what was learned. Courses will be selected based on the trainer's history and the alignment with the following points:

1. STEM Focus Across The Curriculum
2. Value-Based Education
3. Student Accountability
4. Community Involvement and Engagement

2 Weeks Before the Start of School: PD for New Staff:

a. *Week 1:* During the first week of August training Boundless Connections will train new staff. Ellicottville Greens, Canticle Farms, and other affiliates including St. Bonaventure and the Warming House will be welcomed in to train new staff and set necessary meetings with specific teachers. Returning staff will be welcomed to attend, as well. The staff manual will be distributed, the OACS Board will be introduced, and the teacher-mentor introductions will be made. Additionally, there will be a specific school culture PD set by the school directors and led by the school principal, as well as an introduction from Starbridge as a parent advocate program for parents of children diagnosed with special needs.
b. *Week 2:* The second week of August training affords all staff the opportunity to reflect on the previous year together so new staff can witness the reflective practices the directors will be tasked with using based on ELN micro-coursework.[10] At this time the directors will clearly describe their individual roles and how they work together as a team. Aimee Kaple will also deliver a professional development focused on at-risk youth and diversity, equity and inclusion best practice. All staff will receive professional development focused on SWD practices and effective co-teach planning and practices. Should St. Bonaventure be prepared and/or an ELL student enrolls at OACS, all staff will receive professional development regarding ELL student lesson delivery that will be coordinated with St. Bonaventure Education Department. One day will also be dedicated to the school's schedule that offers times for co-planning and cross-curricular lesson planning. This day will follow a detailed delivery of the curriculum expectations, STEM integration training, and review of any changes that may have been made to the curriculum based on the recommendations from the previous year.

Non-Academic Staff: Non-Academic staff will be responsible to attend all professional development should they interact directly with students. Should the staff member support the school's building operations, he/she/they will be responsible, as the rest of the staff, to complete 3 additional hours of training beyond the mandatory training given by the direct supervisor. The 3 additional hours may be in an area of the individual's choosing, and should be completed on a website similar to Skillcat[11] or a home study center[12]. Should the direct supervisor and/or the staff member seek a program of interest that would apply to the school's improvement, he/she/they will receive credit and be encouraged to participate.

Directors and Principal: Though there is no requirement by NYS for CTLE for Directors and Principals, OACS plans to either purchase a group subscription to the Ed Leaders Network

[10] https://edleadersnetwork.org/micro-credentials-mo/innovative-leadership/
[11] https://www.skillcatapp.com/free-maintenance-training-online
[12] https://www.oxfordhomestudy.com/courses/facilities-management-courses/free-facilities-management-courses-online

(ELN)[13]or work towards a discounted rate for coursework with St. Bonaventure. Though New York State is not highlighted as an affiliate state, the option for online training and concept of collaborative and systematic leadership is woven through the coursework and aligns with OACS' long-term development goals.

As the school-set standard to meet includes 90% of staff attending 3 or more professional development hours per year, beyond the mandatory offered by the school, it will be expected for administrators to participate in 3 or more professional development.

Directors and Principal will be encouraged to utilize the required 3 professional development hours within the budget to attend necessary training to ensure the school is in compliance with SWD and ELL requirements, as well as effective leadership and management. Should the hirees meet meet the minimum requirements and feel confident in their background, they may select topics of their choosing.

Directors and Principals, will be responsible for completing a portfolio similar to the teachers by the end of the year according to the Professional Standards for Educational Leaders[14] including a clear demonstration for professional development.

Additional expectations for the Directors and Principal of the school include 30 minute weekly director meetings, 30 minute meetings four days per week for SANO organization, and the development and presentation of flyers to staff that support communication among staff.

Board Trustees: Board of trustees participants will attend one of the OACS back to school training days so as to meet the staff. The founding Olean Academy Charter School Board is hopes to fund Specific Board Training through WJD Associates, a consultant company, as currently noted in the budget The Board of Trustees will also be responsible to set the board's yearly plan, review all manuals, and meet with the Directors and Principal individually. The Board of Trustees will also be tasked with developing a relationship and arranging for necessary training linked to Building Hope[15], a free charter school support organization that offers their services in New York State.

Offered:

General PD that will be delivered during the school's monthly staff meeting includes, but is not limited to a focus on: STEM integration, Agriculture in the classroom, Ellicottville Greens integration, African American Cultural Center integration, Olean Historical Society integration, Kahoot, Newsela, Commonlit, Nearpod and Bamboozle. Offered general PDs will be given by in-house staff or staff from collaborative institutions as a way to offer opportunity for growth. Unfortunately, this does not currently apply to BOCES or to Olean Public Schools.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement, including:

• An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,

• A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

d. Teacher Evaluation and Accountability

[13] https://edleadersnetwork.org/micro-credentials-mo/innovative-leadership/

[14]https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

[15] https://buildinghope.org/what-we-do/charter-support-unit/

Section 7 of the Olean Academy Staff Manual Includes[16]:
Section 7: Teacher Evaluation Procedures, Parent Concerns and Mentoring

- Part 1: Informal Evaluations
- Part 2: Formal Evaluations
- Part 3: Parent Concerns
- Part 4: Teacher Partner/Mentoring Program
- Part 5: Teacher Portfolio Development Plan
- Part 6: Positive Culture Plan

Attachments for each section are included at the bottom of this document

A. Informal Observations:

Teachers may be informally observed at any time. The purpose of informal observation will be to ensure that the teacher has the materials and support necessary to execute lessons effectively. **Informal evaluations will not be noted in the teacher's file, or written on paper. The teacher will receive an email within 24 hours** inquiring about any support that the Director or Principal may be able to offer.

B. Formal Observations

Teachers will be formally observed two times per year on the date and time of his/her/their choosing. One time must be in December or January and one time must be April or May. The Director or Principal will use the attached Observation Rubric (Attachment 1) to ensure that a base standard is being met by all staff.

C. Parent Concerns

The school Directors and Principal will make every effort to ensure that a teacher feels supported while working at Olean Academy. Any parent concerns should be replied to within 24 hours with the Parent and Community Engagement Coordinator and the Principal CCd.

D. Teacher Peer Mentoring Program (https://partnerprogram.weebly.com/)[17]

The Olean Academy Peer Mentoring is a program that is meant to create "relationships (that) can help overcome hesitancy and encourage teachers to implement change in their classrooms."[18]

Peer mentoring is an optional program Olean Academy offers to support teachers in communicating openly and identifying each others' strengths. In the beginning of the year, teachers who wish to participate will be paired with another educator. Each duo will meet one time per quarter, at their convenience, for a brief evaluation and reflection. Evaluation sheets will not be emailed to directors or principals, but both parties must submit the dates and times of their evaluations to monitor that one per quarter has been completed. We ask that duos set their evaluation times prior to their formal evaluation times.

Participants will earn points towards the Positive Culture Plan.

E. Teacher Portfolio Development Plan (Specifics in Attachment 2)

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[16] https://docs.google.com/document/d/14ut8tUPQB3RP5U9Atg4683MrCbeacGkam7QHBPEZRBY/edit?usp=share_link

[17] https://partnerprogram.weebly.com/

[18] http://www.educationworld.com/a_admin/teacher_training/teacher_training006.shtml

Olean Academy encourages and celebrates personal growth. Olean Academy is also a place dedicated to life-long learning. We hope to set all of our teachers in a position for success throughout their career. To do this, we will use the portfolio development process as a means of teacher evaluation

Teachers may self-select the series of standards they wish to assemble artifacts for:

Intasc Standards

New York State Teaching Standards

By the teacher's January Director/Principal meeting, he/she/they must demonstrate and assemble artifacts for ½ of the standards along with a brief explanation of the reason for selection.

Teachers are encouraged to include pictures of the students performing the tasks, and also expand on thoughts to include "selling points" for methods and theories used. Teachers are also encouraged to update their resume as the opening and/or final page. Teachers may use an online format, powerpoint, or concrete as desired

Sample of completed (This was completed over two years and includes additional components)

F. Positive Culture Plan (Specifics noted in Attachment 3)

Olean Academy values a positive culture for teachers and school community. We know that teachers are able to directly support that. We are excited to offer the opportunity for teachers to receive a small token as a thank you for supporting the school culture. Teachers are automatically enrolled in the program and earn points accordingly!

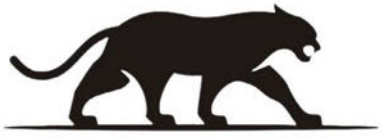
Attachment 1
Teacher Name:
Direct Supervisor:
Observer:
Observed Theme:
Observed Purpose:
Total Score:

Standard	You got it! 4	Can we help with 3	I noticed… 2	Please note 1	Additional thoughts
	(Keep doing what you're doing!)	Something the school can offer training for, or is an easy "fix"	Something we have offered training for and may need further attention	Training, support, and attention have been offered in the past (noted)	Observations a 2nd set of eyes may see (possible SANO referrals, for example)
Planning					
The teacher's selected theme is able to be clearly identified by an					

observer					
Subject integration is clearly noted (in this lesson or referenced for the past or future)					
The teacher has clearly planned for Special Education, ELL, and SANO students (as necessary)					
The teacher has clearly planned for behavior management					
The teacher has clearly displayed and adopted classroom systems					
Execution					
The teacher's tone is supportive and caring					
The ambiance of the class is supportive, but firm					
Outside of Class					
The teacher holds to the mission and vision of the school					

Teacher Signature:
Director/Principal Signature:
Date:
Teacher's Thoughts:
Director/Principal's Thoughts:

Attachment 2



Teacher Portfolio Development Plan

Olean Academy encourages and celebrates personal growth. Olean Academy is also a place dedicated to life-long learning. We hope to set all of our teachers in a position for success throughout their career. To do this, we will use the portfolio development process as a means of teacher evaluation

Teachers may self select the series of standards they wish to assemble artifacts for:

Intasc Standards

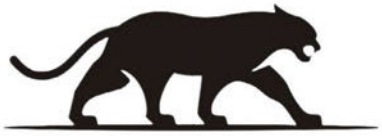
New York State Teaching Standards

By the teacher's January Director/Principal meeting, he/she/they must demonstrate and assemble artifacts for ½ of the standards along with a brief explanation of the reason for selection.

Teachers are encouraged to include pictures of the students performing the tasks, and also expand on thoughts to include "selling points" for methods and theories used. Teachers are also encouraged to update their resume as the opening and/or final page. Teachers may use an online format, powerpoint, or concrete as desired

Sample of completed (This was completed over two years and includes additional components)[19]

Attachment 3: Positive Culture Plan



Olean Academy values a positive culture for teachers and school community. The teachers are those who are a huge part of that! We are excited to offer the opportunity for teachers to receive a small token as a thank you for supporting the school culture. Teachers are automatically enrolled in the program and earn points accordingly!

Substitute Plan (10 points)

Teachers will receive a 30 minute paid lunch as well as 2 planning periods. Only one of the teacher's planning periods may be used to support a substitute teaching shortage. **After one period, staff will be compensated at a rate of $10/ period.**

Teachers who offer their 2nd planning period without compensation will be enrolled to receive 10 additional points with the Positive Culture Plan (noted in December and again in May).

Evaluation Plan (Point based)

Teachers will be formally observed two times per year on the date and time of his/her/their choosing. One time must be in December or January and one time must be April or May. The

[19] https://shannonmcintyre.weebly.com/

Director or Principal will use the attached Observation Rubric (Appendix E) to ensure that a base standard is being met by all staff.

Teacher Name:
Direct Supervisor:
Observer:
Observed Theme:
Observed Purpose:
Total Score:

Standard	You got it! 4	Can we help with… 3	I noticed… 2	Please note… 1	Additional thoughts
	(Keep doing what you're doing!)	Something the school can offer training for, or is an easy "fix"	Something we have offered training for and may need further attention	Training, support, and attention have been offered in the past (noted)	Observations a 2nd set of eyes may see (possible SANO referrals, for example)
Planning					
The teacher's selected theme is able to be clearly identified by an observer					
Subject integration is clearly noted (in this lesson or referenced for the past or future)					
The teacher has clearly planned for Special Education, ELL, and SANO students (as necessary)					
The teacher has clearly planned for behavior management					
The teacher has clearly displayed and adopted					

classroom systems					
Execution					
The teacher's tone is supportive and caring					
The ambiance of the class is supportive, but firm					
Outside of Class					
The teacher holds to the mission and vision of the school					

Teacher Signature:

Director/Principal Signature:

Date:

Teacher's Thoughts:

Director/Principal's Thoughts:

Peer Mentoring Program: https://partnerprogram.weebly.com/
(10 points)

Teachers who participate in the program will observe each other one time per quarter using the following form:

Teacher Name
Teacher Grade

Evaluator Name
Evaluator Grade

Date
Time

Planning
What is the identified theme?

What subject integration do you see?
What are the systems for Special Education, ELL, and SANO students (as necessary)
What is the behavior management system?
Execution
What do you love about the teacher's classroom?
How do you feel when you are in the classroom?
Outside of Class
After conversation, what would your duo like to see change in the school?

Teacher Portfolio Development Plan

Olean Academy encourages and celebrates personal growth. Olean Academy is also a place dedicated to life-long learning. We hope to set all of our teachers in a position for success throughout their career. To do this, we will use the portfolio development process as a means of teacher evaluation

January

Event	Points
Substitute Plan (10 points)	
Evaluation Plan (Point based: max 32)	
Peer Evaluation Plan (10 points for 2 evaluations)	
Teacher Portfolio Development (5 points for ½ developed)	
Total	

May

Event	Points
Substitute Plan (10 points)	
Evaluation Plan (Point based: max 32)	
Peer Evaluation Plan (10 points for 2 evaluations)	
Teacher Portfolio Development (5 points for ½ developed)	
Total	

Rewards (Two Times Per Year (January/May)

40-57: $50 visa gift card
30-39: $30 La Dolce Vita
20-29: $20 gift card from Tim Hortons
Below 20: Let's chat!

Non-Teaching Staff Evaluation Plan

Non-academic staff: Nonacademic has a similar plan to the Positive Culture Plan. It is monitored by the Director of Operations and includes mandatory participation.
Evaluation: Staff will complete a self-evaluation twice per year. On a January/May cycle, 4 Goals will be set, reviewed, and addressed during the following review term. The self-evaluation will include the following questions:

- What was your biggest accomplishment this term?
- What skills have you gained since our last conversation? What skills do you believe you put into practice effectively?
- What kind of work would you like to continue doing? What kind of work would you like to do more of in the future?
- How do you believe you have supported the school's mission of ensuring all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency? Have you supported the school's execution of Science, Technology, Engineering, and Math?

After receipt of the self-evaluation, non-academic staff will work through a formal review in a meeting with their direct supervisor to address the following rubric through conversation:

Scale	Adjective	Description
4	Outstanding	Performance represents an extraordinary level of achievement regarding quality, time, skill, attitude, and ingenuity and creativity. Employee performance is responsible, and respectful and positively contributes to the school's culture and community.
3	Very Satisfactory	Performance and goals exceed expectations in multiple areas but require further support to achieve excellence.
2	Satisfactory	Performance and goals meet expectations in multiple areas, but require further support to achieve excellence.
1	Poor	Performance contradicts Olean Academy's mission and vision and

		set goals have not been addressed and/or met.

Similar to academic staff, non-academic staff will participate in a program:

Event	Points
Evaluation Plan (Point based: max 4)	
After Hours Help (10 points)	
Professional Development (5 points per online training hour)	
Total	

Rewards (Two Times Per Year (January/May): 23-24: $50 visa gift card, 22: $30 La Dolce Vita, 14-22: $20 gift card from Tim Hortons, Below 14: Let's chat!

R-10a - Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- Any specific programs the school intends to implement and the rationale for their selection; and,
- How the school will maintain a safe and orderly environment

Successful behavior management involves input from parents and teachers, as well as buy-in from students. Olean Academy Charter School has utilized a variety of community suggestions to develop an in-depth, school-wide behavior management system that supports students' education, as well as encourages a positive culture and positive behaviors. Olean Academy's School-wide Behavior Management System works to consider the school's needs, individual classes' needs, and individual students' needs.

School-Wide Considerations

Rules and Regulations

In order for rules and regulations to be in place and enforced, policies are created, often by a local school board or an educational entity. At OACS there is a clear discipline policy that must be adhered to. This saves time, prevents confusion and unifies the school.

Safe Learning Environment

Students, teachers and staff members deserve to feel physically and psychologically secure in their environment. In order to create this environment, policies are created and instated that establish safety standards for the physical environment and mental state of students and staff. This is done by creating policies such as fire drills, anti-bullying policies and mental health guidelines.

Foresight

It is essential for educators to use pre-planned, intentional classroom behavior management procedures that reduce the likelihood of problematic behaviors occurring. The application of pro-active discipline is intended to anticipate, and thus limit, disruption, non-compliance and task avoidance by students. Too often, teachers can create or maintain problematic classroom behavior by relying too heavily on reactive management strategies. In some schools, the use of reactive strategies, such as detentions, removal from class and office referrals, is not effective and therefore will be considered as a last resort. The use of positive reinforcement, as well as specific consequences, is essential to encourage and maintain appropriate behavior and academic learning.[1]

In the beginning of each school year, Olean Academy will dedicate the month of September as "Back To School Month"to ensure that all students understand the necessary expectations including the use of role-play, social stories, and clear examples of acceptable versus unacceptable behavior.

[1] (https://files.eric.ed.gov/fulltext/EJ976654.pdf)

Olean Academy School Pledge and School Rules

Olean Academy Panthers have pride, are focused, and never give up!
We participate in **Community** service and community involvement.
We demonstrate **Accountability** for our actions.
We maintain **Respect** for community and self.
We show **Empathy** towards others, including personal and global issues.
Academy Attitude, Positive Attitude!

What It Looks Like…(Expectations)

School Rule	…in school	…in the community	…at home
We participate in Community service and community involvement.	Helping to keep the school clean and safe Panthers helping panthers Caring for the classroom, cafeteria, and other spaces Participating in class events Saying “please” and “thank you”!	Picking up litter Holding doors for others Caring for parks and community spaces Giving to others instead of taking Saying “please” and “thank you”!	Agree to do chores when asked Being kind to those who live in your house Helping the adults if you can Saying “please” and “thank you”!
We demonstrate Accountability for our actions.	Listening to school adults Accepting responsibility if something goes wrong Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked	Picking up something if it is dropped Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked by a safe adult	Listening to home adults Accepting responsibility if something goes wrong Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked
We maintain Respect for community and self.	Listening to school adults Using the correct time and place to do or say something Hands and feet to ourselves, and using kind words	Thinking about how others feel first Following community rules Not staring at others or passing judgment on them	Listening to home adults Using the correct time and place to do or say something Following school rules
We show Empathy towards others, including personal and global issues.	Thinking about how others feel first Treating others as you would like to be treated	Thinking about how others feel first Treating others as you would like to be treated	Thinking about how others feel first Treating others as you would like to be treated

Classroom Behavior Management

OACS believes that a classroom's behavior management system is most effective when it is linked to an overall system all members of the school community can support. Through the beginning of the year training and reinforced training throughout the year, in the classroom:

Teachers will give the student a frame:

-Introduce information in a uniform and consistent way that the majority of students can and should receive information, avoiding more then 2-3 minutes of talking without questioning.

Teachers will size the frame accordingly:

-Use the Multiple Intelligences to supplement the delivery of information in a small group setting.

Teachers will ensure that the students have the appropriate tools:

-Use reflective practices to ensure that every student's learning need is addressed. If it has not been, or success is not guaranteed, offer the student a physical tool to complete the task (checklist, steps on paper, or manipulatives).

-Ensure that the classroom has a behavior Management System that is research-based, holistic, and caring. The suggested classroom approach is C.A.R.E. to ensure consistency across the school.

All classrooms will include **clear, large, visual representations** of the following:

1. A poster stating the Our Behavior Goals (We will **CARE!**)
    a. We participate in **Community** service and community involvement.
    b. We demonstrate **Accountability** for one's actions.
    c. We maintain **Respect** for community and self.
    d. We show **Empathy** towards others, including personal and global issues.
2. A Burning Issues Board
    a. This non-verbal communication board eliminates the teacher being the "head" of communication in the classroom.
    b. Used during Morning Meeting and throughout the day to effectively communicate points students feel are necessary but may disrupt the classroom process.
    c. Teachers can individually decide what students should or should not use the burning issues board for (example: bathroom request, student-to-student issues, confusion with directions, if someone is "bugging" them, etc.)
3. Examples of Positive Reinforcement
    a. Phone calls or notes home for good behavior
    b. Note to the principal/headmistress the student should deliver
    c. Note home to the parents
    d. Handshake/Hug/High Five
    e. Panther Dollars
4. Examples of Consequences/Negative Reinforcement
    a. warnings included that are visual for the student
    b. time off of a "fun" activity when a specific number of warnings has been exhausted
    c. Removal of Panther Dollars
    d. Removal of Program Block Time (Between 1 and 5 minutes per grade)

School-Wide Behavior Management Components and How to Earn Panther Dollars (Teachers will build the following into their classroom management system at the beginning of the school year):

Class Dojo (https://www.classdojo.com/resources/): Class Dojo is used by all staff members to monitor student behavior. Abiding by a school rule earns a student 1 point ($1). Should a student demonstrate exceptional effort, behavior, or adherence to a selected rule, a staff member may reward the student with between 2 points ($2) and 5 points ($5). Students may have 1 point ($1) removed each time a behavior does not demonstrate the school rules.

Each teacher may arrange the review and distribution or removal of Dojo points/dollars at his/her/their discretion (at the end of each period, before lunch, at the end of each day, etc) and will inform parents accordingly. Teachers and other staff members may converse with parents using the message component of the program but will be required to when more than one consequence is given. Additionally, if a teacher recognizes a repeated behavior that requires a consequence, that teacher must complete a SANO form to ensure that the Directors of the school are able to support using a variety of behavioral strategies.

Teachers will be expected to have clear policies and procedures displayed in their classrooms to ensure that students are clear how consequences will escalate, specifically when 1 point ($1) will be removed, and whether it can be earned back.

As a consequence: Students may lose Dojo points and/or Panther Dollars at increasing intervals.

School Bank (https://www.bankaroo.com/for-school/#faq-for-school): Olean Academy teachers will transfer students' Dojo Points to dollars in the program Bankaroo. Students will receive an updated bank view on Mondays with the ability to spend their points during recess or during the Programs Block to make purchases at the School Store, School Coffee Shop (caffeine-free), or for other components including stamps at the post office. Using Bankaroo will allow students to practice evaluating, saving, and spending money.

Self-Selected Programs Block: Olean Academy's Program Block is an opportunity for students to self-select* a club that offers the practical application of the skills students will be learning in class. The environment is meant to be multi-age and ability to allow for struggling students to receive cooperative support from others without appearing to be singled-out. This will be a time when students who may also require mentoring or counseling can receive their time without disruption to their core classes and without drawing negative attention from other students.

Unless selecting a program designated through an outside organization** (theater, dance, etc.) students will participate in a topic-based training that offers students clear organization on the steps necessary to participate in the club. For example: The objectives for the club that was selected, the procedures/regulations/rules necessary for the program to function appropriately, how to perform necessary duties, whether an application for a specific position is necessary, and whether specific vocabulary and language are necessary.

Throughout a student's time at Olean Academy, the student will most likely experience each program at least one time. Should a student participate in every club, the student will address multiple state standards. According to the Career and Technical Standards developed to support the CTE Agriculture path Olean Academy intends to offer, the following standards will be met, along with many others appropriate to a student's specific grade level and a STEM focus (basic operations, word problems and problem-solving, measurement, design, mapping, as well as a host of interpersonal skills) *unless otherwise designated by a parent or the school-team

**outside organizations will need to require their educators to participate in the same state requirements as a substitute teacher including fingerprinting and a criminal background check.

Teachers may include the removal of minutes during the Programs Block as an additional consequence within their classroom system. This must be displayed clearly, not exceed 15 minutes per day, and must be communicated with the parents through the Class Dojo message app.

As a consequence: Students may lose Program's Block time at intervals appropriate to the student's age (between one and five minutes per grade level)

K-12 Program Block Explained

Olean Academy's Program Block is an opportunity for students to self-select* a club that offers the practical application of the skills students will be learning in class. The environment is meant to be multi-age and ability to allow for struggling students to receive cooperative support from others without appearing to be singled-out. This will be a time when students who may also require mentoring or counseling can receive their time without disruption to their core classes and without drawing negative attention from other students.

Unless selecting a program designated through an outside organization** (theater, dance, etc.) students will participate in a topic-based training that offers students clear organization on the steps necessary to participate in the club. For example:

- The objectives for the club that was selected
- The procedures/regulations/rules necessary for the program to function appropriately
- How to perform necessary duties
- Whether an application for a specific position is necessary
- Whether specific vocabulary and language are necessary

Throughout a student's time at Olean Academy, the student will most likely experience each program at least one time. Should a student participate in every club, the student will address multiple state standards. According to the Career and Technical Standards developed to support the CTE Agriculture path Olean Academy intends to offer, the following standards will be met, along with many others appropriate to a student's specific grade level and a STEM focus (basic operations, word problems and problem-solving, measurement, design, mapping, as well as a host of interpersonal skills)

*unless otherwise designated by a parent or the school-team

**outside organizations will need to require their educators to participate in the same state requirements as a substitute teacher including fingerprinting and a criminal background check

According to the NYS CTE standards for work-based preparation, the students will:

- review the previous team's documented information and progress, evaluate the progress to identify where improvements could be made
- demonstrate an awareness of their interests, aptitudes, and abilities
- know the value of work to the individual and society in general
- describe the changing nature of the workplace brought about by global competition and technology
- explore their preferences for working with people, information, and/or things

- demonstrate understanding of the relationship of decision-making to the attainment of future goals
- describe the changing roles of humans in the workplace identify academic knowledge and skills that are required in specific occupations
- demonstrate the difference between the knowledge of a skill and the ability to use the skill
- solve problems that call for applying academic knowledge and skills.
- listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.
- demonstrate the personal qualities that lead to responsible behavior.
- demonstrate an awareness of the different types of technology available to them and of how technology affects society.
- describe the need for data and obtain data to make decisions.
- demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.
- demonstrate an understanding of how a system operates and identify where to obtain information and resources within the system.
- listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.
- evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

OACS Program's Block is meant to offer opportunities like these to students organically in preparation for their educational futures.

Benefits of the Program's Block

Older students receive credit for additional responsibility and are also welcomed for first selection to programs during the following quarter. Programs are mixed age and mixed ability supporting SEL and promoting the skills necessary for effective communication. Students are required to participate for a full quarter a the selected Program, encouraging students to develop skills with problem-solving, resiliency, and drive to complete regardless of whether the selected program is one the child favors or not.

Program Name	**# of Students**	**Run by…**	**Manuals**
School Store	10	Class Teacher	School Store
Post Office	10	Class Teacher	Post Office
Student Government (Grades 3-12, 2 reps per grade)	20	Principal/Class Teacher	Student Gov.
Coffee Shop	10	Class Teacher	Coffee Shop
Boundless Connection Tech Class	20	Contract/Class Teacher	Tech Program

Bank (Internal and Technology-based)	10	Class Teacher	Bankaroo
Garden/Greenhouse	15	Head of K-8 Agriculture	
Kitchen	2024	Caf Manager/Class Teacher	
Dance	20	Contract	
Theater	15	Contract or Class Teacher	
Yoga	10	Contract	
Chess Club	10	Class Teacher	
Banana Splits (divorce support:parent/counselor/student/ SANO recommendation)	10	TBD	Banana Splits
In-School Mentoring	10	Counselor	Mentoring

Manuals for Program's Block:
These manuals are meant to springboard the adult oveseeing the program and support student-directed operation. The manuals offer objectives, sample job applications, training, and suggestions for operating the Progam.

Sample Manual (Mentoring Program)

"Big Friends/Little Friends"

Mentoring programs seem to be very positive experiences for the students and teachers involved.[2] Mentoring is particularly critical because it helps young people overcome the barriers and risk factors in achieving successful academic outcomes. If a student misses just two days of school a month, s/he misses 10 percent of the school year.11 A mentor's support can keep youth engaged in school and lead them to perform better by addressing these barriers in three critical ways: facilitating continued academic achievement, developing non-cognitive skills, and providing access to external supports[3].

Overview for Big Friends Little Friends

Program Overview	
Mentoring Type	**One-to-One**
Overall Goal	**Increase feelings of community within the school** **Increase a sense of responsibility and accountability within the**

[2] (https://www.educationworld.com/a_admin/admin/admin456.shtml)
[3] (https://www.mentoring.org/wp-content/uploads/2019/11/Academic-2.pdf)

	school culture **Reduce student absenteeism by supporting the development of emotional bonds within school.**
Target Population (Mentee)	
Characteristics	**1st-4th grade students**
Recruitment/Intake	**SANO Process** **Counselor Recommendation** **Parent Recommendation**
Mentors	
Characteristics	**5th-8th grade students**
Recruitment	**Recommendation/Self-Selection**
Mentor/Mentee Matches	
Meetings	**During "Programs Block" for 1 quarter or longer**
Support/Supervision	**Counselor or Selected Adult**
Activities	**Homework Help** **Board Games** **School Volunteering (Teacher selected projects)**

Training for Big Friends/ Little Friends
Training for older students is provided by a counselor or a selected staff member. The training includes reminders of the responsibilities students will have including:

* Accepting responsibility for meeting at scheduled times, treating the younger students with respect, and letting the elementary teacher know if a meeting cannot be kept.
* Using appropriate language and behavior that should be exhibited when in school.
* An understanding of basic child development for the age group they will be working with, ie. What concepts are the children able to understand, what is normal behavior for children that age, how long is their attention span, etc.
* Behavior - the impact older school students' behavior, in and out of school, has on the younger students.
* Behavior management techniques and how to handle possible discipline problems.
* Confidentiality - when to keep it and when not to.
* Constructive criticism - how to give and receive it.
* Development of a list of appropriate, fun activities, such as books to read, games to play, movies to watch, music to listen to, etc.
* Emergency procedures, especially if high school students will be used as playground supervisors, recreational activity supervisors, etc.

* Positive reinforcement - its importance and basic tips for using it to keep students on task.
* Their purpose in visiting the classroom, or with individual students, and what the elementary teachers' expectations are.
* Ways to help younger students discover answers to questions without actually providing the answers.
* Which topics are appropriate for them to discuss with the elementary students? * Whom to visit with if they feel personal information that has been shared with them needs to be passed on to an adult.

Additional Programs

Creating Culture Through Morning and Afternoon Meetings:

As noted, the school-wide Morning and Afternoon Meeting is designed to offer SWD, ELL students, and those who may have academic and social difficulties necessary support.[4] Those conducting the school-wide meeting will emphasize the school's values of Respect and Empathy and highlight positive examples of that, grounded in the value vocabulary word being addressed for the week. It is important to note that the OACS plan includes that K-1, and possibly 2 will begin the year with their own meeting, addressing behavioral and cognitive components can be clearly addressed in an age and ability-appropriate way.

Social Emotional Learning: As referred to throughout this application, SEL is cultivated throughout the process of Morning and Afternoon Meeting times, as well as the integration of specific SEL standards into the school's K-8 curriculum.

Students will be exposed to a set standard for Social-Emotional Development, as well as experience the appropriate systems, methods, and practices necessary for students to meet their individual needs during the Elementary and Intermediate Years, and held to a higher standard of implementing the introduced and cultural practices they have been exposed to in high school. High school SEL will continue with the integration of speakers from OACS affiliates that focus on the monthly themes including components of community service, DEI, and SEL.

How the school maintains a safe and orderly environment:

As mentioned previously, part of OACS' mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. OACS' vision is to consistently provide a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long learners.

This vision is accomplished through the execution of systems involving Bloom's Taxonomy that support the internalization and value of the school rules of: Community Service and Community Involvement, Accountability, Respect, and Empathy. This is seen through the development of a school-wide behavior management system highlighting opportunities to practice the stated school rules and support teachers with creating a safe and orderly environment through opportunities for both positive and consequences

OACS' culture is one where students are offered positive reinforcement for exceptional behaviors and positive choices. OACS' culture is one where students are expected to consider others' feelings, respect others regardless of their personal feelings, and are held accountable for their choices. This is reflected in the school's rules and pledge and is therefore displayed throughout the classrooms and schools.

Though the Director of Student Services and Principal will be tasked with overseeing the main sources of support for school cultural and behavioral concerns, the School Counselor and Social Worker will be the immediate contact for isolated instances that rise above the class level. After the initial conversation, should the student require consequences, those will be given

[4] https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1143&context=education_masters

by the Director of Student Services or Principal who will inform the classroom teacher of the result for the teacher's files and parent communication.

When exceptional or repeated behaviors occur, the SANO process is started by the class teacher should he/she/they believe that an isolated instance is developing into a repeated pattern, or the isolated instance requires further support outside of the classroom teacher's expertise. During this process, headed by the Director of Student Services the Counselor/Social Worker, Director of Programs and/or Head of Special Education, Principal and Classroom Teacher attend a meeting about that student. This allows for brainstorming or best practice to occur. Meetings will be arranged per scheduling and as soon as possible from the date of form submission. Multiple students may be scheduled simultaneously if necessary. It is the responsibility of those in the meeting to identify if the concern is based on academics, behavior, or an outside concern not noted within the school's systems. This will direct the next steps with the student, teacher, and school.

It is essential for the Director of Student Services, Principal, and Director of Programs to maintain an outlook that focuses on foresight, problem-solving and celebrating the identification of areas of needed support. The OACS' culture will be directly linked to an open-door policy with parents and the expectation that the school's values will be adhered to by all staff members. The school's culture will be evaluated through the Teacher and Parent Survey presented in January and again in May (as noted in section R-09ad - Instructional Leadership regarding Program Evaluation).

The questions specifically directed towards the school's culture include:

1. Teacher: Do you feel as though OACS's vision of "providing an engaging, challenging, values-based education grounded in Science, Technology, Engineering, and Math. This is accomplished through the execution of systems involving Bloom's Taxonomy that support Community Service and Community Involvement, Accountability, Respect, and Empathy" is being accomplished? If not, please explain why.
2. Teacher, Parent, Student: Do you feel as though OACS is a positive environment?
3. Teacher, Parent, Student: What would you love to see change at OACS?
4. Teacher Specific: What is your favorite part of working at OACS?

R-10b - Discipline Policy

b. Discipline Policy
Provide the school's discipline policy for general education students.

Please see R-10a-Culture and Discipline and the R-14g - Complaint Policy regarding the school-wide behavior m management system. OACS will ensure that points listed on the SUNY Website under "Discipline Reference Book" are addressed during the initial two-week training along with training for staff to understand IDEA and discipline related to Special Education students.

In School Discipline: Throughout the school, a 3 Tiered system will be used to direct disciplinary measures:

Level 1	The incident has not occurred in the past. The incident is resolved in the classroom and an email is written to the homeroom teacher: necessary apologies and consequences are given. The incident is reported to the parents to maintain open communication. The teacher may begin the SANO System if he/she/they would like additional support in problem-solving.
Level 2	The incident has been made in the past (as Level 1) repeatedly. The homeroom teacher will escalate the incident to the parent and the Parent Engagement Coordinator and begin the SANO System for an internal plan of support. The Parent Engagement Coordinator will contact parents to review the situation and assemble notes. The complaint is escalated to the Director's Meeting so the Directors can proceed with support
Level 3	The incident has been made in the past (as Level 2) repeatedly or involves safety concerns. The teacher will escalate the complaint to the Parent Engagement Coordinator. The Parent Engagement Coordinator will contact parents to review the situation and assemble notes The school must proceed with further action including, but not limited to, requesting parents to immediately attend a school meeting as final support including exploration of additional action.

Expectations:
It is expected that all members of the school community will abide by the general rules for school behavior listed in R-10a Culture and Discipline.

Overall Conduct On School Grounds
All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to dress in respectful and appropriate attire for the purpose they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intimidate, harass or discriminate against any person, especially on the basis of race, color, creed, national origin, religion, age, gender, or disability. (Dignity for All Schools Act Violation)
3. Obstruct the free movement of any person in any place to which this Code applies.
4. Willfully incite others to commit any of the acts prohibited by this Code.
5. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
6. Use cell phones, pagers, or other electronic devices that can be an interruption to academic learning in the classroom. Visitors should “SILENCE” electronic devices when they enter the classrooms.
7. Disrupt or prevent the orderly conduct of classes, school programs or other school functions.
8. Distribute or wear apparel or other materials on school property or at school functions that are obscene, advocate the use of drugs, alcohol, tobacco products or illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
9. Use tobacco products (including vape products) on school property or at any school function.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances,or be under the influence of either on school property or at a school function.
11. Possess or use weapons, including but not limited to guns, knives, box cutters, etc. in or on school property, and or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School.
12. Gamble on school property or at school functions.
13. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
14. Loiter on school property.
15. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
16. Violate the traffic laws, parking regulations or other restrictions on vehicles, including the unauthorized operation of ATVs, snowmobiles and other such vehicles, as posted. The use of bicycles, hoverboards and skateboards are prohibited on school grounds; except as a primary transportation to and from school.
17. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
18. Demonstrate lewd or sexually inappropriate behaviors.

Additional Expectations For Conduct for Visitors on School Property

1. Anyone who is not a regular school staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school and state the purpose of their visit. 3. All visitors will be required to sign the visitor's register and follow specific building procedures.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings may be required to register.
5. Visitors are expected to refrain from taking class time to discuss individual matters with teachers. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The Principal or designee may accompany visitors during the visit when appropriate. Visitors are expected to maintain confidentiality regarding any information acquired during the course of the visit.
5. Any unauthorized person on school property will be reported to the Principal or another Director. Unauthorized persons will be asked to leave.

The police may be called if the situation warrants. Before a student may be released from the building with a visitor, the visitor must be approved as having the legal right to pick up the student. The visitor will remain in the main office while waiting for the scholar to arrive.

Persons who violate the aforementioned shall be subject to the following penalties:

Visitors: Authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they will be removed and may not return. The duration of time visitors will not be permitted on school grounds will be determined by the severity of the action and in accordance with the law.

Students: Be subject to disciplinary action as the facts may warrant, in accordance with due process requirements noted in the School-wide Behavior Management Policy described in 10a-Culture and Discipline including loss of Dojo dollars, loss of Programs block time, suspension or expulsion. Time lost by students will be monitored by a classroom aid or a designated teacher.

Students are afforded the right of due process which ensures that all students will receive the opportunity to provide an argument contrary to that which is stated. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion.

Faculty Members and Staff: Be subject to disciplinary action as the facts may warrant. They shall be subject to warning, reprimand, suspension or dismissal in accordance with any legal rights they are entitled to.

To directly address parent concerns, the following policy has also been incorporated into the overall Discipline Policy of the school:

Anti-Bullying and Harassment Policy

Purpose

The purpose of the Olean Academy anti-bullying and harassment policy is to ensure a safe environment. As noted in the Olean Academy vision, the school environment vows to offer a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long learners.

Olean Academy vows to actively ensure the prevention of harassment and discriminatory behaviors through the promotion of a value-based environment and daily school-wide meetings focused on specific concepts. Additionally, Olean Academy will consider cultural differences, hairstyles, and other aspects of traditional policies to ensure they are inclusive for all students and families.

Olean Academy will maintain specific records regarding incidents of discrimination and harassment that occur. These notes, as well as

Policy for Staff

The policy for Olean Academy staff is to maintain a positive, safe, and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying.

Specifically, no student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

All staff must actively work to ensure this policy is adhered to on school property, a school bus and/or at a school function.

Internet and Social Media Policy: School employees are prohibited from communicating with students and parents on social media. While remaining a staff member of Olean Academy, all staff member's social media accounts must be set to limited status to ensure students and parents are unable to see more than general information. Though social media is not an option, teachers are welcome to offer their telephone number or personal email as a means of communicating with parents they have developed personal relationships.

Policy for Students

Harassment is defined as aggressive pressure or intimidation. At Olean Academy, harassment of any kind is unacceptable. Examples of harassment include, but are not limited to:

- Touching another person without his/her/their permission
- Making jokes or remarks that may be considered hurtful to another person
- Intimidating another person physically or emotionally
- Threatening another person verbally or by actions
- Actively attempting to control another's behavior or actions

Students should report any form of harassment immediately to their classroom teacher or another school official. All reports will be noted, investigated, and kept as confidential as possible. All instances of harassment will be addressed on a case-by-case basis. Your safety is our priority!

Internet and Social Media Policy: Students will be prohibited from using social media during school hours. We encourage parents to develop and maintain guidelines for their children regarding social media after hours.
Please note: The Dignity for All Students Act, Title IX, New York State Education Law

Procedure For Harassment Complaints
From Staff Regarding Other Adults or Children:
All Harassment Complaints will require the Harassment and Bullying Form to be completed and emailed to the staff member's direct supervisor (head of department, coordinator, director) who will escalate the complaint regardless of severity. The following are examples of solutions that may occur. It is essential that, regardless of whether the immediate supervisor is able to resolve the problem or not, each harassment complaint made by a staff member (about another adult or a child) is communicated so that all directors are aware.

From Parents Regarding Other Children:
All Harassment Complaints will pass through the Parent and Community Coordinator. The individual in this position will note the complaint and escalate the complaint to the Director's Meeting so that necessary measures can take place. The following are examples of solutions that may occur:

- Interviews of both students including, but not limited to the acquisition of evidence and/or the preparation of a written statement
- A SANO (Students Are Number One) File with necessary procedures involving classroom teachers
- Separate meetings with the necessary students' parents

If the report involves a crime, the school must notify the local police must be notified.

From Students Regarding Adults or Other Children:
All Harassment Complaints must be reported to the classroom teacher or nearest adult. At that point, the staff member will script an email using the Harassment and Bullying Form (to ensure notes are put in writing) and escalate the concern to his/her/their supervisor, as well as the students' classroom teacher(s). It is essential that actions are taken immediately as all staff are under the directive to take bullying and harassment with the utmost seriousness.

At Olean Academy there are three types of complaints:

Level 1	The complaint has not been made in the past. The complaint is resolved in the classroom and an email is written to the homeroom teacher: necessary apologies and consequences are given. The complaint is reported to the parents to maintain open communication.
Level 2	The complaint has been made in the past (as Level 1) and repeatedly. The homeroom teacher will escalate the complaint to the Parent Engagement Coordinator. The Parent Engagement Coordinator.r will contact parents to review the situation and assemble notes, as well as inform the DASA Coordinator The complaint is escalated to the Director's Meeting so the Directors can proceed with support

Level 3	The complaint has been made in the past (as Level 2) and repeatedly. The teacher will escalate the complaint to the Parent and Community Coordinator The Parent Engagement Coordinator will contact parents to review the situation and assemble notes The school must proceed with further action including, but not limited to, requesting parents to immediately attend a school meeting as final support including exploration of suspension or other action*.

*Olean Academy is legally obligated to provide alternative instruction to any student who is suspended or expelled

R-10c - Special Education Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

As a supplement to the OACS R-10b - Discipline Policy, please note the following:

Existing law prohibits school districts from discriminating against students in the disciplinary context, therefore, Olean Academy Charter School will monitor all student disciplinary measures to ensure that SWD are not unfairly being discriminated against. The Principal is the primary contact for all teacher, parent, and student concerns, with the Director of Student Services, who acts as Head of Special Education Services in support.

For Olean Academy Charter School, it is recognized that disruptive or undesirable behavior by a student might be caused by:

- Impact of a student's disability in the educational setting
- Frustration, anger, anxiety, and depression as a result of not having educational needs met

Students will not be penalized or punished for conduct that is the result of their disability. Behavioral challenges and changes of placement will be addressed through the IEP process to prevent interruption of educational services.

A student's IEP is designed to enable access and make progress in the general education curriculum. For this reason, should disruptive behavior occur when the student has an IEP or could receive one in the future, OACS will first refer to the student's IEP plan for support with how to proceed.

It is well known that suspension from school does not deter misbehavior and contributes to lower academic performance. Suspension or removal from class will be used as a last resort after all other possible interventions have been noted.

Other interventions include but are not limited to: instruction and reinforcement of school expectations, violence prevention programs, anger management groups, behavioral coaching, and social skills instruction. This includes but is not limited to, IDEA Specific Resources including: Functional Behavior Assessment (FBA), IEP Team, Behavioral Intervention Plan (BIP)

Should a behavior demonstrate an impact to a student's learning, a Functional Behavioral Assessment will be conducted to determine if the behavior is related to the student's disability. If the result demonstrates that the behavior is not a result of the student's disability, disciplinary procedures will occur in the same manner as they would be applied to a student without a disability.

If disciplinary removals do not constitute a change of placement, the school will impose discipline in accordance with its policies, as long as it is not discriminatory or create a pattern of disciplinary action.

- Disciplinary Change of Placement: Removal for more than 10 consecutive school days; or 2. Series of removals that constitute a pattern.

- A pattern is defined as: More than 10 days in school year; behavior that is substantially similar; and includes additional factors, such as the length of each removal, the total amount of removal, and the proximity of removals to one another.

- Removal: Out-of-school suspensions, in-school suspensions, bus suspensions, expulsions, and removal to an Interim Alternative Educational Setting. Time out, after-school detention, and lunch detention are not considered a removal. Parents must be notified on the date that a decision was made to change placement as a result of disciplinary removals.

Drugs, Weapons, Serious bodily injury: School personnel will remove any student to an interim alternative educational setting (IAES) for up to forty-five school days if any one of the three listed special circumstances is present: drugs, weapons, or serious bodily injury, even if the conduct is a manifestation of the child's disability.

The Individuals Monitoring the Effectiveness of the Policy: Principal and Director of Student Services

Olean Academy Charter School provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

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

• The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:

o Have available to them a free, appropriate, public education ("FAPE");
o Are appropriately evaluated;
o Are provided with an Individualized Education Program ("IEP");
o Receive an appropriate education in the least restrictive environment ("LRE");
o Are involved in the development of and decisions regarding the IEP, along with their parents; and, o Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

• The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information

from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.

• The education corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.

• The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

• The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

• The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

• The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

• The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

• Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

R-10d - Dress Code Policy

Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

OACS has determined the most cost-effective and practical dress code is to use black chino-style pants and a gray polo. Both are able to be purchased at the local Walmart who has verbally agreed to order sufficient quantities should the school open. Walmart is also willing to explore the option for uniform donation should Olean Academy Charter School open. If requested, and when need demonstrates, students from FRDL households will receive one uniform free. Grants will be explored for families including, but not limited to the “Back to School Grant”[1]

As a research-driven institution, Olean Academy Charter School plans to enforce the following stated uniform policy to prepare students for success in the classroom and in the future. Olean Academy Charter School believes in an equitable dress code[2]. Subsidized uniform cost is available for qualifying parents.

Please note the following:

- All students are expected to come to school every day, fully dressed in their school uniform, regardless of weather or any other conditions that may arise.

- Students must wear their gym uniform for the days they are assigned to participate in physical education.

- Olean Academy Charter School strictly enforces its dress code, and uniform and policy. Failure to wear the school uniform violates the school's uniform policy.

- Shirts must fit appropriately and must be tucked in at the waist.

- T-shirts worn under uniform shirts must be solid white, must be free from any graphics, and may not hang out from an outer garment at hemline or sleeve.

- Pants and skirts must fit properly and be worn appropriately. All skirts should be knee length, or no more than 2 inches from knee length.

- For warmth, students can wear a logo-free gray blazer or sweater- not a sweatshirt-jacket or sweater, or uniform sweatshirt for gym days. No Hoodies are allowed on school grounds.

[1] https://ny.chalkbeat.org/2022/8/11/23302135/back-to-school-costs-for-ny-low-income-families
[2]https://journalistsresource.org/education/school-uniforms-research-achievement/#:~:text=The%20researchers%20found%20that%20the,with%20classes%20starting%20on%20time.%E2%80%9D

- Physical Education/gym shirts or sweatshirts, sweatpants, and sneakers must be worn for PE/gym class. Students not in PE/gym attire will not be able to attend gym.

- Earrings (studs) must be close to the earlobe. No dangling earrings.

Personal Care

- Students may not wear strongly scented lotions/perfume while on school grounds, including on the school bus.

- Students' nails should be clean and cut short for safety.

- Students' hair must be washed regularly.

- Students may wear religious head coverings and/or jewelry.

- The Director of Student Services is responsible for ensuring compliance and informing parents of non-compliance. Teachers will monitor student uniform policy and email the Director of Student Services if there is a violation.

- Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

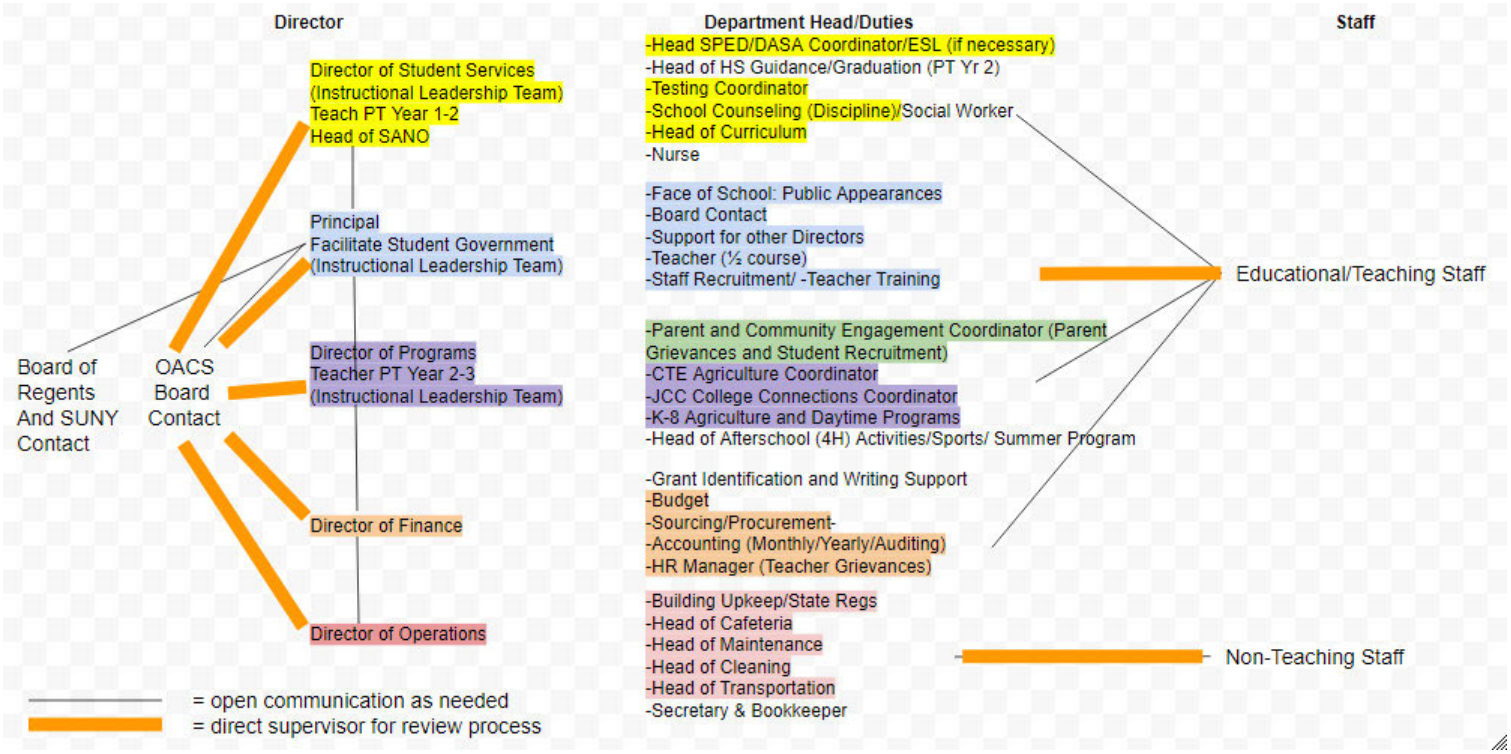
Parents/Guardians Note To Be Included: Please wash your child's school uniforms often. We recommend parents purchase two or more uniforms for the week (pants, shirts, skirts, socks) so that it does not become a hardship doing laundry several times per week. Clothing must be clean, pressed, in good condition, and fit appropriately. Please also ensure that your child bathes regularly and brushes their teeth daily!

R-11ab-School Management and Leadership

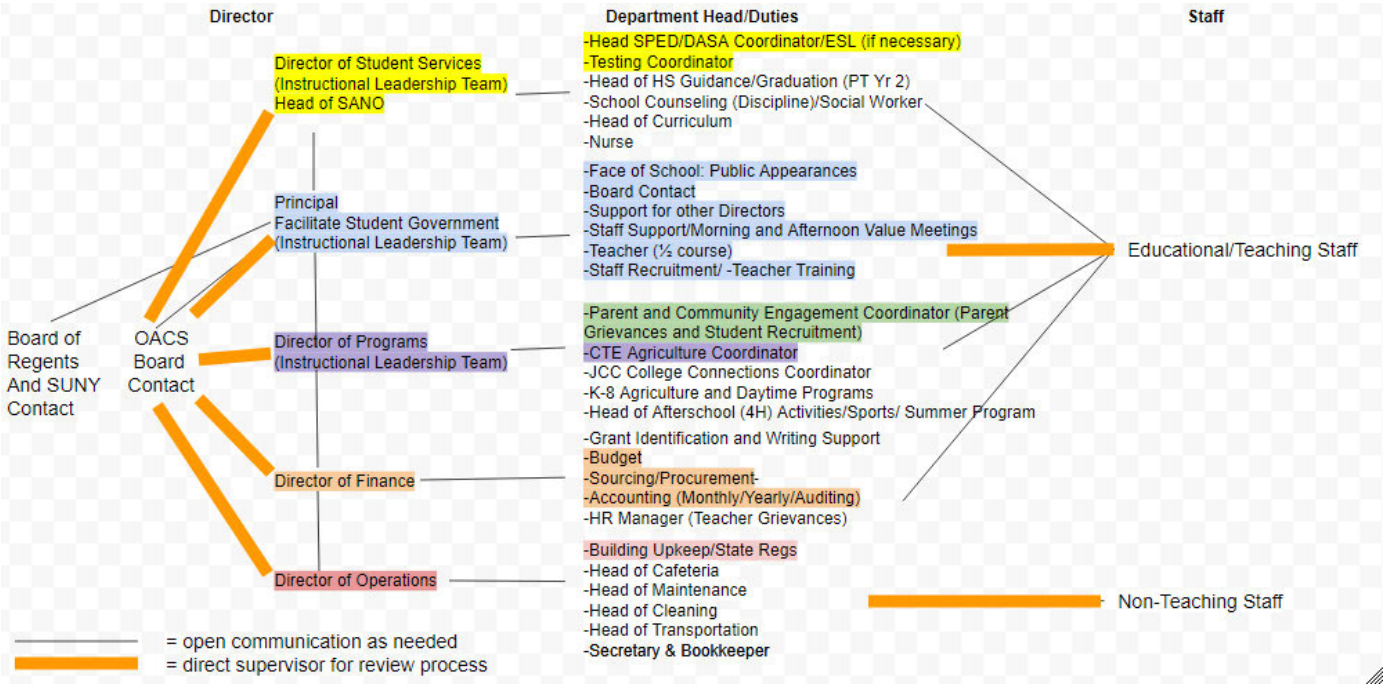
a. Organizational Charts

Complete the table provided in the budget template to list all instructional and noninstructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.

Year 1



Year 5: Changes due to internal promotion or hiring of qualified individuals:



b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

• Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);

• Outline the evaluation procedures for staff in management positions; and,

• Describe recruitment plans for the school leader including:

o The process and criteria the school will use to select the school leader;

o Who has been or will be involved in the selection process; and,

o The role of any CMO or partner organization (if any) in the selection process.

Management Practices and Procedures:

OACS includes five directors, one of which is the school's Principal. These Directors operate to meet their individual objectives setting the tone for a systematic and predictable environment. There will be a weekly meeting all Directors will participate in. This meeting, set at a time appropriate for all directors, will be where each member updates the others on progress, areas of concern, or raises action for voting. When areas of concern bridge into another Director's role, or require a full school adjustment, ⅔ majority must be in favor of the action or change. This will ensure that, when possible, positions such as the Director of Programs or Director of Finance can be fairly included ensuring the long-term success of the environment in areas that are often overlooked to solve problems quickly.

This approach, often referred to as “Horizontal Governance” or “Horizontal Management was selected as the school will have no more than 250 students in its five-year term.[1] OACS Founding Board has been very conscious of finances, as well as the most effective ways to ensure the school community remains after the five-year review. Initiating a school management structure that promotes a collaborative environment with a specific structure (⅔ majority vote), creates a more engaging work environment, promotes rapid, positive growth and change, as well as encourages all sides of a problem to be analyzed before a solution is found.[2]

Within this structure, there is a clear point of contact within the school and for the teachers, as well as an evaluation process that allows for a full evaluation of a Director’s operation instead of solely what a direct supervisor sees. By including the Board of Directors in the leadership evaluation process, the board remains connected to the school, though they are not overseeing day-to-day operations unless a grievance or difficulty arises within the Leadership Team.

During the first year of operation, Olean Academy Charter School plans to consciously set long-term culture for the school by placing organizational set-up under the school’s Directors. This considers school cost, initial program set-up, as well as effective training and development for school community, to ensure the school’s mission and key points are maintained over the first 5 years. Positions such as “Heads of” and “Coordinators” will be designated throughout the first five years based on application, past teacher evaluations, and Positive Culture Plan participation.

Key Points:

- Each Director has set responsibilities to ensure all staff knows who to speak to immediately and have their concerns addressed. This supports school effectiveness and works to support staff in all areas of their job.
- School-wide operations and concerns are addressed by the Principal to be delivered to the team.
- Having two individuals addressing behaviors (immediately through the principal and analysis and planning through the Director of Student Services) will ensure that parents and students have a point of contact with questions and concerns as a collective, monitoring each others’ performance, working together to solve an identified problem, and abiding by their specific job descriptions, but also together below the OACS board.
- The Principal is the direct contact with the OACS Board. The other Directors absorb components of a traditional “Principal” or “Vice Principal” position. This is meant to allow the Principal to dedicate more time to immediate student and parent concerns, and support the development of a positive school culture, as suggested in research.[3]

Principal: The principal is the “Face of School”, the one in charge of public appearances and the primary contact (parent, Board, SUNY, Board of Regents) for OACS, primary staff support, the one who sets the tone for morning and afternoon meetings, primary support for student behaviors (along with

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[1] http://www.centreforliteracy.qc.ca/sites/default/files/CTD_ResearchBrief_Horizontal%20Governance_sept_2009.pdf

[2] https://targetteal.com/en/blog/horizontal-management/#:~:text=The%20term%20horizontal%20management%20has,books%20that%20address%20the%20topic.

[3] https://www.ascd.org/el/articles/first-engage-the-teachers-a-principals-role-in-cultivating-staff-motivation

Director of Student Services), a Program's Block Teacher (student government or school newspaper), primary support for staff recruitment, monitor of teacher training and teacher evaluations. Ideally, the school's principal will be familiar with the 5-year review process, organizational development, and a clear demonstration of foresight to support positive change in the school. Should the school board be unable to identify a qualified candidate, or should St. Bonaventure be unable to support the hiring for the position of Principal, public contact Shannon McIntyre has agreed to accept the position and step down from a position as Trustee. Shannon's background includes experience through a 5-year review process with a charter school in Washington, DC, as well as policy and curriculum development as acting head of the school.

Director of Student Services: In Year 1, the Director of Student Services will be acting Head SPED/DASA Coordinator/ESL as needed, act as head of discipline (advocate for parents during communication and throughout the RTI process, oversee Social Worker, act as the Head of Curriculum, oversee the Nurse, support with special education teaching (no more than 3-5 students), act as an answer for immediate student behavior concerns in conjunction with Principa, and oversee Head of HS Guidance/Graduation (PT Yr 2), oversee School Counseling (Year 3). Though not approached, OACS has an individual in consideration for this position. With a Master's Degree in Social Work and Special Education, this individual may be able to transfer positions in 2024.

Director of Programs: In Year 1, the Director of Programs will oversee the Parent and Community Engagement Coordinator (Parent Communication and Grievances), oversee K-8 Agriculture and daytime programs including 4 H afterschool, oversee the athletic director (PE Teacher), oversee field trip calendar and scheduling, arrange for teacher requests regarding all program components of the curriculum including accessibility (Place-based, Project-based)**,** act as CTE Agriculture Coordinator (Year 2), JCC College Connections Coordinator (Year 2), Currently, the OACS is in conversation with a high school Science Teacher with a STEM background who is able to obtain the necessary CTE qualifications and will take the position provided relocation works smoothly.

Director of Operations: In Year 1, the Director of Operations will oversee the cafeteria manager, training him/her/they regarding state regulations and necessary grants with organizations OACS finalizes support from, oversees maintenance and cleaning, acts as Head of Transportation, oversees the school secretary, oversees technology support, and oversees Staff Grievances through the support of the PT HR/Bookkeeper. Currently, the OACS does not have a potential individual for this position and plans to hire through the recruitment fair and through the use of Indeed.

Director of Finance**:** In Year 1, The Director of Finance will ensure effective grant identification and offer writing support, budgeting, conduct sourcing/procurement, perform necessary accounting (Monthly/Yearly/Auditing), communicate with the PT Bookkepe, support the Teacher's financial needs regarding sourcing. Currently, OACS is in conversation with Penny Dowell who is a founding board member and has an Associates Degree in Finance and is graduating with an MBA from St. Bonaventure University.

Director Evaluations:

Director evaluations include a three-part process. The first part is a self-evaluation of the points listed in the job description on a scale from 4-1 (4: Supersedes the expectation, 3: Exceeds the expectation, 2: Meets the expectation, 1: Does not meet the expectation).

The second part is an anonymous evaluation from the other directors of the same points listed in the job description. Results are emailed to the OACS Board for their evaluation. Meetings will be held

with each Director in January and May based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a Director. Scores below 80% will be addressed by the current board members with actions including, but not limited to: goal-setting, regular communication, warning, or termination through the OACS Board.

Director Portfolio Development Plan*:* Similarly to the teachers, the Directors, and Principal will also be required to develop a portfolio based on the Professional Standards for Educational Leaders[4] to be presented to the Board of Trustees. This portfolio is meant to highlight the Director's contributions to the OACS and afford the Director the opportunity to evaluate personal and professional goals in a reflective setting that will support internal promotion and staff retention.[5] Though the Principal is responsible for relaying communication between the school and the board throughout the year, the Director-based portfolio plan is meant to support a culture of open communication, highlighting positives, and opening the opportunity for effective support when necessary.

Coordinator and "Head of" Positions: Coordinators and "Head of" evaluations will mirror the Director's evaluation process, with the immediate supervisor performing the second part of the evaluation process.

Recruitment and Responsibility: Recruitment for the Directors and Principal will initially be conducted by the founding board and will include support from St. Bonaventure University School of Education. Further recruitment will be conducted by the OACS Board of Trustees. This will include actively soliciting support from affiliations and those interested in the long-term success of the school.

The Board of Trustees will be charged with seeking and finalizing a facility, monitoring the hiring of the school's Directors and Principal, and establishing necessary training and protocols with SUNY and the Board of regents to ensure all employees are adequately prepared for school start-up. The board expects to accept incoming trustees from St. Bonaventure University, a representative from Boundless Connections (Female and Minority run business), a representative from Canticle Farms, and a representative from Ellicottville Greens who will ensure the success and adherence to the plan set for OACS Instruction and Programming.

Remaining from the founding board with recruitment and hiring experience will be Shannon McIntyre, Dr. Jason Eastman, Penny Dowell, and Dave Mcintyre (ex officio) as Trustees. The OACS board has received demonstrated interest from two potential parents who plan to apply for a board position should the school be opened. Additionally, OACS Board has received noted interest from [redacted] (Representation from the Seneca Nation) and [redacted] (Cattaraugus-Allegany Workforce Development Board, Inc.), as well.

After Year 1, School Management and Leadership will be sought by both the OACS Board and the remaining Directors/Principal. The final hire will be made by the board with strong input from the Directors' and Principal's feedback.

*There is no CMO or partner organization associated with OACS

[4]https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

[5] https://openminds.com/next-generation-forum/blog/reflective-supervision-employee-retention-strategy/#:~:text=Organizations%20in%20the%20health%20and%20human%20services%20industry%20are%20finding,of%20satisfaction%20and%20career%20growth.

R-12ac - Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response.

Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.

		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160	185	210	235	260
		***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*				
ADMINISTRATIVE PERSONNEL FTE		**FTE**				
Executive Management						
Instructional Management		1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators		3.0	3.0	3.0	3.0	3.0
CFO / Director of Finance		1.0	1.0	1.0	1.0	1.0
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0
Administrative Staff		2.5	2.5	2.5	2.5	3.5
TOTAL ADMINISTRATIVE STAFF		8.5	8.5	8.5	8.5	9.5
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		9.0	8.0	8.0	8.0	8.0
Teachers - SPED		2.0	3.0	4.0	4.0	4.0
Substitute Teachers		1.0	0.0	0.0	1.0	1.0
Teaching Assistants		1.0	1.0	2.0	2.0	2.0
Specialty Teachers		5.0	13.0	13.0	15.0	16.0
Aides		1.0	1.0	1.0	1.0	1.0
Therapists & Counselors		1.0	1.0	1.5	2.0	2.0
Other		1.0	1.0	1.0	1.0	1.0

TOTAL INSTRUCTIONAL		21.0	28.0	30.5	34.0	35.0
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		1.0	1.0	1.0	1.0	1.0
Librarian		0.0	1.0	1.0	1.0	1.0
Custodian		2.0	2.0	2.0	2.0	2.0
Security		0.0	0.0	0.0	0.0	0.0
Other		1.0	1.0	1.0	1.0	1.0
TOTAL NON-INSTRUCTIONAL		4.0	5.0	5.0	5.0	5.0
TOTAL PERSONNEL SERVICE FTE		33.5	41.5	44.0	47.5	49.5
STAFFING PLAN WAGES		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160.00	185.00	210.00	235.00	260.00
	***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*					
	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management		$ -	$ -	$ -	$ -	$ -
Instructional Management	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158
Deans, Directors & Coordinators	$ 56,667	$ 170,001	$ 175,101	$ 180,354	$ 185,765	$ 191,338
CFO / Director of Finance	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158
Operation / Business Manager	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158
Administrative Staff	$ 40,000	$ 100,000	$ 103,000	$ 106,090	$ 109,273	$ 152,551
TOTAL ADMINISTRATIVE STAFF		$ 465,001	$ 478,951	$ 493,320	$ 508,119	$ 563,363
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 41,000	$ 369,000	$ 337,840	$ 347,975	$ 358,414	$ 369,167

Teachers - SPED	$ 41,000	$ 82,000	$ 125,460	$ 170,224	$ 175,331	$ 180,590
Substitute Teachers	$ 28,800	$ 28,800	$ -	$ -	$ 28,800	$ 29,664
Teaching Assistants	$ 35,000	$ 35,000	$ 36,050	$ 72,132	$ 74,295	$ 76,524
Specialty Teachers	$ 41,000	$ 205,000	$ 539,150	$ 555,325	$ 653,984	$ 714,604
Aides	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510
Therapists & Counselors	$ 45,000	$ 45,000	$ 46,350	$ 70,241	$ 94,848	$ 97,693
Other	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510
TOTAL INSTRUCTIONAL		$ 804,800	$ 1,126,050	$ 1,258,332	$ 1,429,381	$ 1,513,263
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 35,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020
TOTAL NON-INSTRUCTIONAL		$ 110,000	$ 113,300	$ 116,699	$ 120,200	$ 123,806
TOTAL PERSONNEL SERVICE WAGES		$ 1,379,801	$ 1,718,301	$ 1,868,350	$ 2,057,701	$ 2,200,432

Overall Structure: As the Olean Community is not as large as other communities with charter schools, staggering the introduction of staff will support adherence to the budget. Throughout staffing and salary determination, OACS has used figures from Olean Public Schools as well as private schools in the area. This was done through conversations with previous and current employees. As there are 5 active Directors (4 and 1 Principal), roles and responsibilities are significantly more defined and therefore work to alleviate additional tasks that typically overwork a school's leadership.

By slowing introducing internal promotions as a motivation for staff, as well as ensuring the culture of the school remains intact, OACS hopes to alleviate the difficulty of finding specialized staff. OACS founding board believes there are long-term benefits of training staff for internal promotion as it will create a culture of life-long learning among staff and therefore students.

As one can note from the staffing structure, highlights include an assistant, a full-time bookkeeper, a grant writer a therapist, a teaching assistant, and an aide. The goal of the founding OACS is to include foresight in planning to support effective management of funding, as well as support staff in closing learning gaps that exist per the community assessment and within parent conversation.

Additionally, through conversation with the School of Education at St. Bonaventure and a new hire at Olean City Schools, OACS Founding Board believes that staffing using a salary scale that sets individuals at 0-4 years of experience at a starting salary of $40,000 with a mandatory 5% pay increase yearly will ensure a broader range of experience as 0-4 years of experience at Olean Academy will likely pull retired educators from the community eager to participate in the innovative curriculum.[1]

[1] July 2022 conversation with previous school principal (requested to remain anonymous), and [redacted], a previous school administrator who wrote a letter of support.

SWD/ESL Management Plans: The Director of Student Services is tasked as the acting Head of Special Education for Year 1 and Year 2. One of two special education teachers will be designated the Head of Special Education after Year 2 should there be an individual sufficiently qualified. The purpose of this arrangement is to set a tone and ensure the effective development of systems for students with special needs and their support programs.

Instruction in a Remote Setting: Should remote education be required, the Director of Student Services (therefore also the Parent Engagement Coordinator) and Director of Programs will coordinate the dissemination of necessary materials to students who lack technology and/or materials. Starting in Year 1 there will be a part-time Technology Coordinator who, if necessary, will serve as the contact for remote learning technology concerns from 8 am to 12 pm and forward parent concerns to the necessary Director or the Parent Engagement Coordinator. The hired teaching assistant would act as student support for those with Special Needs and who have difficulty processing information online.

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Job Descriptions: The following job descriptions will be used to hire key administrators and teachers. Variations of these descriptions will be used to hire other staff members. All job descriptions will include the following:

General Knowledge and Skills

- Knowledge of organizational systems, the role of public education in the United States, racial equity, social justice, culturally relevant instruction/practices, and special education laws and practices.
- Strong Special Education law understanding.
- Ability to collaborate with families and community members of diverse cultural and educational backgrounds.
- Ability to manage personnel and programs.
- Effective written and verbal communication skills.
- Problem solving skills.
- Knowledge of curriculum and research-based programming.
- Knowledge of New York State and federal education laws/regulations

Language Skills: Ability to instruct and guide parents; ability to speak clearly, write legibly; able to discuss problems and disagreements in a professional manner; ability to communicate effectively with diverse groups. Spanish and/or Arabic-writer and speaker added plus.

Reasonable Ability: Appropriate conduct and behavior shown in all contacts with supervisor, staff, parents, students and community

Work Environment: *Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.*

- General office conditions and moderate noise levels.

Physical Requirements The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to sit for extended periods of time. Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment. Occasionally required to drive to other locations.

- **Maintenance:** Expectation to lift up to 50 lbs.

AAP/EEO Statement: *Olean Academy Charter School is based on an inclusive philosophy that does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, marital status, creed, sexual orientation, familial status, citizenship, veteran or military status, or any other characteristic protected by law in its hiring procedures and policies.*

Director of Student Services

Duties

- Provides leadership and execution of school vision regarding special education, DASA Coordination, Attendance, Guidance Services, General Curriculum, and School Safety
- Collaborates with staff, families, and the community in developing and implementing services and/or programs
- Incorporates policies and procedures in accordance with laws and regulations.
- Guides directs, and participates in serious discipline processes, including student difficult decisions such as suspensions and expulsions following preset policies and procedures.
- Ensures that all practices in the district are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level and be prepared for post-secondary success.
- Supports in the preparation of necessary budgetary components that monitor, maintain, develop, and execute student services.
- Support in holding teachers and staff accountable for high performance, personal improvement, and adherence to Olean Academy values, through ongoing communication and evaluations.
- Oversees Federal Title Grant programming in coordination with the Director of Finance
- Coordinates school-based mental health programs
- Oversees Head of Special Education/DASA Coordinator, Head of Guidance and Graduation, School Counselor, Head of Curriculum, ESL Support, AIS Support, and the school nurse
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years experience working directly with students
- Education administration experience and ability to obtain SBL Certificate in New York State

Length of Contract: We welcome new hires for 1 year

Payscale: $60,000+ (on payscale)

Principal (K-12)

Duties

- Provide leadership to the school as a visible and accessible presence.
- Internalize the Olean Academy mission and vision, curriculum, and future plans
- Lead the school's educational program using a research-based, culturally responsive, and positive demeanor that focuses on improving the existing systems
- Support the selection, development, evaluation, and supervision of all staff
- Support in holding teachers and staff accountable for high performance, personal improvement, and adherence to Olean Academy values, through ongoing communication and evaluations.
- Monitor school and classroom-level communication with families
- Coordinate with the Parent and Community Coordinator to plan and execute family meetings and events
- Listen to families and respond to their concerns promptly and productively
- Welcome school visitors and confidently represent Olean Academy at meetings with partner organizations, special events, community meetings, etc.

- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years experience working directly with students
- Education administration experience and ability to obtain SBL Certificate in New York State

Length of Contract: We welcome new hires for 1 year
Payscale: $60,000+ (on payscale)

Director of Operations

Duties

- During the initial 5 years: Plans, schedules and assigns employees to various cleaning, maintenance, repair, ice and snow removal, renovation and building safety tasks
- Along with the Director of Finance, ensures that all practices in the district are legal and ethical including, but not limited to: Planning, coordinating and conducting periodic inspections of all facilities required by local, state or federal law such as fire inspections, asbestos inspections, insurance safety inspections and annual visual inspections of all school facilities as required by New York State Education Commissioner's Regulations to ensure compliance with applicable codes and standards
- Oversees general building upkeep according to New York State regulations
- Oversees Head of Cafeteria, Head of Maintenance, Head of Cleaning and those departments
- Inspects work performed by cafeteria, custodial or maintenance employees or private contractors to insure proper cafeteria management, cleaning, maintenance, repair and groundskeeping procedures are being followed, checks for safety and health hazards, and makes recommendations for correction and improvements
- Monitors all phases of capital construction projects; acts as liaison between the school district and contractors, or construction managers engaged in providing services to school district properties
- Makes determinations about scope of maintenance and/or repair activities
- Support the selection, development, evaluation, and supervision of all staff
- Contribute to strategic planning about the future of the school
- Administers Facilities policies and procedures
- Oversees Transportation and necessary arrangement with districts
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Graduation from high school or possession of a high school equivalency diploma and either:
  (a) Bachelor's Degree in Civil, Electrical or Mechanical Engineering or closely related field and one (1) years of work experience where the primary function was building maintenance and operations, two (2) of which must have been in a supervisory capacity; or
  (b) Associate's Degree in Construction, Building or Mechanical Technology or closely related field above in a supervisory capacity; or (c) a satisfactory equivalent combination of the foregoing training and experience.

Length of Contract: We welcome new hires for 1 year
Payscale: $60,000+ (on payscale)

Director of Finance

Skills

- Extensive experience and strong demonstrated capabilities with computerized financial software and information management tools
- New York State certification or ability to be certified as a School Business Administrator
- Demonstrated effective organizational and interpersonal and communication skills
- Demonstrated ability to enhance organizational culture
- Strong analytical abilities
- Strong understanding of School and Municipal accounting and finance regulations
- Formulates policies and procedures governing financial matters, and administers all financial policies

Duties

- Supervises all accounting operations, including payroll, accounts payable, requisitions and purchase orders.
- Reviews, develops, and administers the computerized budget and accounting system, which is consistent with state and municipal regulations and requirements.
- Conducts biweekly review of all fund balances, and prepares detailed financial reports of all fund accounts for the School Committee, quarterly or as needed.
- Prepares the annual End of Year Report for submission to the New York State Department of Education
- Coordinates and administers the internal and external audits of all fund accounts.
- Prepares strategic short and long run fiscal analysis and reports, and provides financial research data to the Superintendent and School Committee
- Plans, analyzes, and administers district-wide procurement of goods and services, including leasing contracts.
- Plans, analyzes, recommends, and implements operating and efficiency measures to reduce direct and overhead costs.
- Establishes and administers an accurate, up-to-date asset management and inventory control system.
- Assists the administrative team in the preparation of bid documents and analysis of cost proposals.
- Oversees all matters pertaining to risk management.
- Develops a comprehensive financial profile of school system operations for dissemination to school and town committees, boards, officials, and community members.
- Oversees Grant Writing as necessary along with Title Funding with Director of Student Services
- Maintains Human Resources information for all employees
- Develop, design and implement policies, procedures, programs, and guidelines to support the alignment of the workforce with the organization's strategic goals.
- Maintain human resources policies and procedures for the HR Manager's assigned lines of business to ensure they are current, relevant and supporting the needs of the organization, while also complying with the appropriate federal, state, and local laws
- Ensure quick resolution and proper documentation of employee concerns and performance management issues, including evaluating performance documentation up to employment termination by utilizing policy, HR tools, labor regulations and HR methodologies.
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Minimum of Bachelor Degree in Business Administration, Accounting or Finance
- Minimum of three years of successful employment in School or Municipal accounting or financial management

Length of Contract: We welcome new hires for 1 year
Payscale: $60,000+ (on payscale)

Director of Programs

Skills
- Knowledge of and or work with NYS career and technical learning standards
- Desire and knowledge to balance students' social/emotional and academic/intellectual needs.
- Evidence of strong communication and interpersonal skills with parents, staff and students
- Desire and ability to work collaboratively with an academic team including an interdisciplinary approach to lesson design
- Knowledge of strategies in the areas of literacy and writing
- Knowledge of Common Core Learning Standards and IB Curriculum
- Uses varied instructional methods and assessments to support:
    - Engaged learning
    - Integration of 21st century skills
    - Integration of Multiple Intelligences and Bloom's Taxonomy
- Evidence of strong classroom management with an emphasis on student engagement and student success in the classroom.

Duties
- Commitment to curriculum development, professional development, flexible teamwork, and instructional technology
- Knowledge of agriculture trends and instruction at the secondary level.
  Supervise Parent and Community Engagement Coordinator (Parent Grievances), JCC College Connections Coordinator, K-8 Agriculture and Daytime Programs
- Classified as the school's CTE Agriculture Coordinator to perform necessary duties accordingly
- Coordinate Teacher Training with the support of other directors
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Certification Type: Agricultural Engineering and Mechanics {8262}, Agricultural Production, Science and Business {8261}, Agriculture {6011}, or ability to obtain
Length of Contract: We welcome new hires for 1 year
Payscale: $60,000+ (on payscale)

<u>Parent and Community Engagement Coordinator</u>
Skills
- Works in collaboration with counties child care supports and their staff to ensure children and families have requested needs met
- Actively participate in parent or group meetings, community collaborations and affiliations in order to advocate for all children and families of Olean Academy
- Engage parents in volunteering, community service, and other ways of contributing to program activities and services
- Monitor children's attendance and provide support services to families as needed
- Serve as a parent liaison for grievances and concerns
- Performs other duties as assigned regarding community outreach and parent communication
- Provide information and trainings for parents and teachers regarding community efforts and opportunities for education
- Attend weekly Director meetings to update administration on parent concerns and communication
- Develop and maintain meticulous records (online and offline) regarding progress with program development
- Ability to communicate with parents via telephone (spoken) and update Facebook and Instagram with photographs and developed information from the Directors
- Models positive work ethic for parents and staff

- Minimum Qualifications: Associate Degree in the area of Human Services, Sociology, Community Organization or related fields, plus two (2) years experience in working with low income children and families

Language Skills: Ability to instruct and guide parents; ability to speak clearly, write legibly; able to discuss problems and disagreements in a professional manner; ability to communicate effectively with diverse groups. Spanish and/or Arabic-writer and speaker added plus.
Reasonable Ability: Appropriate conduct and behavior shown in all contacts with supervisor, staff, parents, students and community
Length of Contract: 1 year
Payscale: $40,000

School Secretary

Duties:

- Work collaboratively with all staff to obtain support, as needed, to ensure that assignments are completed in a timely manner
- Maintain confidentiality in handling student, teacher, parent, staff, administration, Board of Trustees, and other sensitive matters
- Serve as an ambassador to the school and maintain confidentiality in handling information pertaining to students, teachers, parents, staff, and administration
- Manage and coordinate the schedules and calendars for the school
- Prepare and distribute correspondence, reports and other written communications as needed
- Maintain a log of office's activities and correspondence
- Advise the administration of the existence of any problems deemed to warrant attention
- Any other duties as deemed necessary by the Principal or other Directors
- Demonstrates a racial equity mindset through awareness of biases and leads with a racial equity lens

Minimum Qualifications

- High School Diploma or Equivalent
- Excellent organizational and computer skills
- Prior executive, confidential, and/or school secretarial experience preferred
- Personal commitments to mission of school and equity in education
- Extensive experience with key computer programs, such as Word, Excel, Power Point, and Google Applications and ability to learn new applications as needed

Length of Contract: 1 year
Payscale: $40,000

Custodian and Maintenance

Skills:

- Demonstrated knowledge and proficiency in several areas of maintenance (e.g., plumbing, painting, carpentry, masonry/concrete/tile, electrical, mechanical, HVAC systems, roof repair, plastering/spackling, field/playground maintenance, furniture repair, and small engine repair)
- Demonstrate integrity and good moral character and initiative, as well as effective communication skills.
- Demonstrated effective interpersonal skills to relate well with students, staff, administration, parents, and the community
- Display ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school

Duties:

- Perform general maintenance and repair tasks in a variety of areas and as assigned by the Director of Operations or Principal, and in accordance with all applicable codes and

regulations
- Plans and coordinates maintenance and repair of building, grounds, and systems such as heating, air conditioning, elevator, and fire protection
- Perform regular inspections of equipment and systems, reporting any abnormalities and hazards immediately and conducts weekly safety checks of the building
- Ensures that inspections on all systems are up to date including: fire, safety, health, and environmental regulations and laws are observed
- Recommend repairs or procedures that are beyond the scope of responsibilities, skill, or experience, outlining the work needed and specifications required of an outside contractor or licensed technician
- Coordinates services with outside technicians, contractors, and inspectors
- Ensure that the work site and conditions are safe
- Operate and maintain all tools and equipment in a safe and operational manner/condition.
- Maintains the inventory of tools, supplies, and materials
- Vacuum, shampoo and spot clean carpets and furniture when needed, sweeps, dusts, and wet mops floors and stairs.
- Arranges for the floor to be stripped, waxed, buffed and resealed yearly
- Cleans and sanitizes lavatories and toilets
- Removes trash in accordance with established procedures
- Remove snow and ice by shoveling, plowing, and/or salting walks, driveways, parking areas, and steps
- Maintains outside landscaping in season which includes weekly lawn mowing and weed trimming
- Responds to service requests and implements the set up and take down of furniture and equipment for a wide variety of school and community events
- Assists the Director of Operations in hiring and evaluating the work performance of custodial staff
- Respond to emergency situations and perform necessary repairs
- Notify and assist the administration and appropriate emergency personnel with any emergency and potentially dangerous or unusual situations
- Report immediately any damage or vandalism to facilities, or theft of equipment
- Keep a log of all maintenance functions and repairs performed
- Make recommendations for improvement in the effectiveness and efficiency of the maintenance operations of the school
- Participate in appropriate in-service and workshop programs and attend any required meetings
- Adheres to all dress standards and policies
- Other duties as assigned

Minimum Qualifications:
- High school diploma or equivalent
- Valid NYS driver license
- Background check to work in schools
- Two years of experience in maintenance/grounds/facilities

Length of Contract: We welcome new hires for 1 year
Payscale: $20/ hour

<u>Social Worker</u>
Skills
- Ability to form, coordinate and sustain community-based initiatives and/or school partnerships.
- Ability to perform assessments for students with special needs - preferred.

- Ability to problem-solve
- Strong communication skills and cultural competency; ability to work closely with teachers, administrators, and authorized personnel
- Training and/or experience in crisis management - preferred.
- Training and/or experience with restorative practices - preferred.
- Familiarity with the social service agencies and organizations - preferred.

Responsibilities:

- Support staff regarding the SEL curriculum
- Support staff with input regarding best practice for student and staff social and emotional health
- Monitor school environment to support Directors in addressing areas of concern regarding student and staff social and emotional growth
- Support parents regarding students social and emotional practices
- Train staff on mandated reporting
- Support with restorative practices implementation and provides training for other mental health supports.
- Provide students with direct support to students in the form of individual counseling, group counseling, conflict mediation, crisis intervention, academic advising, and/or classroom guidance lessons.
- Provide mental health minutes for students with IEPs.
- Perform socio-emotional evaluations and writes reports for students with IEPs. Participate in IEP meetings as needed.
- Maintain student records, such as referral date, documentation of student support services, and interventions.
- Guides the development and implementation of initial and ongoing referral, coordination, and follow-up of a variety of additional services for students (e.g., mental health services, after school programming, mentoring, etc.).
- In collaboration with office staff, manages student attendance data and identifies students and families with low attendance.
- Analyzes attendance trends to support the implementation of strategies to increase attendance and maintain and expand enrollment.
- In collaboration with the Community and Parent Engagement Coordinator, provides students and families with appropriate referrals for community-based services (e.g., mental health services, housing, food, immigration services, etc.).
- In collaboration with the Community and Parent Engagement Coordinator, identifies, implements, and oversees community programs that will serve our students' and families' socio-emotional needs.
- Schedules home visits with families on an as-needed basis to address attendance and/or other socio-emotional concerns.

Qualifications:

Master's degree in social work

Eligibility/Actively Working towards licensure to work as a New York State Social Worker

Length of Contract: We welcome new hires for 1 year

Payscale: $40,000

<u>Nurse</u>

Skills

- Eagerness to be part of a school team and care for students and staff
- Ability to work independently or with others
- Ability to communicate well with others
- Ability to assess situations and act quickly

- BLS/CPR certification
- Knowledge of state health regulations
- Ability to multitask

Responsibilities

- Provide basic healthcare to students in case of injury or acute illness
- Develop health plans for students with chronic illnesses and disabilities
- Educate students and staff on healthy habits, such as proper nutrition and hygiene
- Detect health problems in early stages through regular screenings
- Monitor students' vaccination and health records per New York State Law
- Update students' medical history
- Ensure school environment is safe for children and school staff (e.g. prevention of communicable diseases)
- Write referrals for pediatricians and other health specialists
- Ensure compliance with national and local health laws
- Perform hearing, vision and other health screenings
- Treat students and staff as needed
- Develop care plans for students with ongoing conditions
- Consult with teachers, school administrators and other school staff regarding student care
- Administer medication per school policy and New York State Law
- Monitor student immunization records
- In collaboration with the PE Teacher, ducate students and staff on health procedures
- Help students who have feeding disabilities

Minimum Qualifications:

A 4 Year Degree in Nursing or higher

Knowledge of many areas of health including mental health

Knowledge of school laws and policies

Length of Contract: We welcome new hires for 1 year

Payscale: $40,000

<u>Teacher</u>

Skills

- Eagerness to be part of a school team and care for all students and staff
- Strong desire to be part of educational change in the Olean area.
- Ability to work independently and with others
- Ability to multitask, work within systems, and positively contribute to problem-solving
- Willingness to grow, change, and adapt to a changing educational environment
- Organized, driven, and student-centered

Responsibilities

- Develop curriculum to meet an innovative and exciting project-based, place-based curriculum
- Prepare lesson materials, grade papers, manage the classroom, and evaluate and give feedback to students and parents regularly within school hours
- Exercise open and respectful communication with families, co-workers, supervisors, and other school staff
- Use progress monitoring to support student learning
- Create and keep records on attendance, accidents, incidents, and other noteworthy events in accordance with licensing guidelines and program policies
- Attend conferences and workshops in order to further advance professional development
- Manage student behavior in accordance with outlined guidelines

- Provide a safe, thriving, and respectful environment for all students in the classroom and on the school campus
- In collaboration with staff members, assemble data and support the development of a plan necessary to support student growth, behavioral and academic success.

Minimum Qualifications:
NYS Teacher Certification (Provisional, Permanent), or the ability to obtain one within 6 months
Minimum one year experience in the field of Education desired, but not required
Some familiarity with STEM education desired
Willingness to participate in appropriate training prior to __(date)__ (past-experience dependent)
Bi-lingual (Spanish, Arabic) encouraged to apply
Length of Contract: We welcome new hires for 1 year
Payscale: $40,000 with 5% pay increase yearly

<u>Teaching Assistant</u>

Skills
- Eagerness to be part of a school team and care for all students and staff
- Strong desire to be part of educational change in the Olean area.
- Ability to work independently and with others
- Ability to multitask, work within systems, and positively contribute to problem-solving
- Willingness to grow, change, and adapt to a changing educational environment
- Organized, driven, and student-centered

Responsibilities
- Exercise open and respectful communication with families, co-workers, supervisors, and other school staff
- Support the use of progress monitoring to support student learning
- Create and keep records on attendance, accidents, incidents, and other noteworthy events in accordance with licensing guidelines and program policies
- Attend conferences and workshops in order to further advance professional development
- Manage student behavior in accordance with outlined guidelines
- Provide a safe, thriving, and respectful environment for all students in the classroom and on the school campus
- In collaboration with staff members, assemble data and support the development of a plan necessary to support student growth, behavioral and academic success.

Minimum Qualifications:
Bachelor's Degree
Minimum two years of experience working in a school-based setting.
Some familiarity with STEM education desired
Willingness to participate in appropriate training prior to __(date)__ (past-experience dependent)
Bi-lingual (Spanish, Arabic) encouraged to apply
Length of Contract: We welcome new hires for 1 year
Payscale: $30,000 to 35,000

<u>Classroom Aide</u>

Skills
- Eagerness to be part of a school team and care for all students and staff
- Strong desire to be part of educational change in the Olean area.
- Ability to work independently and with others

- Ability to multitask, work within systems, and positively contribute to problem-solving
- Willingness to grow, change, and adapt to a changing educational environment
- Organized, driven, and student-centered

Responsibilities

- Exercise open and respectful communication with families, co-workers, supervisors, and other school staff
- Receive and effectively follow through with direction from classroom teachers on tasks to support student learning
- Manage student behavior in accordance with outlined guidelines
- Support in providing a safe, thriving, and respectful environment for all students in the classroom and on the school campus
- Willingness to accompany students on buses before and after school as needed.

Minimum Qualifications:

Associates Degree

Some familiarity with school-age children desirable

Willingness to participate in appropriate training prior to __(date)__ (past-experience dependent)

Bi-lingual (Spanish, Arabic) encouraged to apply

Length of Contract: We welcome new hires for 1 year

Payscale: $15/ hour

C. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

• The processes and policies to recruit and hire teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,

• The strategies for retaining high-quality teachers.

OACS Staff Retention[2]: As mentioned in section 5ac and fully developed in the Accountability Plan, our goal for retention with teachers is to ensure our environment is a safe place where individuals feel respected, valued, and listened to. During Year 1 our goal is to retain more than 87% of staff and all Directors by following three steps to developing an effective retention plan:

<u>OACS' Recruitment, Enrollment, and Retention (for students and teachers) Plan Uses Three Steps:</u>

- *Gathering Data*
- *Analyzing Trends to Find Patterns*
- *Developing a Yearly Plan for Recruitment and Retention Based on Stated Goals*

analyzing the following areas:

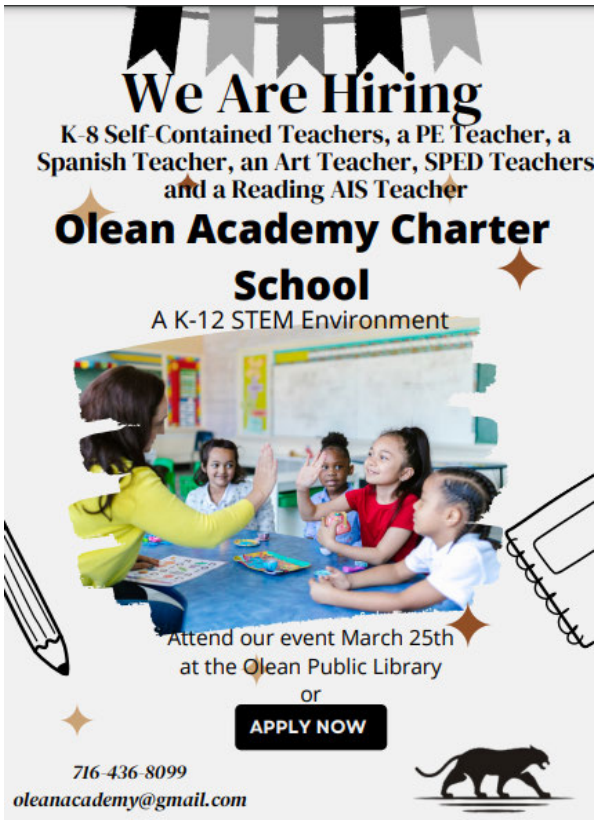
A. Student and Parent Activity: Includes an Integration of Stated Outreach Goals
B. Staff and Employee Trends
C. Leadership
D. Community and Partnerships
E. Budget Information

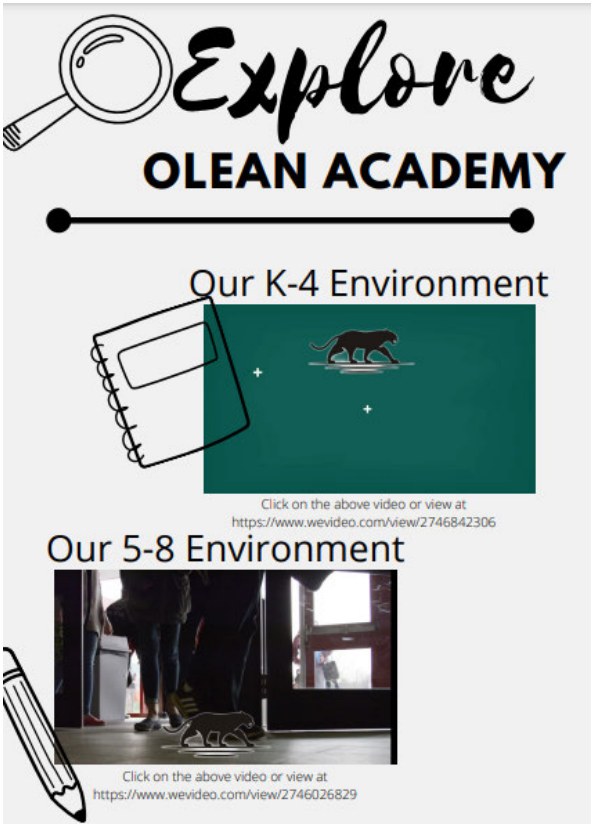
Recruitment: Effective recruitment and staffing will allow for OACS' vision statement to take effect. When highly qualified, caring staff are hired, a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long learners is possible. Multiple blogs and articles mention that highly qualified staff are attracted to mentoring,

[2] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969, https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

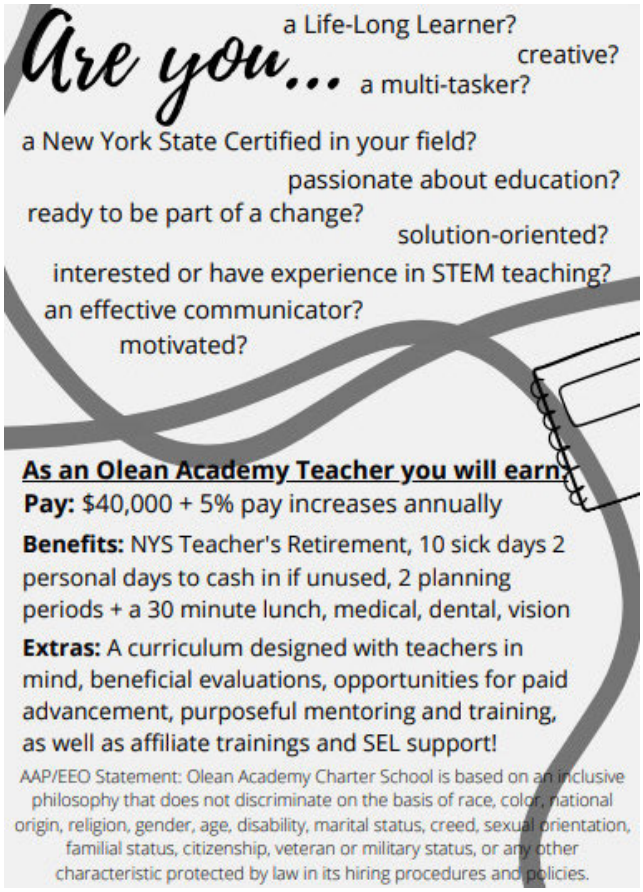
professional development, autonomy, and community.[3] OACS intends to offer these components to potential staff and draw attention to other components of the school teachers might find unique.

Factors Impacting Recruitment According To Current Teachers In Olean: After speaking to 8 teachers in the area, the following are areas they believe will impact recruitment for OACS: Lack of horizontal and vertical communication, lack of the ability of the school system to "change" to address more recent difficulties, schools in the area lack internal promotion, lack of free and purposeful professional development opportunities, and whether OACS salary scale will be comparable to the public school's.





[3] https://www.graduateprogram.org/2019/10/how-to-retain-highly-qualified-teachers/



Hiring processes for administrators, teachers and other staff members

Based on the School Superintendent's Association plan for group teacher hiring, OACS has adopted a 5-Step Process for Hiring. These 5 steps are meant to incorporate the OACS focus on Community, as well as the demonstration of respect for educators:[4]

1. Initial Screening Interview with the Principal. This will last 30-45 minutes and include the following questions (that will be received while the applicant is waiting):
    a. Why did you want to become a teacher?
    b. What is your teaching philosophy?
    c. How would you support students who would be considered difficult to teach?
    d. How would you motivate students?
    e. What does it mean to be a lifelong learner?
    f. What does STEM mean to you?
    g. How do you include primary and secondary resources in your teaching?
    h. How do you show respect to your coworkers and supervisors in a work setting?
    i. Tell me about the last time you received feedback and how you handled it?
2. Team Screening Interview with All Directors. This will last about 15-20 minutes and will include a presentation of a teacher's portfolio or previous lesson.
3. Meet the staff. The candidate will meet with 2-3 existing teachers to have a conversation regarding the curriculum, systems, and daily operations. The teachers will answer any questions the candidate might have.

[4] https://www.aasa.org/SchoolAdministratorArticle.aspx?id=16300

4. (If Necessary) The candidate will teach a sample lesson if more than one candidate is qualified.
5. Reflection and hire. All members who have spoken to the candidate will weigh in. If more than 80% agree the candidate is a good hire, they will be hired. The Principal's vote will count twice.

OACS Staff Recruitment Highlights[5] OACS intends to have a hiring fair on March 25, 2022. The intention of the fair will be to encourage the attendance of certified teachers and uncertified staff to highlight the following aspects of the OACS staffing program:

- ***Direct support by nature of the OACS school leadership structure:*** OACS has an intentional governance structure where five individuals share equal authority, but different specializations. This ensures teachers, staff members and parents have a direct line to have their needs and concerns met. Students are encompassed by support systems led by individuals who meet a minimum of once a week to review and highlight teacher, parent and other staff concerns. This also supports staff during their observation and review times as each director contributes to the evaluation.

- ***Flexibility for change due to OACS evaluation process (January, May evaluations)***: OACS . This has a systematic and in depth review process that ensures positive and purposeful change can occur twice per year based on input from students, parents, staff, other administrators, and the school's board. All members of the school's community are encouraged to contribute and celebrate their ability to improve the systems and environment at OACS.

- ***Career Advancement Opportunities: 4 "Head Of" promotions Year 1 and another 4 in Year 2***: Research demonstrates that teachers who feel appreciated and recognized within their school are more likely to enjoy and support the school they work in.[6] OACS has actively planned for the internal promotion of staff to ensure that professional development and drive to continue on the path for lifelong learning is supported. Internal promotions include a small raise, training, a letter of promotion, and an increase of responsibility that can actively support a resume.

- ***Onboarding and mentoring program (Year 1 Mandatory, Year 2 and beyond optional): https://partnerprogram.weebly.com/:*** Educational staff are mandated to participate in an onboarding and mentoring program. This program will support new staff with integrating into OACS culture, as well as receive answers to commonly asked questions. The OACS mentoring program is based online complete with the necessary forms, and will help prepare educators for their evaluations, develop an effective evaluation portfolio, and effectively work through the differences between a charter school and a generic public school.

- ***Affiliation with Boundless Connections, St. Bonaventure, Amiee Kaple, the New York State Department of Health and Starbridge for professional development opportunities***: Though OACS plans to have professional development one time per month for one hour after the staff meeting. The highlights of these opportunities include Technology training for STEM, SEL training for teachers and delivery within the

[5] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969,https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

[6] https://eric.ed.gov/?id=EJ1169256

classroom, future ESL Training, and others that will be developed through conversation. Certificates of participation will be given to staff who attend the training.

Salary Consideration for Staffing and Retention: Though staffing salaries may look low compared to other school's administration, through conversation with community members including teachers working towards administration degrees, the draw to Olean Academy is the curriculum and structure that will ensure a community-based environment that stems from the key-design elements previously stated. By focusing on a "back to basics" approach to education, educators, parents, and students are eager to contribute.

Staff salaries are in alignment with the Olean City Schools Salary scale voted in 2022. Teacher with 0-4 years of experience will be hired starting at $40,000 and those with 5-10 years of experience will be hired starting at at $51,051. Maintaining a mandatory 5% pay increase yearly, along with buy-in to the New York State Teachers Retirement, as well as 3% retirement matching (for those who are not part ofthe NYSTR) prioritizes staff retention while demonstrating appreciation to staff.

According to salary.com Olean Public Schools' average teacher salary ranges from $43,000 to $63,000.[7] After speaking with a newly hired, triple-certified teacher, she and two others were hired at $40,000, the most recent Year 1 pay scale increase. This teacher also mentioned the yearly increases remain at 2-3%. As she was a previous employee of Archbishop Walsh/Southern Tier Catholic School, she stated that teachers are hired at starting pay of $32,000-$35,000 with no published payscale or expected yearly increase.[8] Teachers at New Life Christian School are volunteers and unpaid.

Through general conversation, OACS has received resumes for the following positions, though our goal is to identify a leader with experience in team-building, as well as the practical application of STEM. Though not essential, OACShope to appoint someone who has experience in rural communities and understands the dynamic of smaller cities and towns.

	Substitute Payrate= $100 / day cert.	Hourly Pay = $15	Non-Teaching Staff	TA	Teacher	5% increase	Head of Department	5% increase	Principal, Director of Student Services, Director of Operations, Director of Finance, Director of Programs	
Years at Olean Academy					Year Experience (Certified)	Year Experience (Un-Cert.)	Year Experience (Certified)	Year Experience (Un-Cert)	SBL	Non-SBL
0-4 years			32240	35000	40000	35000	42500	37500	65000	55000
1 year			33530	36750	42000	36750	44200	39375		
2 years			35206	38588	44100	38588	46410	41344		
3 years			36966	40517	46305	40517	48731	43411		
4 years			38815	42543	48620	42543	51167	45581		
5-10 years			40755	44670	51051	44670	53725	47861	75000	65000
6 years			42793	46903	53604	46903	56412	50254		

[7] https://www.salary.com/research/salary/benchmark/public-school-teacher-salary/olean-ny
[8] Conversation with C. Miller July 5, 2022

7 years				44933		49249		56284	49249		59232	52766			
8 years				47180		51711		59098	51711		62194	55405			
9 years				49538		54296		62053	54296		65304	58175			
10 years				52015		57011		65156	57011		68569	61084			
>10 years				54616		59862		68414	59862		71997	64138		85000	80000

Should Staffing Difficulties Arise: St. Bonaventure University School of Education has agreed to support OACS regarding staffing and support for positions that may be difficult to fill including, but not limited to: SWD, ELL, and High School Staff for Year 2 when the high school is first opening. St. Bonaventure has also offered to connect OACS with potential Directors should OACS have difficulty staffing after the March Recruitment Fair.

R-12d - Personnel Policies
Submit a copy of the proposed education corporation's personnel policies.

Olean Academy Staff Manual and Personnel Policies

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Section 1:Code of Ethics, General Policies and Governance Structure

Code of Ethics (Staff Focused):

Olean Academy Charter School Code of Ethics
Restructured using the New York State Code of Ethics for Educators[1]

Statement of Purpose: The Olean Academy Charter School (OACS) Code of Ethics is a statement of expectations and principles to guide practice and set a standard for professional excellence within the school community.

Principle 1: Individuals employed at Olean Academy Charter School lead by the principles of Community Service and Community Involvement, Accountability, Respect, and Empathy at all times. Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social, and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their learning and connect it to their life experiences. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Educators collaborate with parents and the community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and promote student learning. They also recognize how cultural and linguistic heritage, gender, family, and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the student's best interests. They advocate for fair opportunities for all children. Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors, and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact, and fairness.

Principle 2: Individuals employed at Olean Academy Charter School demonstrate the value of, and cultivate a value for the concept of lifelong learning. Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 3: Individuals employed at Olean Academy actively apply research to set and maintain a high standard for education and behavior for all students. Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a

[1] https://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf

range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 4: Individuals employed at Olean Academy support positive growth and change among their coworkers, and the students. Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and promoting student learning. They draw on and contribute to various forms of educational research to improve their own practice.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

General Policies: Olean Academy is currently a union-free environment that offers the New York State Teachers Retirement System. The Olean Academy Board, in conjunction with teacher representation, has accepted the following policies:

A. Academic Freedom

Olean Academy uses a scripted curriculum that can be added to at any given time. Teachers may use professional judgment but are required to maintain adherence to monthly skills and themes to ensure continuity throughout a student's academic career.

B. Discrimination, Harassment, Gender Specific Language

Olean Academy is an all-inclusive environment. Accordingly, we prohibit discrimination and harassment on the basis of race, color, religion (including attire, clothing or facial hair worn as a form of religious observance), national origin, sex, sexual orientation, gender expression or identity, age, disability or another legally protected category.

For reference: "Student with a disability" is a student who is an individual with a disability who would be covered by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 705(9)(B), (20)(B), or a child with a 41 disability as defined in the Individuals with Disabilities Education Act, 20 U.S.C. 1401(3).

For reference: "Parental status" as the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: (1) A biological parent; (2) An adoptive parent; (3) A foster parent; (4) A stepparent; (5) A legal custodian or guardian (Title IX)

For reference: “Gender Identity” refers to One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from the sex assigned at birth. (https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions).

Olean Academy abides by FERPA regulations stating that parents will be responsible to identify their child’s personal information, including gender and/or pronouns, upon enrollment. At any time, parents of children under the age of 18 may request to have their child’s gender changed. This must be completed through this office, at which time the necessary staff will be informed. Children under the age of 18 are not allowed to request gender and/or pronoun changes without parents requesting the change through the main office.

Staff is expected to forward any questions or concerns regarding race, color, religion (including attire, clothing or facial hair worn as a form of religious observance), national origin, sex, sexual orientation, gender expression or identity, age, disability or another legally protected category to the school’s Counselor or designated support individual.

Employees and students must abide by predetermined policies including, but not limited to: using a student’s identified pronouns according to their office records, the Olean Academy dress-code policy and others. Adherence to these policies is mandatory and will continue to maintain adherence to the all-inclusive environment policy in paragraph 1.

Any deviation from the above should be reported according to the Grievance Procedures listed in Section 3.

C. Internet and Social Media Policy

School employees are prohibited from communicating with students and parents on social media. While remaining a staff member of Olean Academy, all staff member’s social media accounts must be set to limited status to ensure students and parents are unable to see more than general information. Though social media is not an option, teachers are welcome to offer their telephone number or personal email as a means of communicating with parents they have developed personal relationships.

Governance Structure:

Section 2: Grievance Procedures

A. Purpose

The purpose of the following grievance procedure should be to settle equitability at the lowest possible administrative level. These procedures apply to teachers, parents, and other adults who are associated with Olean Academy.

B. Definition

A “grievance” is hereby defined to mean a complaint that a teacher or parent has based on an alleged violation or a variation from set policies and procedures at Olean Academy.

C. Procedure

All grievances must enter the grievance procedures listed below within ten working days of being received with the exception for Level Three grievances that will be addressed during the monthly board meeting.

Level One

The adult filing the grievance must first raise their concern with their direct supervisor (For example: Head of Department or Parent Coordinator).

Level Two

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level One, he/she/they may file a grievance in writing with the Director of his/her/they department. That Director must bring the grievance to the next Director meeting to be addressed by the team.

Level Three

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level Two he/she/they may file a grievance in writing with the Olean Academy School Board through the board’s secretary.

At the point of Level Three the Olean Academy Board will address the grievance according to state and federal law, the teacher’s contract or the parent manual. Should a Head of Department raise a grievance the procedure begins at Level Two. Should a Director raise a grievance the procedure begins at Level Two requiring the Director team to address the grievance.

D. Rights of Teacher/Employee to Representation

Each teacher/ employee is welcome to be represented during any part of the grievance process. The representative is welcome to be a person of his/her/their choosing.

E. Miscellaneous

If, in judgment, a grievance directly affects a class of students or a group of teachers the receiving supervisor may escalate the grievance directly to the Olean Academy Board.

All documents, communications and records dealing with the process of the grievance shall be filed with personnel files.

Section 3: Absence from Duty

A. Personal Days

Each teacher/full-time employee shall be permitted 2 personal days per year with pay. No personal days may be taken on days immediately preceding or following a holiday. Each teacher/full-time employee must provide 48 hours notice via email to the Director of his/her/their department.

If personal days are not used by June of that contractual year, each teacher/full-time employee shall receive $100 for each day. Personal days cannot be accumulated.

After one period, staff will be compensated at a rate of $10/ period.

B. Bereavement Days

5 working days shall be granted per death during a school year for bereavement. Bereavement days are limited to the death of the immediate family (spouse, domestic partner as defined herein, father, mother, brother, sister, child (including step). Three working days shall be granted per death during the school year for bereavement for grandparents and grandchildren, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, and stepsiblings. If a teacher/full-time employee desires bereavement leave for a person not mentioned above, the teacher may request such leave from the Principal and/or Director of Finance.

A domestic partner is defined as a person who shares a residence with a partner, maintains financial responsibilities with a partner, is the designator of one's will and/or power of attorney, and/or is especially without a legally recognized union.

C. Sick Leave

Teachers shall be allowed 10 days of sick leave per year with equal pay. Each teacher will receive 10 days credited on the first day of school in September of that school year. Sick leave shall not be granted or accrue while a teacher is on sabbatical leave or a leave of absence.

A doctor's excuse must be produced for absences of 5 consecutive days or more. Sick leave may be used for personal illness or disability or a teacher/full time staff only.

If sick days are not used by June of that contractual year, each teacher/full time employee shall receive $100 for each day. Sick days cannot be accumulated.

D. Family Medical Leave (FML)

The FMLA entitles eligible employees to take up to 12 weeks of job-protected leave in a 12-month period for specified family and medical reasons. For District purposes, a 12-month period is defined as a school calendar year, from July 1st to June 30th.

To be eligible for FMLA benefits, an employee must have worked for Olean City School District for a total of at least 12 months; and have worked at least 1,250 hours over the previous 12 months.
Qualified circumstances include:

- For the birth and care of the newborn child of the employee.
- For placement with the employee of a child for adoption or foster care.
- To care for a qualified immediate family member (spouse, child under 18, or parent) with a serious health condition.
- To take medical leave when the employee is unable to work because of a serious health condition.
- A qualifying exigency arising out of employee's covered military member (spouse/son/daughter/parent) on active duty or call to active duty) in support of a contingency.
- To care for a covered service member (spouse/son/daughter/parent/next of kin) with a serious injury or illness

E. Absence From Duty

Requests for leave of absence must be submitted to the designated supervisor as soon as possible after the teacher knows he/she/they will be absent. Personal days must be requested at least one business day in advance. Sick days must be requested before 7:00 am the day of the absence. Should a teacher request a personal day in less than one business day in advance, it will be considered a sick day. Should a sick day be requested after 7:00 am the day of the absence may be granted without pay.

Section 4: Insurance

- ***Part 1: Hospitalization and Doctor Care***
- ***Part 2: Disability Insurance***

Section 5: Other Payroll Deductions

- ***Part 1: Aflac***

Section 6: Work Day, Work Load, Work Year

A. Work Day

A teacher's work day shall **begin no earlier than 7:50 am and end no later than 3:50 pm**. Teachers will remain on campus for **8 hours each day unless the school's calendar states**

otherwise. Teachers will **arrive at 7:30 am for designated staff meetings**. **No more than 4 staff meetings will occur per month (one per week)**.

B. Work Load

Daily

Teachers will receive a 30-minute paid lunch as well as 2 planning periods. Only one of the teacher's planning periods may be used to support a substitute teaching shortage. **After one period, staff will be compensated at a rate of $10/ period.**

Teachers who offer their 2nd planning period without compensation will be enrolled to receive 10 additional points with the Positive Culture Plan.

Parent-Teacher Communication

Parent-teacher conference days will be considered ½ days and therefore count as school days for the students. **Staff are welcome to conduct their parent-teacher conferences at their convenience within the week of the scheduled time and leave one hour after the students are dismissed**.

Staff are expected to communicate with parents weekly. This can be done by class newsletter, individual emails, by phone calls or any other means. **Staff must note when parent-teacher communication occurs in the appropriate log to maintain school records** and meet state expectations.

Additional Notes

- Staff must respond to parent emails and phone calls within a 24 hour period.
- Parents are welcome into the class with 24 hours notice and will be encouraged to visit as a passive observer or as a volunteer at the teacher's request.
- Under exceptional circumstances, staff may be required to stay after 3:50 for a parent meeting and/or to meet with the administration
- Teachers may be requested to perform duties outside of their designated roles in order to support the school community. This includes but is not limited to: bus duty, lunch duty, and hallway monitoring. Every effort will be made to ensure that these duties do not infringe upon the 30-minute lunch or 2 planning periods per day. These duties will not exceed one planning period unless the teacher is compensated at the rate of $10 per period.
- Teachers are not expected to work in excess of the expectations stated above and are encouraged to speak with their direct supervisor should this consistently occur.

C. Work Year

There will be **185 days in the school year**. Teachers are expected to **begin training 10 working days prior to the first day** of the school year. Teachers will be expected to **attend 5 after-school events per year**. The events can include, but are not limited to, student events, PTA meetings, sporting events or fundraisers.

D. Distance Learning

Upon direction by the State of New York, a distance learning manual that aligns with what is written in this manual will be released to all staff.

Section 7: Teacher Evaluation Procedures, Mentoring, Parent (with Teacher) Concerns

A. Informal Observations:

Teachers may be informally observed at any time. The purpose of informal observation will be to ensure that the teacher has the materials and support necessary to execute lessons effectively. **Informal evaluations will not be noted in the teacher's file, or written on paper. The teacher will receive an email within 24 hours** inquiring about any support that the Director or Principal may be able to offer.

B. Formal Observations

Teachers will be formally observed two times per year on the date and time of his/her/their choosing. One time must be in December or January and one time must be April or May. The Director or Principal will use the attached Observation Rubric (Appendix E) to ensure that a base standard is being met by all staff.

C. Parent Concerns

The school Directors and Principal will make every effort to ensure that a teacher feels supported while working at Olean Academy. Any parent concerns should be replied to within 24 hours with the Parent and Community Engagement Coordinator and the Principal CCd.

D. Teacher Peer Mentoring Program (https://partnerprogram.weebly.com/)

The Olean Academy Peer Mentoring is a program that is meant to create "relationships (that) can help overcome hesitancy and encourage teachers to implement change in their classrooms."(http://www.educationworld.com/a_admin/teacher_training/teacher_training006.shtml)

Peer mentoring is an optional program Olean Academy offers to support teachers in communicating openly and identifying each others' strengths. In the beginning of the year,

teachers who wish to participate will be paired with another educator. Each duo will meet one time per quarter, at their convenience, for a brief evaluation and reflection. Evaluation sheets will not be emailed to directors or principals, but both parties must submit the dates and times of their evaluations to monitor that one per quarter has been completed. We ask that duos set their evaluation times prior to their formal evaluation times.

Participants will earn points towards the Positive Culture Plan.

E. Teacher Portfolio Development Plan

Olean Academy encourages and celebrates personal growth. Olean Academy is also a place dedicated to life-long learning. We hope to set all of our teachers in a position for success throughout their career. To do this, we will use the portfolio development process as a means of teacher evaluation

Teachers may self select the series of standards they wish to assemble artifacts for:

Intasc Standards

New York State Teaching Standards

By the teacher's January Director/Principal meeting, he/she/they must demonstrate and assemble artifacts for ½ of the standards along with a brief explanation of the reason for selection.

Teachers are encouraged to include pictures of the students performing the tasks, and also expand on thoughts to include "selling points" for methods and theories used. Teachers are also encouraged to update their resume as the opening and/or final page. Teachers may use an online format, powerpoint, or concrete as desired

Sample of completed (This was completed over two years and includes additional components)

F. Positive Culture Plan

Olean Academy values a positive culture for teachers and school community. We know that teachers are able to directly support that. We are excited to offer the opportunity for teachers to receive a small token as a thank you for supporting the school culture. Teachers are automatically enrolled in the program and earn points accordingly!

January/May

Event	Points
Substitute Plan (10 points)	
Evaluation Plan (Point based: max 32)	
Peer Evaluation Plan (10 points for 2 evaluations)	
Teacher Portfolio Development (5 points for ½ developed)	
Total	

Rewards (Two Times Per Year (January/May)

53-57: $50 visa gift card
49-52: $30 La Dolce Vita
36-43: $20 gift card from Tim Hortons
Below 36: Let's chat!

Section 8: Personnel File

A teacher will have complete and unobstructed access to his/her/their personnel file. The following will be included in the teacher's personnel file:

- Formal observations
- Necessary conferences
- Copies of all contracts
- Positive Culture Point Accumulation and supporting documentation
- Copies and/or Verification of legal documents including teaching certification(s)

Section 9: End of Day Programs Time-Slot

Please note the following programs that Olean Academy intends to offer for the 2023-2024 school year. Please note that staff is expected to include the attached support to develop the noted program, and that it is expected the students participating in the program will contribute to expand the documentation for future students to use. Please note that assignments will be made according to the Principal's request and teacher's input:

1-8 Programs (15-20) class planned)	# of students	**Overseeing Teacher**	**Link**
School Store	10	Class Teacher	School Store
Post Office	10	Class Teacher	Post Office
Student Government	7	Principal	

Coffee Shop	10	Class Teacher	Coffee Shop
Boundless Connection Tech Class	20	Contract/Class Teacher	Tech Program
Bank (Internal in conjunction with Community Bank)	10	Class Teacher	Bankaroo
Garden/Greenhouse	15	Dir Programs	
Kitchen	delayed	Caf Manager/Class Teacher	
Dance	20	Contract	
Theater	15	Contract or Class Teacher	
Chess Club	10	Class Teacher	
Banana Splits (divorce support:parent/counselor/student/ SANO recommendation)	10	TBD	Banana Splits
In-School Mentoring	10	Counselor	

Section 10: Behavior Management and SANO

A. Behavior Management

As a team, Olean Academy believes that a classroom's behavior management system is most effective when it is linked to an overall system all members of the school community can support. Olean Academy wants to "set all students up for success" and maintain a positive focus while redirecting student behavior.

In a teacher's classroom, he/she/they will incorporate **clear, large, visual representations** of the following:

1. A poster stating Our Behavior Goals (We will **CARE!**)
    a. We participate in **Community** service and community involvement.
    b. We demonstrate **Accountability** for one's actions.
    c. We maintain **Respect** for community and self.
    d. We show **Empathy** towards others, including personal and global issues.

2. A Burning Issues Board
    a. This non-verbal communication board eliminates the teacher being the "head" of communication in the classroom.
    b. Used during Morning Meetings and throughout the day to effectively communicate points students feel are necessary but may disrupt the classroom process.
    c. Teachers can individually decide what students should or should not use the burning issues board for (for example: bathroom requests, student-to-student issues, confusion with directions, if someone is "bugging" them, etc.)

3. Examples of Positive Consequences
    a. Phone calls home for good behavior included
    b. Note to the principal/headmistress the student should deliver
    c. Note home to the parents
    d. Handshake/Hug/High Five

4. Examples of (Negative) Consequences
    a. warnings included that are visual for the student
    b. time off of a “fun” activity when a specific number of warnings has been exhausted (Please be mindful of the amount of time you are taking away from the student to ensure it is age appropriate and also consistent with your system.)

B. S.A.N.O. (STUDENTS ARE NUMBER ONE)

It is not uncommon for students to require additional support in school. AtOACS, we believe that “Students Are Number One”. It is our responsibility as educators to ensure that every student receives the best possible quality education that includes individualized components.

S.A.N.O. is a system developed to support classroom teachers, pastoral care, and parents in their quest to improve student learning. The guiding principles for the S.A.N.O program include

1. S.A.N.O. is student-centered.
2. S.A.N.O. is designed to be a shared-responsibility program between school and home.
3. S.A.N.O. is a service offered by Olean Academy to introduce life-long learning and behavioral support skills to students.
4. S.A.N.O. is based on a student’s individual strengths and needs.
5. S.A.N.O. includes noted outcomes from students, educators, and parents.
6. S.A.N.O. includes positive support for students.
7. S.A.N.O. includes tools to guide and measure student progress.

Although this service is not compulsory when recommended by the school, we encourage parental participation as this will ensure a consistent environment for students in school, as well as at home.

Forms and Process

1. Teacher Recommendation (see form)
2. Initial Meeting between Director of Student Services and/or Head of Special Education and/or Principal, Counselor, and Classroom Teacher(same form as Step 1)
3. Initial Assessment Form (completed one week after Step 2)
4. Result of Initial Assessment Meeting (completed one week after Step 3)

—if necessary—

5. Parental Invitation (acceptance or decline of participation) (completed one week after Step 4)
6. Secondary Meeting Between Director of Student Services and/or Head of Special Education and/or Principal, Classroom Teacher (completed one week after Step 5)
    - Olean Academy Support Plan
7. Parent Progress Report Invitation
8. Evaluation Form (3 Months, 6 Months, 1 Year)

At any point, parents can request a referral for Special Education Services and an I.E.P. to be developed. A referral is a written statement asking that Olean Academy evaluate a student to determine if he or she needs special education services. The referral may result in a request to have your student tested to see if he or she needs special education services.

Should a referral be made, most likely the student will fall into one of the following classifications to receive an IEP according to IDEA: Autism, Def-Blindess, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairments. Should a student not fall into one of these classifications, he or she will receive a SANO Plan and Evaluation process.

Section 11: Teacher Assignment

Every effort will be made to ensure that staff receives the grade level and position requested each year. It is understood that student support and the school environment will maintain the priority of all Directors and the Principal.

Section 12: Curriculum and Resources

Curriculum Links to be placed upon approval
Calendars to be placed upon approval

Section 13: Training Schedule

Section 14: Duration of Agreement

Appendix A: Salary Schedule

	Substitute Teacher Payrate= $100/ day certified	Hourly Pay= $15	Non-Teaching Staff	TA	Teacher	5% increase	Head of Department	5% increase	Principal, Director of Student Services, Director of Operations, Director of Finance, Director of Programs	
Years at Olean Academy					Year Experience (Certified)	Year Experience (Un-Certified)	Year Experience (Certified)	Year Experience (Un-Certified)	SBL	Non-SBL
0-4 years			32240	35000	40000	35000	42500	37500	60000	55000
1 year			33530	36750	42000	36750	44200	39375		
2 years			35206	38588	44100	38588	46410	41344		
3 years			36966	40517	46305	40517	48731	43411		
4 years			38815	42543	48620	42543	51167	45581		
5 years-10 years			40755	44670	51051	44670	53725	47861	70000	65000
6 years			42793	46903	53604	46903	56412	50254		
7 years			44933	49249	56284	49249	59232	52766		
8 years			47180	51711	59098	51711	62194	55405		
9 years			49538	54296	62053	54296	65304	58175		
10 years			52015	57011	65156	57011	68569	61084		
>10 years			54616	59862	68414	59862	71997	64138	85000	80000

Appendix B: Professional Development Plan

Appendix C: Governance Structure Reference

Appendix D: Forms

Please download this form, fill it out completely, then email this form to the Director of Operations

Olean Academy
Maintenance Work Order

Date:
Teacher name:
Room:
Specific Location:
Problem:
Projected Solution:

Business Manager Sign Off_____ Date_____

President Sign Off_____ Date_____

Projected Cost:
Projected Completion Date:

Please download this form**,** fill it out completely, then email this form to The Finance Manager

Olean Academy
Mileage Log and Expense Reimbursement

Date:
Name:
License Plate/Car Information:
Rate Per Mile (.545)
Odometer Start
Odometer End
Total Mileage
Total Reimbursement

Business Manager Sign Off_____ Date_____

Principal Sign Off_____ Date_____

Please download this form, fill it out completely, then email this form to the Director of Finance

Olean Academy
Purchase Request Work Order

Date:
Teacher name:
Room:
Items Requested:
Reason for Purchase:

Business Manager Sign Off_____ Date_____

President Sign Off_____ Date_____

Projected Cost:
Projected Completion Date Of Purchase:

Please download this form, fill it out completely, then email this form to the Principal and HR Manager

Olean Academy
Request for Leave

Date:
Teacher name:
Room:
Date(s)/Time(s) Requested:
Reason (Personal/Sick):
Substitute Confirmed (including name and number):

Business Manager Sign Off_____ Date_____

Principal Sign Off_____ Date_____

Sick Days Remaining:
Personal Days Remaining:

Please download this form, fill it out completely, then email this form to the Principal

Olean Academy
School Incident Report

Date and Time:

Teacher's name:
Description of Incident
Students involved:
Solution Tried/Predicted Solution:
Telephone numbers of students involved

Teacher's Signature _____ Date_____

Principal's Signature _____ Date_____

Date and Time Parents Notified
Staff Member Who Notified Parents

Appendix E: Formal Teacher Evaluation Form

Teacher Name:
Direct Supervisor:
Observer:
Observed Theme:
Observed Purpose:
Total Score:

Standard	You got it! 4	Can we help with… 3	I noticed… 2	Please note… 1	Additional thoughts
	(Keep doing what you're doing!)	Something the school can offer training for, or is an easy "fix"	Something we have offered training for and may need further attention	Training, support, and attention have been offered in the past (noted)	Observations a 2nd set of eyes may see (possible SANO referrals, for example)
Planning					
The teacher's selected theme is able to be clearly identified by an observer					
Subject integration is clearly noted (in this lesson or referenced for the past or future)					
The teacher has clearly planned for Special Education, ELL, and SANO students (as necessary)					
The teacher has clearly planned for behavior management					
The teacher has clearly displayed and adopted classroom systems					
Execution					
The teacher's tone is supportive and caring					

The ambiance of the class is supportive, but firm					
Outside of Class					
The teacher holds to the mission and vision of the school					

Teacher Signature:

Director/Principal Signature:

Date:

Comments:

R-13a - Partner Organizations

Olean Academy Charter School does not have any partner organizations.

R-13b - Partner Commitment

Olean Academy Charter School does not have any partner organizations.

R-14ad - Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

• Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.

• Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).

• Include any currently vacant seats that the board would fill at a later date and specify the date.

Trustee Name	Position on Board	Committee Affiliations	Expertise/ Role at School	Voting	Ex Officio
Evelyn Cruz	Vice-Chair	n/a	Possible Community Engagement/ Parent	Yes: no if hired at OACS	If hired by school yes
Shannon McIntyre	Trustee	n/a	Possible Principal	Yes: no if hired at OACS	If Principal, yes
Penny Dowell	Chair	n/a	Possible Director of Finance	Yes: no if hired at OACS	If hired by school yes
Dave McIntyre	Treasurer	n/a	Business/ Board Exp.	Yes	No
Dr. Jason Eastman	Secretary	n/a	Curriculum/ Parent	Yes	No
Laura Toczek	Trustee	n/a	Community Engagement/ Marketing	Yes	No

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

• Selecting school leader(s) (and partner or management organizations, if any);

• Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.

• Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail;

Roles and Responsibilities:

Recruitment and Responsibility and Vacant Positions Between Charter Approval and School Opening: Should OACS be approved, immediate positions that will need to be filled

include: Director of Finance, Director of Operations, Director of Student Services, Principal, and the Director of Programs. Due to the size of the community, these positions will be advertised for on Indeed or filled by founding board members to be replaced by new trustees if necessary. The Director of Programs position will be posted on the Agriculture Education Outreach Listserv. Additionally, Ellicottville Greens has suggested they may have a staff member interested and qualified to teach within the Director of Programs position. Additional postings for elementary teachers, high school teachers, and remaining positions will take place with the expectation that hired Directors will conduct interviews and hire accordingly.

Vacancies on the Board of Trustees: 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.

Facility: Should OACS be opened, the Board of Trustees will be charged with seeking and finalizing a facility, monitoring the hiring of the school's Directors and Principal, and establishing necessary protocols with the state, should the hired employee lack the general knowledge. The board expects to accept incoming trustees from St. Bonaventure University, a representative from Boundless Connections (Female and Minority run business), a representative from Canticle Farms, and a representative from Ellicottville Greens. Remaining from the founding board will be Shannon McIntyre, Dr. Jason Eastman, Brian Stuhlmiller, and Joseph Franzen as Trustees. The OACS board has received demonstrated interest from two potential parents who plan to apply for a board position should the school be opened. Additionally, OACS board has received noted interest from Janos Bowman (Representation from the Seneca Nation)and Jason Miller (Cattaraugus-Allegany Workforce Development Board, Inc.), as well.

Monitoring School Performance: The OACS Board of Trustees will monitor the school's performance so far as to evaluate the school's leaders, set necessary policies, and approve and oversee the OACS Budget, and will delegate academic oversight to the OACS Academic Team through the Principal of the school. The OACS Board of Trustees will monitor behavioral concerns and major complaints raised to the board only after being addressed by the school's directors.

Evaluating School Leaders:
Results from the Directors' evaluation are emailed to the OACS Board for their review. Meetings will be held with each Director in January and May based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a Director. Scores below 80% will be addressed by the current board members with actions including, but not limited to: goal-setting, regular communication, warning, or termination through the OACS Board.

Procurement: As procurement is an area of school operations that requires consistent monitoring to ensure strict adherence to the budget, the Director of Finance and the OACS Board Treasurer are considered the overseers of the procurement process. The Director of Finance will update the other Directors and Principal weekly on the budget and will be in communication with the Board Treasurer and Principal prior to Board Meetings. All charter school purchases must be made through methods authorized by the Board of Education. Approved methods include purchase orders, purchasing card, internet sites from reputable companies with which the school does business, request for a check, and reimbursement to employees upon presentation of receipts for school district purchases. Advanced payment will only be made when required by the vendor. Additionally, the Director of Finance will approve all

purchases internally. All purchases over $5,000 require the security of at least 3 written or thorough request for proposals (RFPs) processes created by the Director of Finance. In lieu of seeking competition, the School is authorized to make purchases using contracts awarded by the State. The Director of Finance must document the State contract award number on the purchase order or check request when purchasing using State contracts. Professional service contracts are excluded from the requirement to seek competition.

Fiscal Audits: The Board will be responsible for identifying the means and conducting the necessary financial audits for the OACS, as well as relaying that information to the Directors including the Director of Finance.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:
• Ex-officio members (voting and non-voting);
• Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;
• Trustee recruitment and selection process and criteria;
• New trustee orientation process; and,
• Board/trustee training and development including the self-evaluation tool the board intends to use.

The founding board is comprised of community members and reserves spaces for community organizations that are directly related to the school's programming. Positions include chair, vice-chair, secretary and treasurer. The number of OACS Board of Trustees shall be not fewer than five (5)nor more than eleven (11). The number of Trustees elected at the most recent election of Trustees shall constitute the exact number of Trustees unless otherwise fixed by Board resolution or amendment of these Bylaws, and so long as such number is within the limits provided herein.

Founding board members have offered to fill gaps as necessary, and will step down from the board and into school roles to ensure the school's effective operation or remain on the board to solidify the culture. The objective of the founding board is to ensure that the mission carries from the founding board through the school environment and continues through a term beyond the initial charter. That purpose drives the flexibility of founding board members, as well as the concentration to assemble a group of individuals with experience in education (traditional and nontraditional), STEM, agriculture, finance, and charter schools.

Ex Officio and Emeritus Positions: Robert's Rules state that ex-officio members should not be included in the count when determining the number needed for a quorum and they should not be counted when determining if a quorum is present. These members would be those that are considered persons of interest over 33% of the trustees. Individuals who are voted as an emeritus board members are allowed to serve on a committee but are not considered a voting member. The Principal will act ex officio should OACS be opened.

Trustee Recruitment: In addition to adhering to the Code of Ethics, the founding OACS Board has actively sought affiliations and support from members of the community to ensure that Diversity, Equity, and Inclusion, as well as academic and social-emotional supports, are at the forefront of the school's founding. This can be noted with the following affiliations: The African American Cultural and Historical Society, LMHC Amiee Kaple, Boundless Connections (NYS Minority and Woman-Owned Company), and the CCDH, as well as many others noted in the obtained affiliation and support letters. Of these affiliations, multiple intend to play active roles on the school's board should OACS be opened. Additionally, these affiliations, along with conversations with additional experts regarding FRPL students and families have shaped the values-based component of the school, and the emphasis on the school's mission and vision

that will be evaluated twice per year.

Board Training: All new members of the Board of Trustees will be expected to watch the National Charter School Resource Center Webinar Titled: I Just Joined a Charter School Board…Now What?[1] Additionally, at the first Board Meeting of the school year, and yearly afterwards, the OACS board will be expected for the Board of Trustees to review the Governance Best Practices[2] document as a team, as well as the free DEI training listed as "Governance with Equity: DEI for Nonprofit Boards"[3] Scores from the free DEI training will be noted to monitor and ensure all members have participated. Board of Trustees participants will attend one of the OACS back-to-school training days so as to meet the staff. The Board of Trustees will also be responsible to set the board's yearly plan, review all manuals, and meet with the Directors and Principal individually. The Board of Trustees will also be tasked with developing a relationship and arranging for necessary training linked to Building Hope[4] , a free charter school support organization that offers their services in New York State. OACS Founding Board is also budgeting for support training from WDJ Associates, a consultancy company for Charter Schools in New York State.

Board Evaluation: Trustees are expected to participate in a board self-evaluation two times per year (January and May) regarding communication, board effectiveness, and support of OACS. This will be accessed from the New York State School Board website. On the teacher's questionnaire, there will also be board evaluation-specific questions to support th board reflecting on its effectiveness within the school.[5] Leadership will evaluate board effectiveness during their individual evaluations. Within this questionnaire, specifics regarding diversity, equity and inclusions, as well as how effectively the school is addressing FRPL students will be asked.

d. Stakeholder Participation

Explain how parents, the community, and school staff, will provide input and participate in the governance of the educational corporation

Under "Eligibility" within the bylaws of the Board of Trustees, positions on the Board of Trustees have been reserved for community affiliations who directly impact the curriculum or student services. Though it is recognized these positions need not be filled, OACS founding members hope to see representation on OACS Board: *The Board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. One position shall be held for the nominee appointed by St. Bonaventure University. One position shall be held for the nominee appointed by Canticle Farms. One position shall be held for the nominee appointed by Boundless Connections. One position shall be held for the nominee appointed by Ellicott Greens*

Under "Notice" within he bylaws of the Board of Trustees, Open Meetings will be allowed according to the Open Meetings Law. This will be made public to all parents and staff when appropriate: *Notice of the time and place of every meeting of the Board shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every*

[1] https://charterschoolcenter.ed.gov/webinar/webinar-i-just-joined-charter-school-boardnow-what

[2] http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

[3] https://www.boardbuild.org/courses/diversity-equity-and-inclusion-for-nonprofit-boards/

[4] https://buildinghope.org/what-we-do/charter-support-unit/

[5] https://www.nyssba.org/clientuploads/nyssba_pdf/sb-eval-writeable-12082017.pdf

Trustee, except as provided in Article V, Paragraph G below. Notices will be deemed given when deposited in the United States mail, addressed to the Trustee at the address showing for the Trustee in the Corporation's records, first class postage pre-paid; when personally delivered in writing to the Trustee; or when faxed, e-mailed, or communicated orally, in person or via telephone, to the Trustee. Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law (Open Meetings Law).

R-14e - Bylaws

BYLAWS OF OLEAN ACADEMY CHARTER SCHOOL

ARTICLE I : NAME

The name of the Corporation is ***Olean Academy Charter School***
(hereinafter the "Corporation").

ARTICLE II: MEMBERSHIP AND CODE OF ETHICS

The Corporation has no members. The rights which would otherwise vest in the members of the Corporation vest in the members of the Board of Trustees (hereinafter the “Trustees") of the Corporation. Actions that 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").

Each member of the Board will abide by 4 principles:

Principle 1: Individuals employed at Olean Academy Charter School lead by the principles of Community Service and Community Involvement, Accountability, Respect, and Empathy at all times.

- Hold the educational welfare of the students of Olean Academy Charter School as their primary concern in all decisions and strive to meet the needs of all students.
- Recognize that the Board acts as a single entity and that authority rests with the consensus of the Board during meetings, not with the action of individual members.

Principle 2: Individuals employed at Olean Academy Charter School demonstrate the value of, and cultivate a value for the concept of lifelong learning.

- Render sound decisions only after discussing all aspects of the issues at hand with my fellow Board members and those who are assembled in meetings.
- Attend and participate in all meetings, devoting the appropriate amount of time and thought to issues brought to the board to facilitate effective and credible decisions.

Principle 3: Individuals employed at Olean Academy actively apply research to set and maintain a high standard for education and behavior for all students.

- Protect, advance, and promote the interest of all Olean Academy Charter School community members by maintaining independent judgment unbiased by private or special interest groups.
- Uphold the noted procedures within the bylaws of the governing board and promote and maintain good relations with fellow members through respectful debate and fair conduct at all times.

Principle 4: Individuals employed at Olean Academy support positive growth and change among their board members/coworkers and the students.

- Keep all matters confidential pertaining to Olean Academy Charter School which, if disclosed,would needlessly defame or injure any individual(s) or the institution..
- Support the efforts of and protect Olean Academy Charter School personnel in the proper performance of their duties.

ADDITIONAL ASSURANCES

FISCAL AUDITS The Education Corporation will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Education Corporation will ensure such consolidated audited financial statements include:

• A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the Education Corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a startup phase, and for schools or sites for which opening has been delayed;
• A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back-office component;
• A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the Education Corporation;
• A consolidated statement of income and revenues and a consolidated balance sheet for the Education Corporation; and,
• A federal single audit report, if applicable.

An education corporation with the authority to operate multiple schools must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

DISSOLUTION PROCEDURES The education corporation will:
• Create a communication plan for students, families, and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.
• Provide the Institute with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.
• Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.
• Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.
• Transfer the education corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.
• Provide the procedures that the school would follow in the event of the closure and dissolution of the education corporation including the transfer of students and student records, execution of a SUNY Closure Plan, and for the disposition of school assets.
• Establish an escrow account, in the case of a single-school education corporation, of no less than $75,000 to pay for the legal, final audit, and other wind-down expenses associated with a dissolution should it occur. The budget shall reflect this commitment and include funding of $25,000 increments in the school's first three years of instruction. (Note that a separate reserve fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)
• In the case of an education corporation operating multiple charter schools, the education corporation must follow the dissolution reserve fund provisions in its charter agreement and reserve the appropriate amount of funds accordingly.
The education corporation understands that the above provisions largely apply to an education corporation operating one charter school and that the above provisions must be modified in the case where the Education Corporation operates multiple charter schools and some, but not all, of those schools close.

ARTICLE III : BOARD OF TRUSTEES

A.<u>Powers</u>

1. General 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.

2. Specific Powers. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

(a) To elect and remove Trustees, subject to Article Paragraphs C. and D. below;

(b) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

(c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

(d) 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;

(e) 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;

(f) 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;

(g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

(h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and

(i) 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

(j) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-For-Profit Corporation Law and the limitations noted in these Bylaws.

(k) Hold the final say in the hiring or dismissal of a school leader. When possible, other school leaders will be consulted for input, as well.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) nor more than eleven (11). The number of Trustees elected at the most recent election of Trustees shall constitute the exact number of Trustees, unless otherwise fixed by Board resolution or amendment of these Bylaws, and so long as such number is within the limits provided herein.

C. Election of Trustees.

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. The State University Board of Trustees has the right to reject the election of any new Trustee.

Eligibility. The Board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. One position shall be held for the nominee appointed by St. Bonaventure University. One position shall be held for the nominee appointed by Canticle Farms. One position shall be held for the nominee appointed by Boundless Connections. One position shall be held for the nominee appointed by Ellicott

Greens.

Interested Persons. Not more than thirty-three percent (33%) of the Trustees 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 (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any person who, within the last 1 years, has actively participated in connection with a school board in or surrounding the Olean School District (3) a parent of a current student; or (4)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.

Term of Office

(a) The Trustees shall be divided into three (3) classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

(b) The term of each Trustee shall continue for three (3) years except the term of any Trustee who is elected as a parent of a child enrolled in the Corporation shall be one (1) year.

(C) The term of office of a Trustee elected to fill a vacancy in these 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 authorized number of Trustees.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from the amendment of the Corporation's Charter or Bylaws or from any 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 Corporation's Charter or Bylaws or by any other Board action.

Time of Elections. The Board shall elect Trustees at the annual meeting for that year, and may elect additional or successor Trustees 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 provisions of the Education Law and the Not-For-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Chair or the Secretary. The resignation is effective upon receipt of, or at any later date specified in the notice. The acceptance of a resignation by the Chair or the Secretary shall not be necessary to make the resignation effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the *v*acancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these 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 the Corporation's business.

ARTICLE IV : PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

Olean Academy Charter School

TBD

or at any such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

ARTICLE V : MEETINGS OF THE BOARD

A. Place of Meetings. Meetings of the Board shall be held at the Corporation's principal office or at any such other reasonably convenient place as the Board may designate.

B. Annual Meetings. An annual meeting of the Board shall be held in the month of December of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular meetings of the Board shall be held bi monthly throughout the year and at other times as the Board determines.

D. Special Meetings. A special meeting of the Board may be called at any time by the Chair, or in his or her absence by the senior Trustee on written request of three (3) Trustees, or by any Trustee upon written demand of not less than one-fifth *(1/*5) of the entire Board. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

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. Notice of the time and place of e*v*ery meeting of the Board shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee, except as provided in Article V, Paragraph G below. Notices will be deemed given when deposited in the United States mail, addressed to the Trustee at the address showing for the Trustee in the Corporation's records, first class postage pre-paid; when personally delivered in writing to the Trustee; or when faxed, e-mailed, or communicated orally, in person or via telephone, to the Trustee. Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law (Open Meetings Law*)*.

G. Waiver of Notice. Notice of a meeting of the Board need not be given to any Trustee who submits a waiver of notice before or after such meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Trustee. The waiver of notice may be written or electronic. If written, the *w*ai*v*er must be executed by the applicable Trustee by any reasonable means, including but not limited to facsimile signature. If electronic, the transmission of the wai*v*er must be sent by electronic mail and must contain or be accompanied by information reasonably showing that the transmission was authorized by the Trustee. A *w*aiver of notice may provide for notice of a meeting of the Board via alternate means, including, but not limited to four (4) days' notice of the meeting via first-class mail or tw*o (*2) days' notice of the meeting via telephone, e-mail, facsimile or personal delivery. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers La*w*.

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 by Other Means. In all events, a quorum of Trustees must be present, in person or via videoconferencing in accordance with Article *7* of the Public Officers Law, to lawfully conduct a Board meeting. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, including the videoconferencing site, and state that the public has the right to attend the meeting at any of the locations. Once a quorum is present, additional Trustees may participate in a Board meeting through the use of conference telephone or similar communication equipment to the extent permitted by Article 7 of the Public Officer's Law, so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience.

C. Committees

1. Appointment of Committees of the Board. The Board, by the action of a majority of the entire Board, may designate from among the Trustees an executive committee and other committees of the Board, each consisting of three (3) or more Trustees, except that an executive committee shall consist of not fewer than five (5) Trustees.

2. Authority of Committees of the Board. The Board may delegate to a committee of the Board 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;

The fixing of Trustee compensation for serving on the Board or on any committee;

(d) The amendment or repeal of these Bylaws or the adoption of
new Bylaws; and

e) The creation of these committees, or the members of such
committees.

3. Procedures of Committees of the Board. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Public Officers Law.

D. Standard of Care.

Performance of Duties. All Trustees and Officers shall perform their respective duties, including duties as a member of any committee of the Board upon which such individual may *s*erve, 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.

Reliance on Others. In performing the duties of a Trustee or Officer, Trustees and Officers shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a) One (1) or more Officers or employees of the Corporation whom the Trustee or Officer believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Trustee or Officer believes are within that person's professional or
expert competence; or

(c) A committee of the Board, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, upon which the Trustee or Officer does not serve, as to matters within its designated authority, provided the Trustee or Officer believes the committee merits confidence; so long as in any such case, the Trustee or Officer, as the case may be, acts in good faith, and with the degree of care specified in Article *V*I, Paragraph (D)(1) above, after reasonable inquiry when the need therefore 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 Article VI, 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 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 committee of which such Trustee is a member, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a Related Party Transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a 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 and deliberations 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 (the "Officers") shall consist of a Chair, Vice Chair, a Secretary and a 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.

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 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 these 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 of the Board, a regular meeting of the Board designated for that purpose, or at a special meeting of the Board called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. An Officer 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 until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove or suspend any Officer, with cause, at any time by vote of a majority of the entire Board, on due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty; provided, at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee. 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 : LIABILITY AND INDEMNIFICATION

A. 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 such person or such person's testator or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, upon a finding of the Board that the Trustee, Officer, employee or agent acted in good faith for a purpose which he or she reasonably believed to be in the best interests of the Corporation.

B. Liability. To the fullest extent permitted by law, Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX : RELATED PARTY TRANSACTIONS

A. General. The Corporation shall not enter into a Related Party Transaction (as such term is defined herein), unless such Related Party Transaction is determined by the Board to be fair, reasonable and in the Corporation's best interest at the time of such determination.

B. Procedure. Any Trustee, Officer or Key Employee (as such term is defined herein) who has an interest in a Related Party Transaction shall promptly disclose in good faith to the Board, or an authorized committee thereof, the material facts concerning such interest prior to the Corporation entering in such transaction. Such disclosure shall include all relevant and material facts known to such person regarding the transaction which might reasonably be construed to be adverse to the Corporation's interest. The Board shall determine, by majority vote, whether the Related Party Transaction is fair, reasonable and in the Corporation's best interest at the time of such determination. In the event a Trustee is a party to a Related Party Transaction, such Trustee shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such Related Party Transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect that the disclosure was made, the vote thereon and, where applicable, the abstention from voting and participation. In addition to the requirements of this Article IX, the Board has adopted conflict of interest policies (a) requiring that, among other things, prior to any formal action by the Board, any Trustee, Officer and Key Employee shall disclose existing and

potential conflicts of interest, and (b) providing corrective and disciplinary actions with respect to transgressions of such policies.

C. Extraordinary Related Party Transactions. With respect to any Related Party Transaction in which a Related Party has a substantial financial interest, the Board, or an authorized committee thereof, shall: (1) prior to entering into the transaction, consider alternative transactions to the extent available; (2) vote on the transaction, the standard for approval of which shall be a majority vote of the Board or committee members present at the meeting, as applicable; and (3) contemporaneously document in writing the basis for the Board's or committee's approval, including its consideration of any alternative transactions.

D. Definitions For purposes of this Article IX, the following definitions shall apply:

1. "Related Party Transaction" means any transaction, agreement or any other arrangement in which a Related Party (as such term is defined herein) has a financial interest and in which the Corporation or any Affiliate (as such term is defined herein) of the Corporation is a participant.

2. "Related Party" means any (i) any Trustee, Officer or Key Employee of the Corporation or any Affiliate of the Corporation, (ii) any Relative (as such term is defined herein) of any Trustee, Officer or Key Employee of the Corporation or any Affiliate of the Corporation or (iii) any entity in which any individual described in (i) or (ii) above has a thirty-five percent (35%) or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of five percent (5%).

3. "Relative" of an individual means his or her spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren and spouses of brothers, sisters, children, grandchildren and great-grandchildren and domestic partner.

4. "Key Employee" means any person who is in a position to exercise substantial influence over the affairs of the Corporation.

5. “Affiliate" of the Corporation means any entity controlled by, in control of, or under common control with the Corporation.

ARTICLE X : OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 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 the Chair and Treasurer. For amounts greater than $1,000, two authorized signatures are required.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-For Profit Corporation Law and the Education Law shall govern the construction of these 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. 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 XI: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, material amendments being subject to the prior approval of the State University of New York Trustees or their designee.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Olean Academy 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.

R-14f - Code of Ethics

Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Guidance Handbook for more detail

CODE OF ETHICS

The Corporation has no members. The rights which would otherwise vest in the members of the Corporation vest in the members of the Board of Trustees (hereinafter the "Trustees") of the Corporation. Actions that 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.

Each member of the Board will abide by 4 principles:

Principle 1: Individuals employed at Olean Academy Charter School lead by the principles of Community Service and Community Involvement, Accountability, Respect, and Empathy at all times.

- Hold the educational welfare of the students of Olean Academy Charter School as their primary concern in all decisions and strive to meet the needs of all students.
- Recognize that the Board acts as a single entity and that authority rests with a consensus of the Board during meetings, not with the action of individual members.
- The Board has adopted conflict of interest policies (a) requiring that, among other things, prior to any formal action by the Board, any Trustee, Officer, and Key Employee shall disclose existing and potential conflicts of interest, and (b) providing corrective and disciplinary actions with respect to transgressions of such policies.

Principle 2: Individuals employed at Olean Academy Charter School demonstrate the value of, and cultivate a value for the concept of lifelong learning.

- Render sound decisions only after discussing all aspects of the issues at hand with my fellow Board members and those who are assembled in meetings.
- Attend and participate in all meetings, devoting the appropriate amount of time and thought to issues brought to the board to facilitate effective and credible decisions.

Principle 3: Individuals employed at Olean Academy actively apply research to set and maintain a high standard for education and behavior for all students.

- Protect, advance, and promote the interest of all Olean Academy Charter School community members by maintaining independent judgment unbiased by private or special interest groups.
- Uphold the noted procedures within the bylaws of the governing board and promote and maintain good relations with fellow members through respectful debate and fair conduct at all times.

Principle 4: Individuals employed at Olean Academy support positive growth and change among their board members/coworkers and the students.

- Keep all matters confidential pertaining to Olean Academy Charter School which, if disclosed, would needlessly defame or injure any individual(s) or the institution..

- Support the efforts of and protect Olean Academy Charter School personnel in the proper performance of their duties.

ADDITIONAL ASSURANCES

FISCAL AUDITS

The Education Corporation will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Education Corporation will ensure such consolidated audited financial statements include:

• A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the Education Corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a startup phase, and for schools or sites for which opening has been delayed;

• A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back-office component;

• A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the Education Corporation;

• A consolidated statement of income and revenues and a consolidated balance sheet for the Education Corporation; and,

• A federal single audit report, if applicable.

An education corporation with the authority to operate multiple schools must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

DISSOLUTION PROCEDURES

The education corporation will:

• Create a communication plan for students, families, and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.

• Provide the Institute with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.

• Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.

• Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.

• Transfer the education corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.

• Provide the procedures that the school would follow in the event of the closure and dissolution of the education corporation including the transfer of students and student records, execution of a SUNY Closure Plan, and for the disposition of school assets.

• Establish an escrow account, in the case of a single-school education corporation, of no less than $75,000 to pay for the legal, final audit, and other wind-down expenses associated with a dissolution should it occur. The budget shall reflect this commitment and include funding of $25,000 increments in the school's first three years of instruction. (Note that a separate reserve

fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)

• In the case of an education corporation operating multiple charter schools, the education corporation must follow the dissolution reserve fund provisions in its charter agreement and reserve the appropriate amount of funds accordingly.

The education corporation understands that the above provisions largely apply to an education corporation operating one charter school and that the above provisions must be modified in the case where the Education Corporation operates multiple charter schools and some, but not all, of those schools close.

R-14g - Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website

Formal vs. Informal Complaints[1]
(Posted in each manual as definitions)

Drawn from the SUNY Guidelines for Complaint Policies and Procedures:

A formal complaint involves an alleged violation of the law generally, the Act or of the education corporation's charter including its provisional charter or certificate of incorporation. the following are examples of violations of law/charter handled through the formal complaint process. :

- improper discipline of a special education student (violation of the Individuals with Disabilities Education Act (IDEA) or applicable federal regulations);
- billing the wrong district for a student (violation of the Act and NYS Education Commissioner Regulations); and
- child abuse in an education setting (violation of New York State Education Law Article 23-B).

The Act prohibits a multi-tiered process for formal complaints. A policy cannot require a complainant to go to more than one person/group before appealing to the Institute (the "Institute"). The complainant must have only one mandatory stop (the board or its designee) before appealing to the Institute.

For example, A policy cannot refer complainants to the school principal first, and then appeal that decision to the education corporation board. That being said, voluntary steps may be offered so long as the policy clearly delineates such steps as voluntary.The education corporation's response to a formal complaint should:

1. be in writing;
2. clearly set forth the reasoning of the person or entity making the decision; and,
3. be given to the complainant within the time frame set forth in the complaint policy unless a sound reason exists for the delay.

In the absence of a specific time frame, a response should be given to the complainant within a reasonable amount of time (generally, 45 days), which should give the education corporation board time to meet and decide on the complaint.

If the education corporation fails to comply with these requirements, the complainant will be within their rights to file an appeal with the Institute. Please know that the Institute will then ask for a written decision or for the board to decide on the complaint within a certain date. Responsibility for handling complaints rests almost exclusively with the education corporation board of trustees.

[1] https://www.newyorkcharters.org/wp-content/uploads/Complaints-Guidance.pdf

Upon resolution of a formal complaint, the education corporation must provide to the complainant:

1. its written determination including any remedial actions to the taken;

2. a written notice to the complainant that he or she may file an appeal with the Institute if the complaint involves a violation of law or charter; and,

3. a copy of the Institute's Grievance Guidelines (available on the Institute's website: http://www.newyorkcharters.org/contact/.

Pursuant to a delegation from the State University of New York Board of Trustees (the "SUNY Trustees"), the Institute acts on behalf of, and exercises authority for, the SUNY Trustees with respect to complaints regarding SUNY authorized education corporations/charter schools. Informal Complaints Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. We highly recommend that the complaint policy address the informal complaint process. Informal complaints should ideally be handled by school staff, not by the education corporation's board of trustees. Unlike the formal complaint process, a multi-tiered review process is acceptable for informal complaints. For example, an informal complaint may be handled in the first instance by a teacher, then a dean or assistant principal and then the principal, etc. The following examples are informal complaints:

- "Michael pulls my daughter's hair. Can't she move seats?"
- "I want my son in a different class."
- "I think my child deserves an 'A' in that course, not a 'B.'"

The complaint policy should address responses to informal complaints and specify whether a written decision to such complaints will be given. The policy should also clearly delineate that formal complaints do not have to use a multi-tiered process. In all cases, we recommend that all schools document informal complaints and resolutions for possible future reference. If the informal complaint policy uses a multi-tiered appeal process for informal complaints, the policy must clearly delineate the informal from the formal complaint appeal process. Please note that the Institute does not handle appeals of informal complaints.

From School Policy Book:
Procedure For Harassment Complaints

Olean Academy Charter School has received feedback from multiple parents expressing concerns regarding bullying and harassment between students and from adults to students. For this reason, in addition to the school's Complaint Policy, an additional Harassment Complaint procedure will be put into place to ensure that parents can feel their concerns are heard, and individuals can be held accountable for their actions**.**

From Staff Regarding Other Adults or Children:
All Harassment Complaints will require the Harassment and Bullying Form to be completed and emailed to the staff member's direct supervisor (head of department, coordinator, director) who will escalate the complaint regardless of severity. The following are examples of solutions that may occur. It is essential that, regardless of whether the immediate supervisor is able to resolve the problem or not, each harassment complaint made by a staff member (about another adult or a child) is communicated so that all directors are aware.

From Parents Regarding Other Children:
All Harassment Complaints will pass through the Parent and Community Coordinator. The individual in this position will note the complaint and escalate the complaint to the Director's Meeting so that necessary measures can take place. The following are examples of solutions that may occur:

- Interviews of both students including, but not limited to the acquisition of evidence and/or the preparation of a written statement
- A SANO (Students Are Number One) File with necessary procedures involving classroom teachers
- Separate meetings with the necessary students' parents

If the report involves a crime, the school must notify the local police.

From Students Regarding Adults or Other Children:
All Harassment Complaints must be reported to the classroom teacher or nearest adult. At that point, the staff member will script an email using the Harassment and Bullying Form (to ensure notes are put in writing) and escalate the concern to his/her/their supervisor, as well as the student's classroom teacher(s). It is essential that actions are taken immediately as all staff are under the directive to take bullying and harassment with the utmost seriousness.

At Olean Academy, there are three types of complaints:

Level 1	The complaint has not been made in the past. The complaint is resolved in the classroom and an email is written to the homeroom teacher: necessary apologies and consequences are given. The complaint is reported to the parents to maintain open communication.
Level 2	The complaint has been made in the past (as Level 1) and repeatedly. The homeroom teacher will escalate the complaint to the Parent Engagement Coordinator. The Parent Engagement Coordinator will contact parents to review the situation and assemble notes, as well as inform the DASA Coordinator (when necessary) The complaint is escalated to the Director's Meeting so the Directors can proceed with support
Level 3	The complaint has been made in the past (as Level 2) and repeatedly. The teacher will escalate the complaint to the Parent and Community Coordinator The Parent Engagement Coordinator will contact parents to review the situation and assemble notes The school must proceed with further action including, but not limited to, requesting parents to immediately attend a school meeting as a final support including exploration of suspension or other action*.

*Olean Academy is legally obligated to provide alternative instruction to any student who is suspended or expelled

Harassment and Bullying Complaint Form

Student's Name

Student's Grade

Student's Teacher

Student's Telephone Number

Nature of the complaint:

____Harassment/Bullying ____Cyberbullying
____Intimidation

Date of occurrence(s):

Describe the occurrence(s):

Who did you tell about this occurrence?

____Teacher ____Parent
____Other Adult

What date did you tell them?
What did the adult do after?

School Notes Form
(Community and Parent Coordinator Notes)

Student Name	Student Grade	Involved Students Names	Involved Students Grade	Date(s) of Occurrence(s)
Description of Occurrence (Include dates, times, parent information/contact)				
Description of How The Instance Was Resolved (Include dates, times, parent information/contact)				

Future Plans (Include dates, times, parent information)

Student Name	Student Grade	Involved Students Names	Involved Students Grade	Date(s) of Occurrence(s)
Description of Occurrence (Include dates, times, parent information/contact)				
Description of How The Instance Was Resolved (Include dates, times, parent information/contact)				
Future Plans (Include dates, times, parent information)				

Student Name	Student Grade	Involved Students Names	Involved Students Grade	Date(s) of Occurrence(s)
Description of Occurrence (Include dates, times, parent information/contact)				
Description of How The Instance Was Resolved (Include dates, times, parent information/contact)				
Future Plans (Include dates, times, parent information)				

From School Policy Book:
Staff, Parent, Student General Concern and Complaint Policy

From Staff Regarding Policies and or Other Concerns:
As Olean Academy intends to focus on growth and lifelong improvement, concerns and complaints are taken with the utmost seriousness. We ask that all concerns and complaints are emailed to the staff member's direct supervisor (Head of Department, Coordinator, or Director) using the Staff Concern and Complaint Form. The direct supervisor will forward the complaint to ensure that all directors are aware and able to make necessary changes.

At no point should a staff member feel as though their concerns are not being heard. Should a staff member feel safer, we intend to employ a part-time HR manager and bookkeeper who will be available to receive concerns and complaints and forward the necessary information per his/her/their professional discretion.

Though we recognize that staff members will develop close and personal relationships with those they work with, Olean Academy has adopted these policies as a means of efficiently addressing staff concerns. We ask that “gossip” and “general discussion” about frustrations remain topics of conversation outside of the workplace unless addressed through the noted procedures.

From Parents:
All Complaints will pass through the Parent and Community Coordinator. The individual in this position will note the complaint and escalate the complaint to the Director’s Meeting so that necessary measures can take place. If the report involves a crime, the school must notify the local police.

From Students Regarding Adults or Other Children:
All concerns and complaints must be reported to the classroom teacher or nearest adult. At that point, the staff member will script an email and escalate the concern to his/her/their supervisor, as well as the student’s classroom teacher(s). All student complaints will follow the chart below:
At Olean Academy, there are three types of complaints:

Level 1	The complaint has not been made in the past. The complaint is resolved in the classroom and an email is written to the homeroom teacher: necessary apologies and consequences are given. The complaint is reported to the parents to maintain open communication.
Level 2	The complaint has been made in the past (as Level 1). The homeroom teacher will escalate the complaint to the Parent and Community Coordinator The Parent and Community Coordinator will contact parents to review the situation and assemble notes. The complaint is escalated to the Director’s Meeting so the Directors can proceed with support
Level 3	The complaint has been made in the past (as Level 2). The teacher will escalate the complaint to the Parent and Community Coordinator The Parent and Community Coordinator will contact parents to review the situation and assemble notes The school must proceed with further action including, but not limited to, requesting parents to immediately attend a school meeting as a final support including exploration of suspension or other action*.

*Olean Academy is legally obligated to provide alternative instruction to any student who is suspended or expelled

Grievance Procedures For Staff and Contractors

A. Purpose

The purpose of the following grievance procedure should be to settle equitability at the lowest possible administrative level. These procedures apply to teachers, parents, and other adults who are associated with Olean Academy.

B. Definition

A “grievance” is hereby defined to mean a complaint that a teacher or parent has based on an alleged violation or a variation from set policies and procedures at Olean Academy.

C. Procedure

All grievances must enter the grievance procedures listed below within ten working days of being received with the exception for Level Three grievances that will be addressed during the monthly board meeting.

Level One

The adult filing the grievance must first raise their concern with their direct supervisor (For example: Head of Department, Parent Coordinator or Director of Finance).

Level Two

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level One, he/she/they may file a grievance in writing with the Director of his/her/the department. That Director must bring the grievance to the next Director meeting to be addressed by the team.

Level Three

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level Two he/she/they may file a grievance in writing with the Olean Academy School Board through the board’s secretary.

At the point of Level Three, the Olean Academy Board will address the grievance according to state and federal law, the teacher’s contract, or the parent manual. Should a Head of Department raise a grievance the procedure begins at Level Two. Should a Director raise a grievance the procedure begins at Level Two requiring the Director team to address the grievance.

D. Rights of Teacher/Employee to Representation

Each teacher/ employee is welcome to be represented during any part of the grievance process. The representative is welcome to be a person of his/her/their choosing.

E. Miscellaneous

If, in judgment, a grievance directly affects a class of students or a group of teachers the receiving supervisor may escalate the grievance directly to the Olean Academy Board.

All documents, communications and records dealing with the process of the grievance shall be filed with personnel files or the appropriate company file.

Evelyn Cruz

Evelyn Cruz
[redacted]

Objective

To be part of an educational community which strives for excellence; with a challenging value based curriculum that is conducive to academic achievement and social-emotional growth.

Skills

- Positive Learning Environment
- Positive Reinforcement
- Communication Skills
- Interpersonal Skills
- Computer Skills
- Bilingual English/Spanish
- Problem Solving

Experience

[redacted]

Education

Associate of Science Human Services
05/2019

Jamestown

Penny Dowell Norris

Motivated Business Professional

[redacted]

I am seeking a position where I can utilize my experience and education in business administration and legal skills. I have exceptional management and administrative skills. I am successful at prioritizing a diverse range of tasks and successfully following through with them. I am a driven professional that thrives in high-pressure environments and situations that require a wide range of responsibilities, concise communication, and precise decision making. Most importantly, I am motivated to continually improve and extend my skills.

Authorized to work in the US for any employer

Work Experience

[redacted]

Education

Master of Business Administration in Business Administration
St. Bonaventure University - Olean, NY
2021 to Present

Bachelor's degree in Business Administration
NPC - Phoenix, AZ
2018 to 2020

Associate's degree in Paralegal Studies
NPC - Phoenix, AZ
2016 to 2018

Skills

- Payroll
- Accounting Software
- Accounts Payable
- Accounts Receivable

- Bookkeeping

Assessments

Principles of accounting — Highly Proficient
April 2022

Preparing financial records according to federal policies
Full results: Highly Proficient

Bookkeeping — Highly Proficient
April 2022

Calculating and determining the accuracy of financial data
Full results: Highly Proficient

Sales skills — Highly Proficient
May 2020

Persuading reluctant customers to buy products or services, and influencing and negotiating with customers to meet sales goals.
Full results: Highly Proficient

Supervisory skills: Motivating & assessing employees — Expert
April 2022

Motivating others to achieve objectives and identifying improvements or corrective actions
Full results: Expert

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Shannon McIntyre

[redacted]

EDUCATION SPECIALIST & PROGRAM MANAGER

Curriculum Design & Instruction / K-6 & Special Ed Learning Environments / Faculty Training & Consulting

Student-focused and performance driven Academic Professional with 15+ years of success leading and supporting diverse curriculum development and instruction initiatives for domestic and international learning environments. Skilled in combining direct classroom instruction and program leadership experience to foster active learning environments, promote student engagement, and identify improvement opportunities to faculty performance and curriculum delivery. Strong and interactive leader successful in promoting an environment of excellence through constructive communication, interdisciplinary collaborations, and introduction of innovative resources and tools. Dual-Citizen (Canadian and American) with international experience in Malaysia, the UAE, Canada, and the United States

Core competencies include:

- Program Design & Policy Development
- Budget Plan & Administration
- Individualized & Differentiated Lesson Plans
- eLearning Modules & Resources
- Cross-Cultural & TESOL Environments
- Community Outreach & Networking Campaigns
- Student Advocacy & Family Communication
- Continuing Education & Professional Training
- Performance Management & Course Assessments
- Critical Thinking & Problem Resolution

TEACHING EXPERIENCE

[redacted]

[redacted]

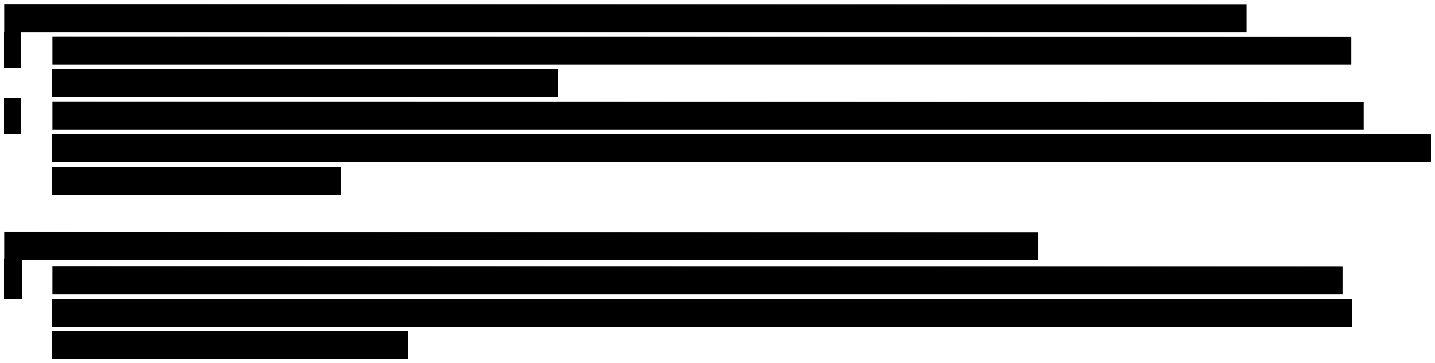
[redacted]

EDUCATION MANAGEMENT

[redacted]

[redacted]

[redacted]



EDUCATION & CREDENTIALS

General Education Certification (1-6), New York, 2002, 2018
General Education Certification (1-6), Virginia, 2004
Special Education Certification (1-6), New York, 2018
100 Hour TESOL Certification, TESOL Online Certification Course, 2006

M.Ed, Education Administration: Organizational Leadership, Grand Canyon University, Phoenix, AZ, 2010
BS, Elementary Education, State University College at Buffalo, NY, 2002

Professional Development & Affiliations

Community Schools Forum: April 2016
IB Curriculum: PYP Training Stage 1: October 2014
Kagan Cooperative Learning: March 2014
Vanderbilt University, Peabody College: Professional Institute for School Leaders, June 2010
Beauvoir Elementary School & Ford's Theatre: Fellowship to Bring Theatre to Schools, June 2009
National Charter School Conference: 2006, 2008

JASON T. EASTMAN

Department of Sociology
[redacted]

APPOINTMENTS

[redacted]

EDUCATION

2007 Ph.D. in Sociology, *The Florida State University*

2004 M.S. in Sociology, *The Florida State University*

2000 B.A. in Human Relations, *University of Pittsburgh at Bradford*

RESEARCH

Peer Reviewed Publications

Forthcoming Danaher, William F. Kretschmer, Kelsy and Jason T. Eastman. "Songs of the Canadian Women's movement." Accepted to *Music and Arts in Action*.

2021 Eastman, Jason T. Review of "Live at Jackson Station: Music, Community, and Tragedy in a Southern Blues Bar." *Social Forces* 100.2: e11.

2020 Karash-Eastman, Jennifer and Jason T. Eastman. The Caribbean, in Gender and Identity Worldwide. Edited by Chuck Stewart. *ABC-CLIO Publishers*.

2019 Eastman, Jason T. and Terry F. Pettijohn II. Good Times and Endless Love: Billboard R&B/Hip Hop Songs of The Year Across Social And Economic Conditions. *Psychology of Popular Media Culture* 8.3: 243-250.

2017 Eastman, Jason T. Anti-Institutionalism and Political Rebellion. *Contexts* 16.2: 18-20.

2017 Eastman, Jason T. The Southern Rock Revival: The Old South in a New World. *Lexington Books* (*Rowman & Littlefield)*.

2016 Eastman, Jason T. Weedland. *Contemporary Sociology* 25.1:5 0-51.

2015 Eastman, Jason T. The Wild (White) Ones: Comparing Frames of White and Black Deviance. *Contemporary Justice Review* 18.2: 231-247.

2015 Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Songs of the Year across Social and Economic Conditions in the USA. *Psychology of Popular Media Culture* 4.2: 155-171.

2014 Eastman, Jason T. and Alana N. Iapalucci. Satan, Sinners and Salvation: Religion in Contemporary Southern Rock Music. *Rock Music Studies* 1.3: 231-250.

2014 Pettijohn II, Terry F. Glass, Jamie N. Bordino, Carly A. & Jason T. Eastman. Facial Feature Assessment of Popular U.S. Country Music Singers across Time and Social and Economic Conditions. *Current Psychology* 33:451–459.

2014 Eastman, Jason T. Code Talk: Solving the Puzzles of Qualitative Data Analysis. Pp. 50-51 in *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*, 2nd Edition. By Cathy Charmaz. Sage Publications.

2013 Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Gendering Truck Driving Songs: The Cultural Masculinization of an Occupation. *Sociological Spectrum* 33: 416–432.

2013 Eastman, Jason T. The Migration of Youth into United States Super-Cities. Pp. 143- 157 in *Youth and the Socio-Cultural Environment: Russia and the USA, A Cross-Cultural Analysis*. Moscow: Russian State Social University Publishing House.

2013 Eastman, Jason T. Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. Pp. 175-198 in *The Rolling Stones: Sociological Perspectives*. Edited by Helmut Staubmann. Lanham, MA: Lexington Books.

2013 Eastman, Jason T. Youth Migration, Stratification, and State Policy in Post-Soviet Russia. *Sociological Compass* 7.4: 294–302.

2012 Eastman, Jason. Our Major Depressive Disorder and The New Gilded Age. *#Occupy Thought*. Edited by Dylan E. Wittkower. Media Commons.

2012 Pettijohn, Terry F. Eastman, Jason T. and Keith G. Richard. And the Beat Goes On: Popular Billboard Songs Beats Per Minute and Key Signature Vary with Social and Economic Conditions. *Current Psychology* 31.3: 313-317.

2012 Eastman, Jason T. Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival. *Journal of Contemporary Ethnography* 41.2: 189-219.

2012 Eastman, Jason T. Southern Masculinity in American Rock Music. Pp 271-286 in *Perspectives on Males and Singing*. Edited by Scott Harrison, Graham Welch and Adam Adler. Springer.

2010 Eastman, Jason T. Authenticating Identity Work: Country Music Saviors. *Studies in Symbolic Interaction* 35: 51-67.

2010 Eastman, Jason T. The Continuing Significance of Race, Class, and Gender in Presidential Politics. *Bridges* 4:1-12.

2008 Eastman, Jason T. and Douglas P. Schrock. Southern Rock Musicians' Construction of White Trash. *Race, Gender & Class* 15.1-2: 205-219.

In Progress

Jason T. Eastman and Kimberly LaMandola. Open Tables: The Importance of Nutrition Programs to Farmers Market Access for the Underpriveledged. Revise and Resubmit to *Journal of Agriculture, Food Systems and Community Development*.

Arrington, Hannah. and Jason T. Eastman. "You're Not under Arrest, but…" A Contextual Analysis of Interactions between the Public and Law Enforcement as Seen Through Live PD." Manuscript Under Development.

Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Number 1 Weekly Songs across Social and Economic Conditions in the USA. Manuscript Under Development.

Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Truck Driving Songs: The Cultural Perpetuation of Gender Inequities through the Work-Family Nexus. Manuscript Under Development.

Other Publications

2022 2021 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2021 2014 – 2016 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2015 Social Class, Parenting Styles, and Intergenerational Inequality. *Sociological Cinema* (December 23).

2015 The Nightly Show: Black Fatherhood. *Sociological Cinema* (March 3).

2014 The Broads Must Be Crazy. *Sociological Cinema* (May 25).

2014 So Long, Been Good To Know Yuh, Dusty Old Dust. *Sociology Sounds* (January 29).

2013 Masculinity and Emotion Management in Bedazzled. *Sociological Cinema* (December 28).

2013 Sun City by Artists United Against Apartheid. *Sociology Sounds* (December 11).

2013 Solidarity Forever. *Sociology Sounds* (September 2).

2013 Animating Sociology: Going Down to South Park. *Sociological Cinema* (September 2).

2013 We Shall Overcome. *Sociology Sounds* (August 28).

2013 "Latinos" are Not a Culturally Homogenous Group. Sociological Cinema (July 28).

2013 Mod Carousel Parodies Robin Thicke's Blurred Lines. *Sociology Sounds* (July 24).

2013 Kevin Kline Learns Masculinity from a Self-Help Tape. *Sociological Cinema* (May 13).

2013 The "Sissy Boy" Experiment. *Sociological Cinema* (April 27).

2013 Marijuana: A Short History of Changes in Law and Public Opinion. *Sociological Images* (April 20).

2013 Merry Go 'Round by Kacey Musgraves. *Sociology Sounds* (April 4).

2013 Are Markets a Good Measure of Economic Recovery? *Sociological Images* (March 15).

2013 Politics, Discourse, and the Real Taxes on the Rich and Poor. *Sociological Images* (February 15).

2013 Don’t Take Your Guns to Town by Steve Earle. *Sociology Sounds* (February 4).

2013 Measuring Income Mobility and the American Dream. *Sociological Cinema* (January 29).

2013 In the Ghetto by Elvis Presley. *Sociology Sounds* (January 8).

2013 Teaching Sociology with Music Videos. *Sociological Cinema* (January 8).

2012 How Much Do Americans Know About Politics? *Sociological Images* (October 12).

2012 Is Homosexuality A Choice? *Sociological Cinema* (September 27).

2012 Nature, Nurture and the Pro Athlete. *Sociological Images* (September 10).

Reposted on *Racialicious* (September 18).

2012 Hamsters, Depression, and Methodological Validity. *Sociological Cinema* (September 3).

2012 Rebel Manhood. Social Science Space. *Sage Publications* (August 27).

2012 Carlos Mencia on Whiteness. *Sociological Images* (August 8).

2012 When "Keeping It Real Goes Wrong." *The Sociological Cinema* (July 25).

2012 Southern Culture on The Skids. *The Society Pages* (July 25).

2012 Locating the Sacred In Modern Society. *The Sociological Cinema* (July 5).

2012 The Protestant Ethic in American Jesus by Bad Religion. *Sociology Sounds* (June 27).

2012 Donning the pink collar. *The Sociological Cinema* (June 11).

2012 Illustrating the Gender Pay Gap. *Sociological Images* (May 6).

2012 A Transvaginal Breach of the Social Contract. *The Sociological Cinema* (March 12).

2012 Distracted by "Linsanity:" Hidden Racism and the Model Minority Stereotype. *Sociological Images* (March 15).

2012 Newt Racism: The Racially Coded Language of Presidential Candidates. *Sociological Images* (January 23).

Reposted Code Speak and the New Racism. *The Sociological Cinema* (January 26).

2012 The Issue We Won't Hear Debated. *The State* (January 11).

2011 Class Prejudices in Stephen Colbert's Dumbocracy. *Sociological Images* (October 15).

2011 Saturday Night Live and the Double-Bind For Women In Politics. *Sociological Images* (September 3).

2010 A New Kind of Racism. *The State* (July 29): 7.

2005 Universal Sociological Law. *Footnotes* 34.3 (March): 11.

Presentations

2022 2021 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* January.

2021 2014-2016 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* April.

2020 2020 Census

- *Erie County Department of Aging*. Buffalo, NY: June.
- *Olean Public Library*. Olean, NY: March.

- *Chautauqua County Department of Aging*. Mayville, NY: March.
- *SUNY Fredonia American Democracy Project*. Fredonia, NY: February.
- *CS4 Care Continuum*. Corning, NY: February.
- *Friedsam Library Souper Monday*. St. Bonaventure, NY: February.
- *Chautauqua-Cattaraugus Library System*. Jamestown, NY: January.
- *Cattaraugus County Department of Aging*. Little Valley, NY: January.

2019 2020 Census

- *Rotary Club* of Olean, NY: December.
- *United Way of Southern Chautauqua* Interagency Roundtable. Jamestown, NY: November.
- *Cattaraugus County Association of Clerks.* Hinsdale, NY: September.
- *Southern Tier Library System Member Library Meeting.* Bath, NY: September.
- Chautauqua County *League of Women Voters*. Fredonia, NY: September.
- *Southern Tier Library System*. Corning Community College, NY: June.
- Chemung County Department of Social Services *Head Start Policy Committee*. Elmira, NY: August.
- NAACP Elmira-Corning Education Forum. Elmira, NY: August.
- Human Services Committee of *Chemung County*. Bath, NY: July.
- *Citizens Action Network of Southwestern New York*. Olean, NY: July.

2018 *Herbs@Home.* GOACC Home Show. Olean, NY: April.

2018 With Terry F. Pettijohn. *Good Times & Endless Love: Billboard R&B/Hip Hop Songs of the Year across Social and Economic Conditions.* The 81st Annual Meeting of the *Southern Sociological Society.* New Orleans, LA; March.

2017 Farmer's Market Family Day. *Rural Enterprise Association of Proprietors*. Olean, NY; July.

2017 With William F Danaher and Kelsy Kretschmer. Songs in the Canadian Women's Movement: A Comparison across Three Sub-groups. The 80th Annual Meeting of the *Southern Sociological Society*. Greenville, SC; March.

2016 The American Taboo: Comparing American Capitalism and Socialism. Panel Discussion at *CCU Celebration of Inquiry*. Conway, SC: April.

2016 Indie Market on Laurel. *CREATE Conway, Coastal Carolina University and the City of Conway*. Conway, SC: April.

2016 "Leading By Example?" A Viewing and Discussion of the Documentary Miss. Representation. *WGST Women's History Month Celebration*. Conway, SC: March.

2016 So You Want to Teach? What to Expect at a Teaching Focused Institution. Panel Discussion at The 79th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: March.

2016 Workplace Culture. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2015 Folk Music Songwriting Workshop. *Social Justice Research Initiative (SJRI) Workshop*. Cherry Grove, SC: May.

2015 With William Danaher. Trucking Music as a Gendered Genre. The 78th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2015 Planning for Graduate or Professional School. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2014 Woody Guthrie's Dust Bowl Blues. Coastal Carolina University Library's *Dust, Drought and Dreams Gone Dry*. Conway, SC: October.

2014 The Past, Present and Future of the Culture of Poverty Thesis. *Jackson Center Conference: Thinking about Poverty in Horry County*. Conway, SC: April.

2014 With William Danaher. Songs of Poverty*. Jackson Center Conference: Thinking about Poverty in Horry County.* Conway, SC: April.

2014 Heritage or Nostalgia? The Southern Rock Revival as a Traditionalist Genre. The 77th Annual Meeting of the *Southern Sociological Society*. Charlotte, NC: April.

2013 The Impacts of Student Retention on Faculty. *American Association of University Professors*. Conway, SC: October.

2013 Music in Movement Building and Songwriting Workshop. *Social Justice Research Initiative (SJRI) Fall Workshops*. Conway, SC: November.

2013 With Terry F. Pettijohn. Facial Feature Assessment of Popular U.S. Country Music Singers Across Time and Social and Economic Conditions. 25th Annual Convention *Association for Psychological Science.* Washington, DC: May.

2013 Our Major Depressive Disorder and The New Gilded Age. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Truck Driving in Culture. *College of Science One Talk, One Time*. Conway, SC: April 3.

2013 With Douglas Schrock. Truck Drivin' Men. Annual Conference of *The International Association for the Study of Popular Music*. Austin, TX: February.

2012 The Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. *The Rolling Stones; Sociological Perspectives*. Harvard University, MA: November.

2012 With William Danaher. Iconic Masculinity in Truck Driving Music. *The Tenth Celebration of Inquiry*. Conway, SC: March.

2012 Trends in Billboard Songs of the Year According to Economic Conditions. The 75th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2011 The New Gilded Age. *Ten Hour Tent Teach In @ #OccupyCharleston*. Charleston, SC: October.

2011 Internet Posters' Perceptions of Black and White Motorcyclists. The 74th Annual Meeting of the *Southern Sociological Society*. Jacksonville, FL: April.

2011 New Racism in the Old South. The *Jackson Family Center for Ethics and Values* Tea & Ethics. Myrtle Beach, SC: February.

2010 Masculine Identity and the Researching of Working Class Men. Mining Division of the *National Institute of Occupational Safety & Health*. Pittsburgh, PA: September.

2010 With William Danaher and Douglas Schrock. Truck Driving Music and Manhood. *Society for the Study of Symbolic Interaction* Annual Meeting. Atlanta, GA: August.

2010 With William Danaher and Douglas Schrock. Truck Driving Men. The 73rd Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: May.

2010 With William Danaher. The Modern Folklore of the American Trucker. The 2010 *Celebration of Inquiry*. Conway, SC: February.

2009 Capitalism: A Contradiction? The *Jackson Family Center for Ethics and Values* Java Jabbers. Conway, SC: October.

2009 Modern Identity: The Search for the Meaning of Self in a Meaningless World. 8th Annual Conference *International Social Theory Consortium*. Knoxville, TN: May.

2009 Rebel Manhood: Protest Masculinity in Southern Rock Music. The 72nd Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: April.

2009 Satan, Sinners, and Salvation in Contemporary South Rock Music. The 2009 *Celebration of Inquiry*. Conway, SC: February.

2008 With Douglas Schrock. Southern Rockers' Construction of White Trash. The 103rd Annual Meeting of the *American Sociological Association*. Boston, MA: August.

2006 Honky-Tonk Night-Time Men. *Society for the Study of Symbolic Interaction* Annual Meeting. Montreal, QC: August.

2006 The Southern Rock Revival. The 7th Annual *Ethnographic Dreamworlds*: An Interdisciplinary Conference on Reportage and Everyday Life. Buffalo, NY: April.

TEACHING

Published Teaching Exercises

2013 Eastman, Jason T. South Park & Teaching Sociology: 4 Episode-Based Exercises. *Sociological Cinema* (September).

- Theories of Inequality in South Park's *Chicken Pox*
- Agents of Socialization in South Park's *Hooked on Monkey Phonics*
- Theories of Self in South Park's *Fishsticks*
- Reification in South Park's *Margaritaville*

2011 Eastman, Jason T. Cartoon Sociology; Core Concepts in King of the Hill. Teaching Resources and Innovations Library for Sociology. *American Sociological Association Press.*

2006 Eastman, Jason T. Max Weber's Authority, Power and Politics, Pp. 155-157 in *Innovative Techniques for Teaching Sociological Concepts*, 4th Ed. New York: American Sociological Association Press.

Reprinted in Teaching Resources and Innovations Library for Sociology. 2010. American Sociological Association Press.

Teaching Experience

Senior Thesis Seminar	Demography	Collective Action
Qualitative Research	Individual & Society	Social Psychology of Groups
Sociological Theory	Diversity	Race & Ethnicity
Introduction to Sociology	Gender & Society	Social Statistics
Social Inequality	Cartoon Sociology	Research Methods
Social Movements	Class and Power	

Public Sociology

2020 Liu, Michelle. "Black bikers see racism in Myrtle Beach, SC, traffic plan." *Associated Press* (December 9).

2020 Legacy Hannah. "U.S. Census Bureau Official Speaks at Olean Public Library." *Tap Into Greater Olean* (March 5).

2020 "Greater Olean Area Chamber of Commerce Announces Olean Complete Count Coloring Contest." *Tap Into Greater Olean* (February 1).

2019 Phillips, Dennis. “City Officials Prepare for Census Count.” *The Post-Journal* (December 19).

2019 D’Agostino, John. “Can’t Count of Full Census Participation.” *Observer* (September 20).

2019 Levine, Steve. “Songs to sing in a truck.” *Axios* (July 11).

2019 Wagner, Cindy. “What to know about the 2020 Census.” *Olean Times Herald* (July 14).

2019 Williams, Frank. “U. S. Census Official to Speak in Olean.” *WESN News Radio* (July 11).

2019 Dinki, Tom. “Census specialist to talk in Olean Saturday.” *Olean Times Herald* (July 10).

2015 Gordon, Taylor. “The one key difference between two bike rallies draws drastically different reactions, underscoring the ugliness of racial bias.” *Atlanta Blackstar* (June 5).

2015 Demby, Gene. “2 biker rallies: One white, one black — One 'badass,' the other, just 'bad.'” *National Public Radio* (May 22).

2015 Martínez-Beltrán, Sergio. “Support growing for weed legalization in Michigan.” *The State News* (January 29).

2015 Sean O'Neal. “Study says we prefer singers who look like big babies during good times.” *A.V. Club* (January 12).

2015 Todd, Carolyn. “We prefer mature-looking singers in hard economic times, study says.” Entertainment Weekly (January 12).

2015 Pinsker, Joe. “Baby-Faced Celebrities Are More Popular When the Economy's Strong.” *The Atlantic* (January 12).

2014 Pettijohn, Terry. “What’s your musical fit?” *Progression* (Spring).

2014 Global Staff. “Tough times, a brighter twang.” *Boston Globe* (April 27).

2014 Study: Country Gets Happier When Times Get Hard. *Saving Country Music* (April 18).

2014 Matthews, Dylan. “Country music is happy in bad times, sad in good times.” *Vox* (April 18).

2014 Cowen, Tyler. “Is country music a countercyclical asset?” *Marginal Revolution* (April 17).

2014 Jacobs, Tom. “When Things Look Dark, Country Music Gets Sunnier.” *Pacific Standard* (April 16).

2013 Eaton, Lorraine. “"Why Bacon? Why Now?" ODU Philosophy Prof Asks.” *The Virginian-Pilot* (October 3).

2013 Dobson, Roger and Katy Corr. “Top Of the Pops or Down In the Dumps? How Music Matches The National Mood.” *The Independent* (January 23).

2012 Lee Lin, Helen. "Pop Music Study Shows Shift Toward Minor Key Melodies Since 1960." *Huffington Post* (November 14).

2012 Lee Lin, Helen. "Pop Music Became More Moody in Past 50 Years: Number Crunching Decades of Top 40 Music for Psychological Insight." *Scientific American* (November 13).

2012 Holden, Dan. "Give Jurors Facts on Eyewitness Testimony." *The Sun News* (July 27).

2012 "Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival." *Sage Journals* (April 2012).

2012 Sharp, Gwen. "Racial Stereotype and Perceptions of Competence." *Sociological Images* (January 30).

2012 Hartman, Doug. "A Racial Decoder Ring." *The Society Page: The Editors' Desk* (January 25).

2011 Wilkes, Mande. "The Occupy and Tea Party Movements." *On the Spot: News Channel 13* (October 23).

2011 Hettiger, Laura. 2011. "Education the Focus on Day 2 Of Occupy Charleston." *WCBD Charleston News Channel 2* (October 21).

2011 Bailey, Issac. "Drug Dealer Says He Wants Out, But Unsure Of Options." *The Sun News* (May 19).

2011 Jackson, Brie. "Census Numbers Show More Blacks Moving To Southern States." *SC NOW/News Channel* 13 (April 01).

2011 Grove, Jennifer. "MLK's Dream Not Quite Reality despite Strong Strides in SC." *WMBF News* (January 17).

2010 Lambert, Evan. "Reaction to Haley-Sheehan Debate." *WMBF News* (October 25).

2010 Martinez, Lopez. "The One Nation Rally." *The Power Hour: WIOC 1230 AM* (October 6).

2010 Martinez, Lopez. "Social Redefinition of the 1st Amendment." *The Power Hour: WIOC 1230 AM* (August 31).

2010 Martinez, Lopez. "Affording College." *The Power Hour: WIOC 1230 AM* (August 12).

2010 Martinez, Lopez. "Immigration and Racism." *The Power Hour: WIOC 1230 AM* (August 3).

2010 Khan, Aisha. "Voters React to Democratic Candidates for Governor Debate in Conway." *WBTW News 13* (June 13).

2010 Gaston, Elaine. "Whatever Happened to …? From Phone Booths to Physical Media, More Everyday Items Becoming Obsolete." *The Sun News* (April 25): E1.

2009 "Show #380." *Coastal Today: An Inside Look at Costal Carolina University* (October 19).

2009 Jones, Steve. "Redneck: Grand Strand Residents Look beyond Stereotypes to Define Term." *The Sun News* 1A (July 20).

2009 "Three Research Projects are a Charm for Jason Eastman." *Seaside Science* 1.1.

2008 Lowry, Chandi. "Decision 2008." *WMBF News* (November 6).

2008 "Jason Eastman - Class of '00." *Portraits*. University of Pittsburgh at Bradford Alumni Profiles.

HONORS, AWARDS & GRANTS

2019 – 2020 Academic Reassignment

2014 Student-Athlete Faculty Member of the Year

Fall 2014 Academic Reassignment

Mentor of the 2nd place winner of the 2011 CCU *Undergraduate Research Competition*

2010 Academic Enhancement Grant ($4,500)

2009 Certificate of Recognition of the *Campus Democrats* Voter Registration and Canvassing Efforts from the *Horry County Democratic Party*

2006 Florida State Office of Research Studies Dissertation Research Grant ($500)

2003 ~ 2004 *Allen/Klar Award* for best graduate research paper

Alpha Kappa Delta Honor Society

Phi Gamma Mu Honors Society

UNIVERSITY AND COMMUNITY INVOLVEMENT

2022 Reviewer, *Journal of Positive Psychology*

2021 Data Analyst and Grant Writer, *Allegany River Skate Park*

2021 Reviewer, *Journal of Contemporary Ethnography, Europe-Asia Studies, Societies*

2021 Volunteer Musician, *Wreaths Across America*. Cuba, NY: October.

2021 Green Street Community Garden Workday Coordinator, *Rural Revitalization Corporation*

2020 Reviewer, *Sustainability, Social Currents, Journal of Contemporary Ethnography, Europe-Asia Studies*

2019 Volunteer Musician. Farm to Table. *11th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.

2019 Volunteer Musician and Sound Engineer, *Urban Biosphere* Inaugural River Clean Up And Ducky Derby. Olean, NY: July.

2019	Volunteer Musician, *Green Street Community Garden* Festival and Flea Market. Olean, NY: June.
2019	Volunteer Musician and Sound Engineer, *Allegany River Skate Park* Benefit. Allegany, NY: June.
2019	Organizer, Musician and Sound Engineer, *Canticle Farm Earth Day Celebration*. Allegany, NY: April.
2019	Reviewer, *Sociology Inquiry, Journal of Contemporary Ethnography*
2018	Reviewer, *University of California Press, Oxford University Press, Social Problems, Sociological Forum*
2017	Volunteer Musician and Sound Engineer. Farm to Table. *10th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.
2017	Reviewer, *Contemporary Journal of Ethnography, Gender & Society, University of Georgia Press, Gender, Place and Culture, Routledge*
2017	*Johnny Cash Bash benefit for SOS Children's Villages*. Surfside Beach, SC; February.
2016 to 2021	Volunteer Chef, *The Warming House*
2016 to 2018	Farmer, Franciscan Sisters of Allegany's *Canticle Community Farm*
2016	Reviewer, *Oxford University Press, religions, Gender & Education,* and *The Contemporary Journal of Ethnography*
2016	Volunteer Musician. Farm to Table. *9th Annual Canticle Farm Heavenly Harvest.* Allegany, NY: September.
2016	Test Bank Author, *Sage Publications*
2015 to 2016	Data Analysis, *New Directions* Homeless Coalition
2015 to 2018	*Committee on Sociology in Community and Small Colleges*, Southern Sociological Society
2015 to Present	Library Liaison, *CCU Department of Sociology*
2015 to Present	Webmaster, *CCU Department of Sociology*
2015 to 2016	CCU Sociology *Associate Professor Search Committee*
2015 to Present	Departmental *Promotion and Tenure Committee*
2015	Reviewer, *Sage Publications*, *University of California Press*, *Social Psychology Quarterly* and *The Contemporary Journal of Ethnography*
2015	CCU *Promotion & Tenure Committee*
2014 to Present	*Pitt-Bradford Alumni Association* Board of Directors, *Strategic Planning* and *Career Services* Committees
2014 to 2015	CCU Sociology *Associate Professor Search Committee*

2014	Teaching Exercise Developer, *MacMillan Publishers*
2014	Senator, CCU *Faculty Senate*
2014	CCU Psychology & Sociology *Lecturer Search Committee*
2014	Reviewer, *Journal of Music and Dance*, *MacMillan Publishers*, *Social Psychology Quarterly, Sociology Mind* and *Worth Publishers*
2013 to 2015	Departmental *Promotion and Tenure Committee*
2013 to 2016	Faculty Associate, *Women's Track & Cross Country*
2013	Departmental Faculty Representative, *CCU Athletic Recruitment*
2013	Reviewer, *Gender & Society, Social Problems, Pearson Publications, Wiley-Blackwell* and *Taylor & Francis*
2013	CCU Psychology & Sociology *Associate Professor Search Committee*
2012 to 2016	Editor in Chief, *Sociology Sounds*
2012 to 2016	Associate, *CCU Center for Archaeology and Anthropology*
2012 to 2013	Expert Witness, *Mikyung P. Kwon vs. University of Vermont and State Agricultural College*
2012	Reviewer, *Contexts*, *Journal of Contemporary Ethnography*, *British Journal of Education, Society & Behavioural Science, Social Movement Studies, Men & Masculinities, Sociological Inquiry* and *Symbolic Interaction*
2012	Program Committee, *Southern Sociology Society*
2012	College Liaisons Committee, *Celebration of Inquiry*
2011 to 2013	Committee Member, *College of Science* Assessment
2011	Research Partner, *From Farm to Table*
2011	Reviewer, Graduate Student Paper Competition for the C*ollective Action and Social Change Division* of the *Society for the Study of Social Problems*
2010 to 2013	Co-Advisor, CCU *Sociology Club*
2009 to 2012	Advisory Board, *Women's & Gender Studies*
2009 to 2010	Committee Member, *Center of Effective Teaching & Learning*
2009	Volunteer, *Visions of Horror Haunted Swamp* and *Winter Wonderland*
2008 to 2014	Faculty Advisor, *Campus Democrats*
2007 to Present	Chapter Advisor, *Alpha Kappa Delta* Honor Society
2007 to 2011	Senator, CCU *Faculty Senate*
2007 to 2009	Volunteer and Foster Caretaker, *Sacred Vision Animal Sanctuary*
2009	Reviewer, *Sage Publications*
2008 to 2009	CCU Psychology & Sociology *Associate Professor Search Committee*
2008	Presidential Primary Survey Volunteer, *Grand Strand Business Association*

2008	Community Concierge, *Myrtle Beach Presidential Primary*
2007 to 2008	CCU Psychology & Sociology *Associate Professor Search Committee*
2007	Reviewer, *Race, Gender & Class*
2005	Selection Committee, *Allen/Klar Award*
2004	Web Developer and Data Analyst, *Health Strategies, Inc*.
2004	Webmaster, FSU *Sociology Graduate Student Union*
2004	Student Representative, FSU *Sociology Department Policy Committee*
2003	Conference Organizer, *Globalization and the Sedimentation of the Cold War*
2003	Staff Writer, *The FSView*
2000 to 2002	Staff, *Protect Our Parents Campaign*
1999 to 2000	President, *Anthropology Club* at the *University of Pittsburgh* at Bradford
1999 to 2000	Representative, University of Pittsburgh at Bradford *Student Government Association*
1999 to 2000	Member, *Athletic Committee* at the *University of Pittsburgh* at Bradford
1999	Secretary, *Bradford Skatepark Association*

David McIntyre

[redacted]

EDUCATION **YORK UNIVERSITY-GLENDON COLLEGE**
Bachelor of Arts-Philosophy Major 1976

EXPERIENCE [redacted]

Board Experience [redacted]

COMPUTER SKILLS Proficient with Microsoft Office (Word, Excel, PowerPoint)

AWARDS

NYS Upstate Chapter ASLA, Buffalo, New York: **Friend of Landscape Architecture,** 2014

Buffalo & Erie County Botanical Gardens, Buffalo, New York: **Florence DaLuiso-Zoll Award of Excellence,** 2014

NYSNLA, Buffalo, New York: **Hall of Fame,** 1999

PLANT WNY: **Man of the Year,** 1996

Laura K. Toczek MBA, RD/N, CDN

[redacted]

Education:

State University College at Buffalo
Bachelors in Dietetics

Columbia College
Masters in Business Administration

- Currently a **Registered Dietitian (RD)** licensed with the Commission on Dietetic Registration
- Current member of the Academy of Nutrition and Dietetics (AND)
  - SCAN (Sports, Cardiovascular, Wellness Nutrition) Practice Group member with Academy of Nutrition and Dietetics
  - Weight Management Practice Group Member Academy of Nutrition and Dietetics
- Currently a Certified Dietitian/Nutritionist (CD/N)
- Certified Eden Alternative Associate (7/16/10)
- Lean Six Sigma Yellow Belt (7/11)
- CDC Certified RD Lifestyle Coach with the National Diabetes Prevention Program NYS (6/6/17)
- ServSafe Certified 5/1/19 to 4/30/24
- Basic and Advanced Culinary Nutrition Certification (5/15/21)
- Certified EBT (Emotional Behavior Therapy) Educator (7/5/2021)

Skills:

- **Customer Service**: Display highest standard to residents, families, and staff that I encounter
- **Time Management**: Ability to **effectively organize time** to maximize opportunities
- **Leadership**: Ability to **exhibit authority and delegate duties** to achieve desired results
- **Teamwork**: Capable of working with a group or **independently** to accomplish responsibilities
- **Communication**: Ability to effectively **convey ideas and concepts** to achieve optimal clarity

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy

2. Full name: Jason T. Eastman

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☐ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

I know Shannon McIntyre through a mutual friend Kathie Martin, and Shannon briefly offered her services as a tutor for my daughter.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would approach the president of the board to investigate and address the issue.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Jason T. Eastman, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olean Academy is true and correct in every respect.

Jason T. Eastman Digitally signed by Jason T. Eastman Date: 2023.03.20 07:25:33 -04'00'

Signature

03/20/2023

Date

JASON T. EASTMAN

Department of Sociology
[redacted]

APPOINTMENTS

[redacted]

2007 Ph.D. in Sociology, *The Florida State University*

2004 M.S. in Sociology, *The Florida State University*

2000 B.A. in Human Relations, *University of Pittsburgh at Bradford*

RESEARCH

Peer Reviewed Publications

Forthcoming Danaher, William F. Kretschmer, Kelsy and Jason T. Eastman. "Songs of the Canadian Women's movement." Accepted to *Music and Arts in Action*.

2021 Eastman, Jason T. Review of "Live at Jackson Station: Music, Community, and Tragedy in a Southern Blues Bar." *Social Forces* 100.2: e11.

2020 Karash-Eastman, Jennifer and Jason T. Eastman. The Caribbean, in Gender and Identity Worldwide. Edited by Chuck Stewart. *ABC-CLIO Publishers*.

2019 Eastman, Jason T. and Terry F. Pettijohn II. Good Times and Endless Love: Billboard R&B/Hip Hop Songs of The Year Across Social And Economic Conditions. *Psychology of Popular Media Culture* 8.3: 243-250.

2017 Eastman, Jason T. Anti-Institutionalism and Political Rebellion. *Contexts* 16.2: 18-20.

2017 Eastman, Jason T. The Southern Rock Revival: The Old South in a New World. *Lexington Books* (*Rowman & Littlefield)*.

2016 Eastman, Jason T. Weedland. *Contemporary Sociology* 25.1:5 0-51.

2015 Eastman, Jason T. The Wild (White) Ones: Comparing Frames of White and Black Deviance. *Contemporary Justice Review* 18.2: 231-247.

2015 Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Songs of the Year across Social and Economic Conditions in the USA. *Psychology of Popular Media Culture* 4.2: 155-171.

2014 Eastman, Jason T. and Alana N. Iapalucci. Satan, Sinners and Salvation: Religion in Contemporary Southern Rock Music. *Rock Music Studies* 1.3: 231-250.

2014 Pettijohn II, Terry F. Glass, Jamie N. Bordino, Carly A. & Jason T. Eastman. Facial Feature Assessment of Popular U.S. Country Music Singers across Time and Social and Economic Conditions. *Current Psychology* 33:451–459.

2014 Eastman, Jason T. Code Talk: Solving the Puzzles of Qualitative Data Analysis. Pp. 50-51 in *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*, 2nd Edition. By Cathy Charmaz. Sage Publications.

2013 Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Gendering Truck Driving Songs: The Cultural Masculinization of an Occupation. *Sociological Spectrum* 33: 416–432.

2013 Eastman, Jason T. The Migration of Youth into United States Super-Cities. Pp. 143- 157 in *Youth and the Socio-Cultural Environment: Russia and the USA, A Cross-Cultural Analysis*. Moscow: Russian State Social University Publishing House.

2013 Eastman, Jason T. Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. Pp. 175-198 in *The Rolling Stones: Sociological Perspectives*. Edited by Helmut Staubmann. Lanham, MA: Lexington Books.

2013 Eastman, Jason T. Youth Migration, Stratification, and State Policy in Post-Soviet Russia. *Sociological Compass* 7.4: 294–302.

2012 Eastman, Jason. Our Major Depressive Disorder and The New Gilded Age. *#Occupy Thought*. Edited by Dylan E. Wittkower. Media Commons.

2012 Pettijohn, Terry F. Eastman, Jason T. and Keith G. Richard. And the Beat Goes On: Popular Billboard Songs Beats Per Minute and Key Signature Vary with Social and Economic Conditions. *Current Psychology* 31.3: 313-317.

2012 Eastman, Jason T. Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival. *Journal of Contemporary Ethnography* 41.2: 189-219.

2012 Eastman, Jason T. Southern Masculinity in American Rock Music. Pp 271-286 in *Perspectives on Males and Singing*. Edited by Scott Harrison, Graham Welch and Adam Adler. Springer.

2010 Eastman, Jason T. Authenticating Identity Work: Country Music Saviors. *Studies in Symbolic Interaction* 35: 51-67.

2010 Eastman, Jason T. The Continuing Significance of Race, Class, and Gender in Presidential Politics. *Bridges* 4:1-12.

2008 Eastman, Jason T. and Douglas P. Schrock. Southern Rock Musicians' Construction of White Trash. *Race, Gender & Class* 15.1-2: 205-219.

In Progress

Jason T. Eastman and Kimberly LaMandola. Open Tables: The Importance of Nutrition Programs to Farmers Market Access for the Underpriveledged. Revise and Resubmit to *Journal of Agriculture, Food Systems and Community Development*.

Arrington, Hannah. and Jason T. Eastman. "You're Not under Arrest, but…" A Contextual Analysis of Interactions between the Public and Law Enforcement as Seen Through Live PD." Manuscript Under Development.

Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Number 1 Weekly Songs across Social and Economic Conditions in the USA. Manuscript Under Development.

Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Truck Driving Songs: The Cultural Perpetuation of Gender Inequities through the Work-Family Nexus. Manuscript Under Development.

Other Publications

2022 2021 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2021 2014 – 2016 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2015 Social Class, Parenting Styles, and Intergenerational Inequality. *Sociological Cinema* (December 23).

2015 The Nightly Show: Black Fatherhood. *Sociological Cinema* (March 3).

2014 The Broads Must Be Crazy. *Sociological Cinema* (May 25).

2014 So Long, Been Good To Know Yuh, Dusty Old Dust. *Sociology Sounds* (January 29).

2013 Masculinity and Emotion Management in Bedazzled. *Sociological Cinema* (December 28).

2013 Sun City by Artists United Against Apartheid. *Sociology Sounds* (December 11).

2013 Solidarity Forever. *Sociology Sounds* (September 2).

2013 Animating Sociology: Going Down to South Park. *Sociological Cinema* (September 2).

2013 We Shall Overcome. *Sociology Sounds* (August 28).

2013 "Latinos" are Not a Culturally Homogenous Group. Sociological Cinema (July 28).

2013 Mod Carousel Parodies Robin Thicke's Blurred Lines. *Sociology Sounds* (July 24).

2013 Kevin Kline Learns Masculinity from a Self-Help Tape. *Sociological Cinema* (May 13).

2013 The "Sissy Boy" Experiment. *Sociological Cinema* (April 27).

2013 Marijuana: A Short History of Changes in Law and Public Opinion. *Sociological Images* (April 20).

2013 Merry Go 'Round by Kacey Musgraves. *Sociology Sounds* (April 4).

2013 Are Markets a Good Measure of Economic Recovery? *Sociological Images* (March 15).

2013 Politics, Discourse, and the Real Taxes on the Rich and Poor. *Sociological Images* (February 15).

2013 Don’t Take Your Guns to Town by Steve Earle. *Sociology Sounds* (February 4).

2013 Measuring Income Mobility and the American Dream. *Sociological Cinema* (January 29).

2013 In the Ghetto by Elvis Presley. *Sociology Sounds* (January 8).

2013 Teaching Sociology with Music Videos. *Sociological Cinema* (January 8).

2012 How Much Do Americans Know About Politics? *Sociological Images* (October 12).

2012 Is Homosexuality A Choice? *Sociological Cinema* (September 27).

2012 Nature, Nurture and the Pro Athlete. *Sociological Images* (September 10).

Reposted on *Racialicious* (September 18).

2012 Hamsters, Depression, and Methodological Validity. *Sociological Cinema* (September 3).

2012 Rebel Manhood. Social Science Space. *Sage Publications* (August 27).

2012 Carlos Mencia on Whiteness. *Sociological Images* (August 8).

2012 When "Keeping It Real Goes Wrong." *The Sociological Cinema* (July 25).

2012 Southern Culture on The Skids. *The Society Pages* (July 25).

2012 Locating the Sacred In Modern Society. *The Sociological Cinema* (July 5).

2012 The Protestant Ethic in American Jesus by Bad Religion. *Sociology Sounds* (June 27).

2012 Donning the pink collar. *The Sociological Cinema* (June 11).

2012 Illustrating the Gender Pay Gap. *Sociological Images* (May 6).

2012 A Transvaginal Breach of the Social Contract. *The Sociological Cinema* (March 12).

2012 Distracted by "Linsanity:" Hidden Racism and the Model Minority Stereotype. *Sociological Images* (March 15).

2012 Newt Racism: The Racially Coded Language of Presidential Candidates. *Sociological Images* (January 23).

Reposted Code Speak and the New Racism. *The Sociological Cinema* (January 26).

2012 The Issue We Won't Hear Debated. *The State* (January 11).

2011 Class Prejudices in Stephen Colbert's Dumbocracy. *Sociological Images* (October 15).

2011 Saturday Night Live and the Double-Bind For Women In Politics. *Sociological Images* (September 3).

2010 A New Kind of Racism. *The State* (July 29): 7.

2005 Universal Sociological Law. *Footnotes* 34.3 (March): 11.

Presentations

2022 2021 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* January.

2021 2014-2016 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* April.

2020 2020 Census

- *Erie County Department of Aging*. Buffalo, NY: June.
- *Olean Public Library*. Olean, NY: March.

- *Chautauqua County Department of Aging*. Mayville, NY: March.
- *SUNY Fredonia American Democracy Project*. Fredonia, NY: February.
- *CS4 Care Continuum*. Corning, NY: February.
- *Friedsam Library Souper Monday*. St. Bonaventure, NY: February.
- *Chautauqua-Cattaraugus Library System*. Jamestown, NY: January.
- *Cattaraugus County Department of Aging*. Little Valley, NY: January.

2019 2020 Census

- *Rotary Club* of Olean, NY: December.
- *United Way of Southern Chautauqua* Interagency Roundtable. Jamestown, NY: November.
- *Cattaraugus County Association of Clerks.* Hinsdale, NY: September.
- *Southern Tier Library System Member Library Meeting.* Bath, NY: September.
- Chautauqua County *League of Women Voters*. Fredonia, NY: September.
- *Southern Tier Library System*. Corning Community College, NY: June.
- Chemung County Department of Social Services *Head Start Policy Committee*. Elmira, NY: August.
- NAACP Elmira-Corning Education Forum. Elmira, NY: August.
- Human Services Committee of *Chemung County*. Bath, NY: July.
- *Citizens Action Network of Southwestern New York*. Olean, NY: July.

2018 *Herbs@Home.* GOACC Home Show. Olean, NY: April.

2018 With Terry F. Pettijohn. *Good Times & Endless Love: Billboard R&B/Hip Hop Songs of the Year across Social and Economic Conditions.* The 81st Annual Meeting of the *Southern Sociological Society.* New Orleans, LA; March.

2017 Farmer's Market Family Day. *Rural Enterprise Association of Proprietors*. Olean, NY; July.

2017 With William F Danaher and Kelsy Kretschmer. Songs in the Canadian Women's Movement: A Comparison across Three Sub-groups. The 80th Annual Meeting of the *Southern Sociological Society*. Greenville, SC; March.

2016 The American Taboo: Comparing American Capitalism and Socialism. Panel Discussion at *CCU Celebration of Inquiry*. Conway, SC: April.

2016 Indie Market on Laurel. *CREATE Conway, Coastal Carolina University and the City of Conway*. Conway, SC: April.

2016 "Leading By Example?" A Viewing and Discussion of the Documentary Miss. Representation. *WGST Women's History Month Celebration*. Conway, SC: March.

2016 So You Want to Teach? What to Expect at a Teaching Focused Institution. Panel Discussion at The 79th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: March.

2016 Workplace Culture. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2015 Folk Music Songwriting Workshop. *Social Justice Research Initiative (SJRI) Workshop*. Cherry Grove, SC: May.

2015 With William Danaher. Trucking Music as a Gendered Genre. The 78th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2015 Planning for Graduate or Professional School. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2014 Woody Guthrie's Dust Bowl Blues. Coastal Carolina University Library's *Dust, Drought and Dreams Gone Dry*. Conway, SC: October.

2014 The Past, Present and Future of the Culture of Poverty Thesis. *Jackson Center Conference: Thinking about Poverty in Horry County*. Conway, SC: April.

2014 With William Danaher. Songs of Poverty*. Jackson Center Conference: Thinking about Poverty in Horry County.* Conway, SC: April.

2014 Heritage or Nostalgia? The Southern Rock Revival as a Traditionalist Genre. The 77th Annual Meeting of the *Southern Sociological Society*. Charlotte, NC: April.

2013 The Impacts of Student Retention on Faculty. *American Association of University Professors*. Conway, SC: October.

2013 Music in Movement Building and Songwriting Workshop. *Social Justice Research Initiative (SJRI) Fall Workshops*. Conway, SC: November.

2013 With Terry F. Pettijohn. Facial Feature Assessment of Popular U.S. Country Music Singers Across Time and Social and Economic Conditions. 25th Annual Convention *Association for Psychological Science.* Washington, DC: May.

2013 Our Major Depressive Disorder and The New Gilded Age. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Truck Driving in Culture. *College of Science One Talk, One Time*. Conway, SC: April 3.

2013 With Douglas Schrock. Truck Drivin' Men. Annual Conference of *The International Association for the Study of Popular Music*. Austin, TX: February.

2012 The Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. *The Rolling Stones; Sociological Perspectives*. Harvard University, MA: November.

2012 With William Danaher. Iconic Masculinity in Truck Driving Music. *The Tenth Celebration of Inquiry*. Conway, SC: March.

2012 Trends in Billboard Songs of the Year According to Economic Conditions. The 75th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2011 The New Gilded Age. *Ten Hour Tent Teach In @ #OccupyCharleston*. Charleston, SC: October.

2011 Internet Posters' Perceptions of Black and White Motorcyclists. The 74th Annual Meeting of the *Southern Sociological Society*. Jacksonville, FL: April.

2011 New Racism in the Old South. The *Jackson Family Center for Ethics and Values* Tea & Ethics. Myrtle Beach, SC: February.

2010 Masculine Identity and the Researching of Working Class Men. Mining Division of the *National Institute of Occupational Safety & Health*. Pittsburgh, PA: September.

2010 With William Danaher and Douglas Schrock. Truck Driving Music and Manhood. *Society for the Study of Symbolic Interaction* Annual Meeting. Atlanta, GA: August.

2010 With William Danaher and Douglas Schrock. Truck Driving Men. The 73rd Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: May.

2010 With William Danaher. The Modern Folklore of the American Trucker. The 2010 *Celebration of Inquiry*. Conway, SC: February.

2009 Capitalism: A Contradiction? The *Jackson Family Center for Ethics and Values* Java Jabbers. Conway, SC: October.

2009 Modern Identity: The Search for the Meaning of Self in a Meaningless World. 8th Annual Conference *International Social Theory Consortium*. Knoxville, TN: May.

2009 Rebel Manhood: Protest Masculinity in Southern Rock Music. The 72nd Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: April.

2009 Satan, Sinners, and Salvation in Contemporary South Rock Music. The 2009 *Celebration of Inquiry*. Conway, SC: February.

2008 With Douglas Schrock. Southern Rockers' Construction of White Trash. The 103rd Annual Meeting of the *American Sociological Association*. Boston, MA: August.

2006 Honky-Tonk Night-Time Men. *Society for the Study of Symbolic Interaction* Annual Meeting. Montreal, QC: August.

2006 The Southern Rock Revival. The 7th Annual *Ethnographic Dreamworlds*: An Interdisciplinary Conference on Reportage and Everyday Life. Buffalo, NY: April.

TEACHING

Published Teaching Exercises

2013 Eastman, Jason T. South Park & Teaching Sociology: 4 Episode-Based Exercises. *Sociological Cinema* (September).

- Theories of Inequality in South Park's *Chicken Pox*
- Agents of Socialization in South Park's *Hooked on Monkey Phonics*
- Theories of Self in South Park's *Fishsticks*
- Reification in South Park's *Margaritaville*

2011 Eastman, Jason T. Cartoon Sociology; Core Concepts in King of the Hill. Teaching Resources and Innovations Library for Sociology. *American Sociological Association Press.*

2006 Eastman, Jason T. Max Weber's Authority, Power and Politics, Pp. 155-157 in *Innovative Techniques for Teaching Sociological Concepts*, 4th Ed. New York: American Sociological Association Press.

Reprinted in Teaching Resources and Innovations Library for Sociology. 2010. American Sociological Association Press.

Teaching Experience

Senior Thesis Seminar	Demography	Collective Action
Qualitative Research	Individual & Society	Social Psychology of Groups
Sociological Theory	Diversity	Race & Ethnicity
Introduction to Sociology	Gender & Society	Social Statistics
Social Inequality	Cartoon Sociology	Research Methods
Social Movements	Class and Power	

Public Sociology

2020 Liu, Michelle. "Black bikers see racism in Myrtle Beach, SC, traffic plan." *Associated Press* (December 9).

2020 Legacy Hannah. "U.S. Census Bureau Official Speaks at Olean Public Library." *Tap Into Greater Olean* (March 5).

2020 "Greater Olean Area Chamber of Commerce Announces Olean Complete Count Coloring Contest." *Tap Into Greater Olean* (February 1).

2019 Phillips, Dennis. “City Officials Prepare for Census Count.” *The Post-Journal* (December 19).

2019 D’Agostino, John. “Can’t Count of Full Census Participation.” *Observer* (September 20).

2019 Levine, Steve. “Songs to sing in a truck.” *Axios* (July 11).

2019 Wagner, Cindy. “What to know about the 2020 Census.” *Olean Times Herald* (July 14).

2019 Williams, Frank. “U. S. Census Official to Speak in Olean.” *WESN News Radio* (July 11).

2019 Dinki, Tom. “Census specialist to talk in Olean Saturday.” *Olean Times Herald* (July 10).

2015 Gordon, Taylor. “The one key difference between two bike rallies draws drastically different reactions, underscoring the ugliness of racial bias.” *Atlanta Blackstar* (June 5).

2015 Demby, Gene. “2 biker rallies: One white, one black — One 'badass,' the other, just 'bad.'” *National Public Radio* (May 22).

2015 Martínez-Beltrán, Sergio. “Support growing for weed legalization in Michigan.” *The State News* (January 29).

2015 Sean O'Neal. “Study says we prefer singers who look like big babies during good times.” *A.V. Club* (January 12).

2015 Todd, Carolyn. “We prefer mature-looking singers in hard economic times, study says.” Entertainment Weekly (January 12).

2015 Pinsker, Joe. “Baby-Faced Celebrities Are More Popular When the Economy's Strong.” *The Atlantic* (January 12).

2014 Pettijohn, Terry. “What’s your musical fit?” *Progression* (Spring).

2014 Global Staff. “Tough times, a brighter twang.” *Boston Globe* (April 27).

2014 Study: Country Gets Happier When Times Get Hard. *Saving Country Music* (April 18).

2014 Matthews, Dylan. “Country music is happy in bad times, sad in good times.” *Vox* (April 18).

2014 Cowen, Tyler. “Is country music a countercyclical asset?” *Marginal Revolution* (April 17).

2014 Jacobs, Tom. “When Things Look Dark, Country Music Gets Sunnier.” *Pacific Standard* (April 16).

2013 Eaton, Lorraine. “"Why Bacon? Why Now?" ODU Philosophy Prof Asks.” *The Virginian-Pilot* (October 3).

2013 Dobson, Roger and Katy Corr. “Top Of the Pops or Down In the Dumps? How Music Matches The National Mood.” *The Independent* (January 23).

2012 Lee Lin, Helen. "Pop Music Study Shows Shift Toward Minor Key Melodies Since 1960." *Huffington Post* (November 14).

2012 Lee Lin, Helen. "Pop Music Became More Moody in Past 50 Years: Number Crunching Decades of Top 40 Music for Psychological Insight." *Scientific American* (November 13).

2012 Holden, Dan. "Give Jurors Facts on Eyewitness Testimony." *The Sun News* (July 27).

2012 "Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival." *Sage Journals* (April 2012).

2012 Sharp, Gwen. "Racial Stereotype and Perceptions of Competence." *Sociological Images* (January 30).

2012 Hartman, Doug. "A Racial Decoder Ring." *The Society Page: The Editors' Desk* (January 25).

2011 Wilkes, Mande. "The Occupy and Tea Party Movements." *On the Spot: News Channel 13* (October 23).

2011 Hettiger, Laura. 2011. "Education the Focus on Day 2 Of Occupy Charleston." *WCBD Charleston News Channel 2* (October 21).

2011 Bailey, Issac. "Drug Dealer Says He Wants Out, But Unsure Of Options." *The Sun News* (May 19).

2011 Jackson, Brie. "Census Numbers Show More Blacks Moving To Southern States." *SC NOW/News Channel* 13 (April 01).

2011 Grove, Jennifer. "MLK's Dream Not Quite Reality despite Strong Strides in SC." *WMBF News* (January 17).

2010 Lambert, Evan. "Reaction to Haley-Sheehan Debate." *WMBF News* (October 25).

2010 Martinez, Lopez. "The One Nation Rally." *The Power Hour: WIOC 1230 AM* (October 6).

2010 Martinez, Lopez. "Social Redefinition of the 1st Amendment." *The Power Hour: WIOC 1230 AM* (August 31).

2010 Martinez, Lopez. "Affording College." *The Power Hour: WIOC 1230 AM* (August 12).

2010 Martinez, Lopez. "Immigration and Racism." *The Power Hour: WIOC 1230 AM* (August 3).

2010 Khan, Aisha. "Voters React to Democratic Candidates for Governor Debate in Conway." *WBTW News 13* (June 13).

2010 Gaston, Elaine. "Whatever Happened to …? From Phone Booths to Physical Media, More Everyday Items Becoming Obsolete." *The Sun News* (April 25): E1.

2009 "Show #380." *Coastal Today: An Inside Look at Costal Carolina University* (October 19).

2009 Jones, Steve. "Redneck: Grand Strand Residents Look beyond Stereotypes to Define Term." *The Sun News* 1A (July 20).

2009 "Three Research Projects are a Charm for Jason Eastman." *Seaside Science* 1.1.

2008 Lowry, Chandi. "Decision 2008." *WMBF News* (November 6).

2008 "Jason Eastman - Class of '00." *Portraits*. University of Pittsburgh at Bradford Alumni Profiles.

HONORS, AWARDS & GRANTS

2019 – 2020 Academic Reassignment

2014 Student-Athlete Faculty Member of the Year

Fall 2014 Academic Reassignment

Mentor of the 2nd place winner of the 2011 CCU *Undergraduate Research Competition*

2010 Academic Enhancement Grant ($4,500)

2009 Certificate of Recognition of the *Campus Democrats* Voter Registration and Canvassing Efforts from the *Horry County Democratic Party*

2006 Florida State Office of Research Studies Dissertation Research Grant ($500)

2003 ~ 2004 *Allen/Klar Award* for best graduate research paper

Alpha Kappa Delta Honor Society

Phi Gamma Mu Honors Society

UNIVERSITY AND COMMUNITY INVOLVEMENT

2022 Reviewer, *Journal of Positive Psychology*

2021 Data Analyst and Grant Writer, *Allegany River Skate Park*

2021 Reviewer, *Journal of Contemporary Ethnography, Europe-Asia Studies, Societies*

2021 Volunteer Musician, *Wreaths Across America*. Cuba, NY: October.

2021 Green Street Community Garden Workday Coordinator, *Rural Revitalization Corporation*

2020 Reviewer, *Sustainability, Social Currents, Journal of Contemporary Ethnography, Europe-Asia Studies*

2019 Volunteer Musician. Farm to Table. *11th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.

2019 Volunteer Musician and Sound Engineer, *Urban Biosphere* Inaugural River Clean Up And Ducky Derby. Olean, NY: July.

2019	Volunteer Musician, *Green Street Community Garden* Festival and Flea Market. Olean, NY: June.
2019	Volunteer Musician and Sound Engineer, *Allegany River Skate Park* Benefit. Allegany, NY: June.
2019	Organizer, Musician and Sound Engineer, *Canticle Farm Earth Day Celebration*. Allegany, NY: April.
2019	Reviewer, *Sociology Inquiry, Journal of Contemporary Ethnography*
2018	Reviewer, *University of California Press, Oxford University Press, Social Problems, Sociological Forum*
2017	Volunteer Musician and Sound Engineer. Farm to Table. *10th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.
2017	Reviewer, *Contemporary Journal of Ethnography, Gender & Society, University of Georgia Press, Gender, Place and Culture, Routledge*
2017	*Johnny Cash Bash benefit for SOS Children's Villages*. Surfside Beach, SC; February.
2016 to 2021	Volunteer Chef, *The Warming House*
2016 to 2018	Farmer, Franciscan Sisters of Allegany's *Canticle Community Farm*
2016	Reviewer, *Oxford University Press, religions, Gender & Education,* and *The Contemporary Journal of Ethnography*
2016	Volunteer Musician. Farm to Table. *9th Annual Canticle Farm Heavenly Harvest.* Allegany, NY: September.
2016	Test Bank Author, *Sage Publications*
2015 to 2016	Data Analysis, *New Directions* Homeless Coalition
2015 to 2018	*Committee on Sociology in Community and Small Colleges*, Southern Sociological Society
2015 to Present	Library Liaison, *CCU Department of Sociology*
2015 to Present	Webmaster, *CCU Department of Sociology*
2015 to 2016	CCU Sociology *Associate Professor Search Committee*
2015 to Present	Departmental *Promotion and Tenure Committee*
2015	Reviewer, *Sage Publications*, *University of California Press*, *Social Psychology Quarterly* and *The Contemporary Journal of Ethnography*
2015	CCU *Promotion & Tenure Committee*
2014 to Present	*Pitt-Bradford Alumni Association* Board of Directors, *Strategic Planning* and *Career Services* Committees
2014 to 2015	CCU Sociology *Associate Professor Search Committee*

2014	Teaching Exercise Developer, *MacMillan Publishers*
2014	Senator, CCU *Faculty Senate*
2014	CCU Psychology & Sociology *Lecturer Search Committee*
2014	Reviewer, *Journal of Music and Dance*, *MacMillan Publishers*, *Social Psychology Quarterly, Sociology Mind* and *Worth Publishers*
2013 to 2015	Departmental *Promotion and Tenure Committee*
2013 to 2016	Faculty Associate, *Women's Track & Cross Country*
2013	Departmental Faculty Representative, *CCU Athletic Recruitment*
2013	Reviewer, *Gender & Society, Social Problems, Pearson Publications, Wiley-Blackwell* and *Taylor & Francis*
2013	CCU Psychology & Sociology *Associate Professor Search Committee*
2012 to 2016	Editor in Chief, *Sociology Sounds*
2012 to 2016	Associate, *CCU Center for Archaeology and Anthropology*
2012 to 2013	Expert Witness, *Mikyung P. Kwon vs. University of Vermont and State Agricultural College*
2012	Reviewer, *Contexts*, *Journal of Contemporary Ethnography*, *British Journal of Education, Society & Behavioural Science, Social Movement Studies, Men & Masculinities, Sociological Inquiry* and *Symbolic Interaction*
2012	Program Committee, *Southern Sociology Society*
2012	College Liaisons Committee, *Celebration of Inquiry*
2011 to 2013	Committee Member, *College of Science* Assessment
2011	Research Partner, *From Farm to Table*
2011	Reviewer, Graduate Student Paper Competition for the C*ollective Action and Social Change Division* of the *Society for the Study of Social Problems*
2010 to 2013	Co-Advisor, CCU *Sociology Club*
2009 to 2012	Advisory Board, *Women's & Gender Studies*
2009 to 2010	Committee Member, *Center of Effective Teaching & Learning*
2009	Volunteer, *Visions of Horror Haunted Swamp* and *Winter Wonderland*
2008 to 2014	Faculty Advisor, *Campus Democrats*
2007 to Present	Chapter Advisor, *Alpha Kappa Delta* Honor Society
2007 to 2011	Senator, CCU *Faculty Senate*
2007 to 2009	Volunteer and Foster Caretaker, *Sacred Vision Animal Sanctuary*
2009	Reviewer, *Sage Publications*
2008 to 2009	CCU Psychology & Sociology *Associate Professor Search Committee*
2008	Presidential Primary Survey Volunteer, *Grand Strand Business Association*

2008	Community Concierge, *Myrtle Beach Presidential Primary*
2007 to 2008	CCU Psychology & Sociology *Associate Professor Search Committee*
2007	Reviewer, *Race, Gender & Class*
2005	Selection Committee, *Allen/Klar Award*
2004	Web Developer and Data Analyst, *Health Strategies, Inc*.
2004	Webmaster, FSU *Sociology Graduate Student Union*
2004	Student Representative, FSU *Sociology Department Policy Committee*
2003	Conference Organizer, *Globalization and the Sedimentation of the Cold War*
2003	Staff Writer, *The FSView*
2000 to 2002	Staff, *Protect Our Parents Campaign*
1999 to 2000	President, *Anthropology Club* at the *University of Pittsburgh* at Bradford
1999 to 2000	Representative, University of Pittsburgh at Bradford *Student Government Association*
1999 to 2000	Member, *Athletic Committee* at the *University of Pittsburgh* at Bradford
1999	Secretary, *Bradford Skatepark Association*

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy Charter School

2. Full name: Laura Toczek

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

   Education: State University College at Buffalo Columbia College
   Bachelors in Dietetics Masters in Business Administration

   [redacted]

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☐ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

    If I believed that one or more members of the education corporation board are involved in self-dealing I would discuss my concern with the president of the school board and possibly present this concern to the board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Laura Toczek, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olean Academy Charter School is true and correct in every respect.

Laura Toczek
Signature

03/27/23
Date

Laura K. Toczek MBA, RD/N, CDN

[redacted]

Education:

State University College at Buffalo
Bachelors in Dietetics

Columbia College
Masters in Business Administration

[redacted]

Skills:

- **Customer Service**: Display highest standard to residents, families, and staff that I encounter
- **Time Management**: Ability to **effectively organize time** to maximize opportunities
- **Leadership**: Ability to **exhibit authority and delegate duties** to achieve desired results
- **Teamwork**: Capable of working with a group or **independently** to accomplish responsibilities
- **Communication**: Ability to effectively **convey ideas and concepts** to achieve optimal clarity

[redacted]

[redacted]

[redacted]

procedures

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

40hrs/wk

[redacted]

[redacted]

[redacted]

Computer Skills:

- Microsoft Word, PowerPoint, Excel, Microsoft Publisher; Meal Tracker, CBORD, Optimus EMR and Esha

Activities/Volunteer:

- Depew High School Health Fairs
- News Channel 9 (phone bank participating RD, Syracuse NY) (Buffalo, NY Heart Healthy Month- Healthy Eating Spotlight)
- Community lecturer with Boy Scouts of America and Girl Scouts of America
- Diabetic Camp Counselor

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy Charter School

2. Full name: Penny Dowell Norris

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

   I have spent my career in finance and management positions. I hold a bachelor degree in Business Administration and I am currently enrolled at St. Bonaventure University seeking my Masters in Business Administration. I will have my MBA completed in May of 2023.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☐ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:
I am know Shannon and Evelyn. Evelyn and I worked together but not directly.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

    I would bring the issue to the attention of the board members or the proper investigation committee of the board. - In which such a committee will be developed in the future.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Penny Dowell Norris, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olean Academy Charter School is true and correct in every respect.

Penny Dowell Norris
_____
Signature

3/27/2023
_____
Date

Penny Dowell Norris

Motivated Business Professional

[redacted]

I am seeking a position where I can utilize my experience and education in business administration and legal skills. I have exceptional management and administrative skills. I am successful at prioritizing a diverse range of tasks and successfully following through with them. I am a driven professional that thrives in high-pressure environments and situations that require a wide range of responsibilities, concise communication, and precise decision making. Most importantly, I am motivated to continually improve and extend my skills.

Authorized to work in the US for any employer

Work Experience

[redacted]

[redacted]

Education

Master of Business Administration in Business Administration
St. Bonaventure University - Olean, NY
2021 to Present

Bachelor's degree in Business Administration
NPC - Phoenix, AZ
2018 to 2020

Associate's degree in Paralegal Studies
NPC - Phoenix, AZ
2016 to 2018

Skills

- Payroll
- Accounting Software
- Accounts Payable
- Accounts Receivable

- Bookkeeping

Assessments

Principles of accounting — Highly Proficient
April 2022

Preparing financial records according to federal policies
Full results: Highly Proficient

Bookkeeping — Highly Proficient
April 2022

Calculating and determining the accuracy of financial data
Full results: Highly Proficient

Sales skills — Highly Proficient
May 2020

Persuading reluctant customers to buy products or services, and influencing and negotiating with customers to meet sales goals.
Full results: Highly Proficient

Supervisory skills: Motivating & assessing employees — Expert
April 2022

Motivating others to achieve objectives and identifying improvements or corrective actions
Full results: Expert

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy Charter School

2. Full name: Shannon McIntyre

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:
I am familiar with Evelyn and Penny through the community.Dave is my father. I was introduced to Jason through a person who supported the starting of the school. I know Laura, but only briefly as our relationship was centered around her interest in the school.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would raise all concerns to the Board Chair to be handled according to the bylaws.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Shannon McIntyre, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olean Academy Charte School is true and correct in every respect.

Shannon McIntyre
Signature

03/27/23
Date

Shannon McIntyre

[redacted]

EDUCATION SPECIALIST & PROGRAM MANAGER

Curriculum Design & Instruction / K-6 & Special Ed Learning Environments / Faculty Training & Consulting

Student-focused and performance driven Academic Professional with 15+ years of success leading and supporting diverse curriculum development and instruction initiatives for domestic and international learning environments. Skilled in combining direct classroom instruction and program leadership experience to foster active learning environments, promote student engagement, and identify improvement opportunities to faculty performance and curriculum delivery. Strong and interactive leader successful in promoting an environment of excellence through constructive communication, interdisciplinary collaborations, and introduction of innovative resources and tools. Dual-Citizen (Canadian and American) with international experience in Malaysia, the UAE, Canada, and the United States

Core competencies include:

- Program Design & Policy Development
- Budget Plan & Administration
- Individualized & Differentiated Lesson Plans
- eLearning Modules & Resources
- Cross-Cultural & TESOL Environments
- Community Outreach & Networking Campaigns
- Student Advocacy & Family Communication
- Continuing Education & Professional Training
- Performance Management & Course Assessments
- Critical Thinking & Problem Resolution

TEACHING EXPERIENCE

[redacted]

[redacted]

EDUCATION MANAGEMENT

[redacted]

[redacted]

EDUCATION & CREDENTIALS

General Education Certification (1-6), New York, 2002, 2018
General Education Certification (1-6), Virginia, 2004
Special Education Certification (1-6), New York, 2018
100 Hour TESOL Certification, TESOL Online Certification Course, 2006

M.Ed, Education Administration: Organizational Leadership, Grand Canyon University, Phoenix, AZ, 2010
BS, Elementary Education, State University College at Buffalo, NY, 2002

Professional Development & Affiliations
Community Schools Forum: April 2016
IB Curriculum: PYP Training Stage 1: October 2014
Kagan Cooperative Learning: March 2014
Vanderbilt University, Peabody College: Professional Institute for School Leaders, June 2010
Beauvoir Elementary School & Ford's Theatre: Fellowship to Bring Theatre to Schools, June 2009
National Charter School Conference: 2006, 2008

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy Charter School

2. Full name: David W McIntyre

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.:[redacted]

   Work telephone No:.

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

   Bachelor of Arts
   York University
   Toronto, Ontario, Canada

   [redacted]

   [redacted])
   [redacted]

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☐ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:
Shannon McIntyre- Daughter

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Contact the appropriate authority and inform them of the conflict.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, David W McIntyre, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olaen Academy Charter School is true and correct in every respect.

David McIntyre
Signature

3/18/2023 3/18/2023
Date

David McIntyre

[redacted]

EDUCATION **YORK UNIVERSITY-GLENDON COLLEGE**
Bachelor of Arts-Philosophy Major 1976

EXPERIENCE [redacted]

Board Experience [redacted]

COMPUTER SKILLS Proficient with Microsoft Office (Word, Excel, PowerPoint)

AWARDS

NYS Upstate Chapter ASLA, Buffalo, New York: **Friend of Landscape Architecture,** 2014

Buffalo & Erie County Botanical Gardens, Buffalo, New York: **Florence DaLuiso-Zoll Award of Excellence,** 2014

NYSNLA, Buffalo, New York: **Hall of Fame,** 1999

PLANT WNY: **Man of the Year,** 1996

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Olean Academy Charter School

2. Full name: Evelyn Cruz

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.

   [redacted]

   Educational background: Associates Degree in Human Services from Jamestown Community College

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☐ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:
I am familiar with Shannon and Penny through the community.Penny and I worked together in the past.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

    First I would investigate the allegations to evaluate if there's any validity or not to the allegations. Second I would have a one on one meeting with said person. Lastly, I would bring up the matter if necesary and depending on the severity on the situation at a board meeting to discuss, resolve or terminate said person.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Evelyn Cruz, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Olean Academy Charter School is true and correct in every respect.

Evelyn Cruz
_____
Signature

3/27/23
_____
Date

Evelyn Cruz

Evelyn Cruz
[redacted]

Objective

To be part of an educational community which strives for excellence; with a challenging value based curriculum that is conducive to academic achievement and social-emotional growth.

Skills

- Positive Learning Environment
- Positive Reinforcement
- Communication Skills
- Interpersonal Skills
- Computer Skills
- Bilingual English/Spanish
- Problem Solving

Experience

[redacted]

Education

Associate of Science Human Services
05/2019

Jamestown

Signature: Shannon McIntyre

Email: [redacted]

Signature: Laura Toczek (Mar 27, 2023 18:33 EDT)

Email: [redacted]

Signature: Evelyn Cruz
Evelyn Cruz (Mar 27, 2023 18:38 EDT)

Email: [redacted]

Signature: Penny Dowell
Penny Dowell (Mar 27, 2023 19:09 EDT)

Email: [redacted]

Signature: David McIntyre (Mar 27, 2023 19:32 EDT)

Email: [redacted]

R-14i - Board Member RFI Forms (2)

Final Audit Report 2023-03-27

Created:	2023-03-27
By:	Shannon McIntyre ([redacted])
Status:	Signed
Transaction ID:	CBJCHBCAABAAU-3yXMDZyAgrHIhDI2fOl3CX4WUzN3bx

"R-14i - Board Member RFI Forms (2)" History

[redacted]

Adobe Acrobat Sign

Agreement completed.

2023-03-27 - 11:32:10 PM GMT

Names and email addresses are entered into the Acrobat Sign service by Acrobat Sign users and are unverified unless otherwise noted.

Adobe Acrobat Sign

R-15 - District Relations

District Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Should Olean Academy Charter School be approved to open, developing relationships with local school districts can be approached through the use of Agriculture Programming. Per conversation with [redacted], The Cattaraugus County Farm Bureau is in favor of Agriculture education regardless of the type of school and therefore would be an avenue to spark facilitation programming between OACS and Cuba-Rushford School District, as well as Bolivar-Richburg who have developed state-recognized agriculture and outdoor education programs for high school students.

The OACS founding board originally contained two teachers from neighboring school districts: Brian Stuhlmiller (Cuba-Rushford Public School)and Joseph Franzen (Accepted a position at Portville Public Schools on 8/1/22) Joe and Brian connected the other members of the OACS founding board to [redacted], a high school English Teacher who found value in the mission and vision of OACS. Additionally, through [redacted], a local musician who supported the Music Curriculum Development, OACS founding board was connected to [redacted], a previous BOCES ELL teacher who currently works at the University of Pittsburgh- Bradford Campus. [redacted] reviewed the proposed ELL strategies based on the Cattaraugus County framework and found notable value in Attachment 13. These teachers have all agreed, and are eager to support the development of the OACS program and support and encourage the relationship between OACS and neighboring districts.

After meeting with [redacted], the Olean City Public Schools superintendent as of 2022, it could be determined that there is no strong opposition to the opening of the charter school, though there will be no support offered. Through email communication, we have kept [redacted] abreast of our progress at her request. Responses have been pleasant and appreciative. Communication will remain open to ensure that the public school can effectively plan for budgeting. So they will be aware of building rentals or purchases prior to releasing the information to the public. The option for developing a positive relationship regarding joint professional development appears to be a challenge that will be faced by OACS, though during the meeting it was stated clearly that OACS is open to collaboration and hoping we can work together in the future.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Though partnering with local schools within the Olean City School District is currently seen as a challenge, it is the intention of OACS to open all professional development opportunities to educators within the community. This includes the plan to use New York State Agriculture Education training support and also programming support for behavior management, Boundless Connections Technology Training, and SWD highlighted training through Aimee Kaple, Licensed Social Worker. Our goal is to increase communication between teachers and parents in hopes of partnering together in the future.

R-16ac - Facilities

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

• The desired location of the school facility;
• The number of general education classrooms required each year;
• Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
• Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
• If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

The building OACS is considering is referred to as Bordmanville School in Olean, New York. This facility was constructed in 1924. Remodeled in 1972. Closed in June 2012 due to declining enrollment. In March 2013, the voters approved the sale of the facility and a portion of the land to Steven Pancio and his family. The facility was updated to meet Energy-Star standards and currently houses part of the BOCES program of 85 students in a small portion of the building. The facility has an availability to house approximately 300 students.

Rooms Necessary Per Curriculum Expectations and School Needs:

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms (K-8, K-12)	9	10	11	12	13
Special Education Classrooms	1	2	3	3	3
Counseling/Guidance Offices	1	2	2	2	2
Administrative Offices	5	5	5	5	5
Cafeteria	1	1	1	1	1
Auditorium	1	1	1	1	1
Gymnasium	1	1	1	1	1
Conference Rooms	1	1	1	1	1
Nurse's Office	1	1	1	1	1
Art	1	1	1	1	1
Music	1	1	1	1	1
Spanish	1	1	1	1	1
Library	1	1	1	1	1
Other: Technology	1	1	1	1	1
Other: Staff Lounge	1	1	1	1	1
Other: Science Labs (Chemistry/Other)		2	2	2	2

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

• If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
• How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;
• If another organization is assisting the applicants in obtaining facilities, provide information about the organization;

• If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;
• If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, and discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
• If another organization assists the applicants in obtaining facilities, provide information about the organization.

Bordmanville School, is a school previously used by Olean Public Schools. Currently, this building is privately owned and a portion is dedicated to a BOCES Special Education program. This Energy Star Certified school has 50,752 square feet and is therefore more than large enough to accommodate our K-8 school. The building was recently updated and the owner assured NYSED and sanitation requirements are met. OACS used the calculation requirement for SWD in a 15:1:1 to ensure appropriate classroom size using this facility (770 sq. ft per classroom and 800-900 square feet for specialized spaces)[1]

Through negotiation, the owner has mentioned the possibility of coordinating with BOCES regarding cafeteria, gym, and office usage would be possible. This includes new construction, should BOCES continue to use the facility. Though the building has sufficient land for the agriculture program planned for OACS, the school's sports program would require the use of a neighboring park that is a 15-20 minute walk away. Additionally, within the possible plan will be the exploration of developing the necessary high school rooms should OACS negotiate to remain. This includes but is not limited to, the building of larger classrooms and science labs.

Should this facility not be available moving forward, OACS is seeking to potentially use a partnership with Boundless Connections to explore options regarding identifying, purchasing, and/or renting a facility that would meet the needs of both organizations.[2]

c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility

No conflicts of interest exist

[1] https://oms32.nysed.gov/rsu/Manuals_Forms/Manuals/CapitalProjects/CapProjGuidelines.pdf
[2] Verified conversation with Christina Lopez, owner, February 20, 2023

R-16d - Facilities Documents

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

Currently, no lease is developed, though the owner of the prospective property noted that he will draw the lease upon Olean Academy Charter School's approval and a meeting with BOCES to determine if joint use of the building is possible to save on cost. The budget includes a projected figure not considering rent with BOCES.

R-17 - Food Services

Describe the plans for food services the charter school will provide including plans for the provision of food services in the event that the physical school building must close.

Food Services: Food services will remain compliant with the National School Lunch Program, though plans to research the state Farm-To-School Programare noted. Fresh fruits and vegetables from affiliates such as Canticle Farms, Ellicottville Greens, and the OACS campus will be used. Unused, edible food will be donated to the Warming House or the Olean Food Bank weekly.

Ordering for school breakfasts and lunches will be from Eaton Dairy and Maplevale Farms and prepared on campus. A cafeteria manager will be hired and work in conjunction with the Director of Operations to meet the expectations of monitoring state requirements, as well as budgeting and procurement.

Olean Academy Charter School is also exploring the option of using Proposify along with The Healthy School Food Collaborative in an effort to effectively use and maximize potential grants that will result from the indoor farming container that will be donated by Ellicottville Greens for students.

Students will have access to breakfast and lunch. The cost to parents will be a 3-tier system, those classified as free lunch, those classified as receiving reduced-price lunch, and those paying full price. Within the budget, assumptions were made based on student population and New York State FRLP guidelines for compliance. As a smaller-sized school, and if budgeting allows, all students will receive free or reduced-price lunches when possible.

R-18 - Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunization records checks, and medication to students within applicable law.

Healthcare Facilities[1]: OACS intends to provide student care and referral as needed. Services for children and adolescents within the context of family, social/emotional, cultural, physical, and educational environment will also be addressed as these components fall under the Director of Student Services in the OACS Governance chart. Services are developed based on OACS school and family needs and available resources. The OACS services are delivered in combination with resources available at the school and in the community keeping with state and local laws and regulations, established standards, and community practice. All students attending OACS will receive healthcare services. School health services shall include the services of a registered professional nurse, if one is employed, and shall also include such services as may be rendered as provided in this article in examining students for the existence of disease or disability and in testing the eyes and ears of such students. OACS is committed to operating with mutual respect and a spirit of collaboration. The school will work in collaboration with the Olean Public School District regarding SWD to ensure that proper testing and services are given.

Healthcare Services[2]: OACS intends to employ a registered nurse or LPN full-time who will maintain records and monitor the health services for OACS. For employee health benefits and services, OACS has sought benefits pricing information through Stalka Insurance and Independent Health. This is reflected in the OACS school budget. Full-time new hires are eligible for benefits enrollment on the first of the month following 30 days of employment. Should a new hire fail to enroll during this period or choose to decline benefits, then he/she will not be able to enroll in benefits again until: Annual Open Enrollment.

Eligible employees may make plan elections and/or changes during this specified period of time prior to the beginning of the upcoming plan year. These elections are made for the entirety of the upcoming plan year and cannot be changed until the following plan year unless the eligible employee experiences a Qualifying Event. For 2022 benefits - employee enrollments must be completed by the August 15, 2022 deadline in order to be enrolled in the 2022 plan year. OR During a Special Enrollment Period known as “Qualifying Life Changes/ Events”: If an eligible employee experiences a “Qualifying Event”, they may be eligible for a special enrollment period. Documentation may be required, and a strict 30-day window exists for changes to be submitted. Please notify Human Resources timely of changes to ensure you meet the 30-day window. Though OACS will have fewer than 50 employees and will therefore not be mandated to offer a benefits package, OACS intends to ensure that all full-time employees receive benefits to support staff retention.

Administration of Medication(s)[3]- OACS will comply with relevant state laws, regulations, and guidelines governing the District's receipt, storage, and disposal of medication. OACS’ registered professional nurse or LPN may administer medication to a student during the school day under certain conditions. For the purpose of this policy, the term "medication" includes both prescription and non-prescription medications. The school must receive the following before medication will be administered to a student: a)The original written order from the student's provider stating the name of the medication, precise dosage, frequency, and time of

[1]https://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/Article19Sections.html

[2]https://www.p12.nysed.gov/sss/documents/OnetoOneNSGQAFINAL1.7.19.pdf

[3]https://www.p12.nysed.gov/sss/documents/MedicationManagement-DEC2017.pdf

administration; b)A written, signed consent from the student's parent or person in parental relation requesting the administration of the medication, as prescribed by the physician, to the student in school; and c)The medication, properly labeled in its original container, must be delivered to the school health office by the student's parent or person in parental relation. The term "properly labeled," in the context of this policy, means that the container must include the following information: the student's name, name of medication, dosage, frequency, and prescribing physician. A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s). Exceptions may apply, however, for students diagnosed with asthma or other respiratory illnesses, diabetes, or allergies who will be permitted to carry and self-administer medication under certain conditions. All medication orders must be reviewed annually by school health office personnel or whenever there is a change in dosage. Additionally, unlicensed individuals are not permitted to administer medication to students.[4]

Self-Administration of Medication[5]: Each student who is permitted to self-administer medication should have an emergency care plan on file with OACS. Further, the school will maintain a record of all written parental consent in the student's cumulative health record. School health office personnel will also maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. The student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding self-care management. Students who self-administer medication without proper authorization will be referred for counseling by school nursing personnel and parents will be requested to attend a meeting. School administration will be notified of the unauthorized use of medication by the student, and school administration may determine the proper resolution of this behavior on a case-by-case basis.

Records Management[6]: The Director of Student Services will be tasked with managing student records. The Director of Operations will be tasked with managing staff files. Each director will ensure orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program. OACS legal counsel, the Director of Finance, and the Principal may be considered to develop an advisory committee. [7]

[4] http://www.op.nysed.gov/prof/nurse/nurse-unlicensedadmin.htm
[5]https://www.p12.nysed.gov/sss/documents/OnetoOneNSGQAFINAL1.7.19.pdf
[6] http://www.archives.nysed.gov/common/archives/files/mr_pub41.pdf
[7] Arts and Cultural Affairs Law Section 57.19

R-19 - Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

To support students who do not qualify for transportation under Education Law § 3635 or fall on weekends, Olean Academy Charter School has sought and received an affiliation letter with the Olean Area Transportation (OATS) bus system. This affiliation has afforded OACS the ability to request pop-up bus stops off existing bus roots.

Through a more specific conversation with [redacted], the City's current Community Development Coordinator in July of 2022, it was determined that students who do not qualify for transportation through their district will be able to receive transportation publicly or be able to receive transportation from a group stop. Per the conversation, students will likely not spend longer than 45 minutes to an hour on a bus trip at any given time. Students coming from Salamanca would likely have transportation arranged through the reservation, as this is done to support students attending Archbishop Walsh/Southern Tier Catholic School.

For sporting events that cannot fall on the OATS bus lines, Olean Academy has priced busing at approximately $500 per round trip.

SWD will have special consideration and will be accompanied by the school's aide when necessary. This is not inclusive of the OATS bus system as this will be considered public transportation. Parents will selectively sign a waiver accepting the system is public and not associated with any school directly. Should the school have sufficient staffing, a designated adult will accompany as many buses as possible, highlighting those with designated SWD on the OATS bus system, as well.

STAHLKA agency

OLEAN ACADEMY CHARTER SCHOOL

INSURANCE INDICATIONS

- The below indications are based on the following:
  - Estimated information below
  - Additions of coverage or reductions of coverage may change the insurance premium total
  - Acceptability of carriers willing to quote risk

Permanent Insurance	
Year	TBA
Carriers	TBA
Package	
General Liability	20,000
Automobile	Included
Crime	250
Inland Marine	250
Property	2,500
SUB-TOTAL	**23,000**
Excess Liability	
Umbrella	**2,500**
Workers Compensation	
Workers Compensation	**9,000**
Grand Total	**34,500**

Permanent Coverage	
Coverage - Liability	**Limit**
# of Students	160
# of Teachers - FT	26
General Liability	$1M / $2M
Abuse or Molestation	$1M / $1M
Educators Legal Liability	$1M / $1M
Employment Practices Liability	Included in Eductors Legal
Employee Benefit Liability	$1M / $1M
Coverage - Auto	**Limit**
Hired & Non Owned Auto	$1,000,000
Coverage - Crime	**Limit**
Employee Theft	Enhancement Endorsement
Coverage - Inland Marine	**Limit**
Items that may leave grounds	Enhancement Endorsement
Coverage - Property	**Limit**
Business Personal Property	600,000
Property Enhancement	Enhancement Endorsement
Coverage - Umbrella	**Limit**
Umbrella Liability	$1,000,000
Coverage - Workers Compensation	**Limit**
Payroll	1,289,110

21. Fiscal Soundness

A. Budget Narrative

The spreadsheet presents a 5-year fiscal impact report for the largest enrollment district, OLEAN CITY SD. This report tracks the projected impact of funding for a charter school on the district's total budget over the course of five years, starting from the 2024-25 school year and ending in the 2028-29 school year.

The report shows that the charter school is projected to enroll 160 students in the first year, 185 in the second year, 210 in the third year, 235 in the fourth year, and 260 in the fifth year. For each of these years, the report provides information on the per pupil rate, per pupil aid, and other district revenue that is allocated to the charter school.

The per pupil rate for the charter school is $12,700 in the first year, increasing to $12,900 in the fifth year. Meanwhile, per pupil aid is projected to be $2,032,000 in the first year, increasing to $3,354,000 in the fifth year. Other district revenue for the charter school is projected to be $272,000 in the first year, increasing to $395,136 in the fifth year.

Using this information, the report calculates the total funding that the charter school receives from the district each year, as well as the total general fund operating budget for OLEAN CITY SD school district. In the first year, the charter school is projected to receive a total of $2,304,000 from the district, while the total general fund operating budget for OLEAN CITY SD school district is $47,334,987.

Based on these figures, the report projects that the percentage of the district's total budget affected by the charter school funding will increase from 4.867% in the first year to 7.920% in the fifth year. This means that the charter school's funding will have a progressively larger impact on the district's budget as time goes on.

Overall, the spreadsheet provides a clear and detailed picture of the projected fiscal impact of funding for a charter school on OLEAN CITY SD

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: OLEAN CITY SD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for OLEAN CITY SD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2024-25)	160	12,700	2,032,000	272,000	2,304,000	47,334,987	4.867%
Year 2 (2025-26)	185	12,750	2,358,750	316,948	2,675,698	47,334,987	5.653%
Year 3 (2026-27)	210	12,800	2,688,000	349,860	3,037,860	47,334,987	6.418%
Year 4 (2027-28)	235	12,850	3,019,750	370,440	3,390,190	47,334,987	7.162%
Year 5 (2028-29)	260	12,900	3,354,000	395,136	3,749,136	47,334,987	7.920%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			*From Olean City School Districts 2022-2023 Budget Hearing https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf				

B. Financial Planning

As a New York State Charter School, it is crucial to have a solid financial plan in place to ensure the school's success in meeting its educational objectives. To develop our annual budget, we will follow a well-defined process that involves the participation of various stakeholders.

Firstly, the Budget Committee, composed of the Chief Financial Officer, the School Director, the Board Treasurer, and other relevant staff members, will be responsible for the budget development process. This team will analyze the school's financial data, assess the current and projected needs of the school, and determine budget priorities based on these needs.

The needs assessment process will be comprehensive and will involve input from various stakeholders, including teachers, parents, students, and community members. We will solicit feedback from these groups through surveys, focus groups, and other forms of engagement to understand the needs of the school and the community.

Once the needs have been identified, the Budget Committee will prioritize them and allocate resources accordingly. We will ensure that the budget aligns with the school's overall mission and goals, and that resources are allocated efficiently and effectively.

The budget development timeline will begin in the early fall, with the Budget Committee meeting regularly to review financial data and input from stakeholders. By December, a draft budget will be created and presented to the Board of Trustees for review and feedback.

After receiving feedback from the Board of Trustees, the Budget Committee will revise the budget as necessary and present a final budget to the Board for approval in the spring. Throughout the budget process, we will ensure transparency by providing regular updates to the school community and soliciting feedback on the budget.

To monitor and modify budgets, we will use a system of ongoing monitoring and review. The Budget Committee will regularly review financial data and track actual expenditures against budgeted amounts. Any variances will be analyzed to determine their cause and appropriate action will be taken, such as reallocating resources or adjusting the budget accordingly. Budget reports will be presented to the Board of Trustees on a quarterly basis to ensure that they have up-to-date information on the school's financial status.

In summary, our budget development process will be collaborative, transparent, and data-driven, with a focus on meeting the needs of the school and ensuring financial sustainability. By involving various stakeholders, regularly reviewing financial data, and using a system of ongoing monitoring and review, we will ensure that our budget aligns with our educational objectives and is effective in supporting the success of our students.

C. Fiscal Audits

Olean Academy Charter School is committed to maintaining the highest standards of fiscal responsibility and transparency. To this end, the Education Corporation will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State.

The consolidated audited financial statements will include a statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the Education Corporation has received approval to operate. Additionally, a separate income and expenditure statement and balance sheet should be included for each approved school or site in a startup phase, and for schools or sites for which opening has been delayed.

Furthermore, a statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back-office component, and for any other distinct component of the Education Corporation, will also be included. A consolidated statement of income and revenues and a consolidated balance sheet for the Education Corporation will be provided as well.

Finally, if applicable, a federal single audit report will also be included in the consolidated audited financial statements.

The Education Corporation will ensure that the independent fiscal audit is conducted annually by a certified public accountant or certified public accounting firm licensed in New York State. The audit will be conducted in accordance with generally accepted auditing standards and will provide reasonable assurance that the financial statements are free from material misstatements.

The results of the annual independent fiscal audit will be presented to the Board of Trustees and made available to the public. Any findings or recommendations will be addressed promptly, and corrective action will be taken as necessary.

Overall, Olean Academy Charter School is dedicated to ensuring the responsible management of its finances and to maintaining the trust and confidence of its stakeholders through a commitment to transparency and accountability.

D. Dissolution Procedures

In the event of closure and dissolution of Olean Academy Charter School, the school would follow certain procedures in addition to the SUNY Closure Plan. First, the school would inform all stakeholders, including students, parents, staff, and the community, about the closure and the reasons for it. The school would also work with the authorizer, the State University of New York (SUNY), to ensure that all necessary steps are taken to comply with SUNY's closure plan requirements.

The school would also develop a plan to ensure the safe and orderly transition of students to other schools. This would involve working closely with local school districts and other charter schools to provide students with the opportunity to transfer to a school that best meets their needs. The school would also work with families to provide support and guidance during the transition process.

In addition, the school would develop a plan to dispose of assets, including equipment, supplies, and other property. The school would follow all applicable laws and regulations related to the disposal of assets, and would work with SUNY and other relevant agencies to ensure that all assets are disposed of in a responsible and appropriate manner.

Finally, the school would conduct an audit of all financial records and report its findings to SUNY and other relevant agencies. This would ensure that all financial obligations are met and that any outstanding debts are paid in a timely manner. The school would also work with SUNY to ensure that all final reports are filed and all legal requirements are met.

In the event of closure and dissolution, Olean Academy Charter School has established additional assurances to comply with the SUNY Closure Plan.

1. The school will provide the Institute with the parent names and addresses of all enrolled students by grade to ensure families are informed of the process. All student records, testing materials, and other important documentation will be transferred to the appropriate school district, and copies of records will be made available to each student’s parent or legal guardian.
2. Olean Academy Charter School will designate one or more trustees and/or employees to assist with the closure of the school from both operational and financial perspectives. The school will also ensure the proper transfer of any fixed assets owned by the education corporation in accordance with the law at the time of dissolution.

3. The school has established clear procedures for the closure and dissolution of the education corporation, which include the transfer of students and student records, execution of a SUNY Closure Plan, and disposition of school assets.
4. To prepare for the possibility of dissolution, Olean Academy Charter School has established an escrow account with no less than $75,000. This account will cover any legal, final audit, or other wind-down expenses associated with dissolution if it occurs. The budget will reflect this commitment, with funding of $25,000 increments in the school's first three years of instruction. It is important to note that a separate reserve fund will be established and reflected separately in the financial statements and notes to the financial statements.
5. Olean Academy Charter School is committed to ensuring a smooth and orderly process in the unlikely event of closure and dissolution, and these procedures provide additional assurances to all stakeholders involved.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Olean Academy

Contact Name:	Shannon McIntyre
Contact Title:	Director of development/Business Operations
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2024-25
Pre-Opening Period:	July 1, 2023 - June 30, 2024

OLEAN ACADEMY

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	20	20	20	20	20	
1st Grade	Elementary School	20	20	20	20	20	
2nd Grade	Elementary School	20	20	20	20	20	
3rd Grade	Elementary School	20	20	20	20	20	
4th Grade	Elementary School	20	20	20	20	20	
5th Grade	*Elementary School*	15	20	20	20	20	
6th Grade	Middle School	15	15	20	20	20	
7th Grade	Middle School	15	15	15	20	20	
8th Grade	Middle School	15	20	15	15	20	
9th Grade	High School		15	20	20	20	
10th Grade	High School			20	20	20	
11th Grade	High School				20	20	
12th Grade	High School					20	
Ungraded							
TOTAL		160	185	210	235	260	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	1	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School	1	1	1	1	1
4th Grade	Elementary School	1	1	1	1	1
5th Grade	Elementary School	1	1	1	1	1
6th Grade	Middle School	1	1	1	1	1
7th Grade	Middle School	1	1	1	1	1
8th Grade	Middle School	1	1	1	1	1
9th Grade	High School		1	1	1	1
10th Grade	High School			1	1	1
11th Grade	High School				1	1
12th Grade	High School					1
Ungraded						
TOTAL		9	10	11	12	13

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	20	20	20	20	20
1st Grade	Elementary School	20	20	20	20	20
2nd Grade	Elementary School	20	20	20	20	20
3rd Grade	Elementary School	20	20	20	20	20
4th Grade	Elementary School	20	20	20	20	20
5th Grade	Elementary School	15	20	20	20	20
6th Grade	Middle School	15	15	20	20	20
7th Grade	Middle School	15	15	15	20	20
8th Grade	Middle School	15	15	15	15	20
9th Grade	High School	0	20	20	20	20
10th Grade	High School	0	0	20	20	20
11th Grade	High School	0	0	0	20	20
12th Grade	High School	0	0	0	0	20
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	115	120	120	120	120
Total Middle School Enrollment	45	50	50	55	60
Total High School Enrollment	-	15	40	60	80
Total Ungraded Enrollment					
Total Enrollment	**160**	**185**	**210**	**235**	**260**
Change in Net Enrollment from Prior Year (Count)	160	25	25	25	25
Change in Net Enrollment from Prior Year (Percent)	100.0%	15.6%	13.5%	11.9%	10.6%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS
Class of 20 students K-4, 15 6-8 with the expansion of an incoming 20 students in Kindergarten and addition of 5 students at Grade 9 until maximum of 20 per class.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	160	185	210	235	260
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	OLEAN CITY SD	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 47,334,987	$ 47,334,987	$ 47,334,987	$ 47,334,987	$ 47,334,987
ENROLLMENT (*Charter School*)		160	185	210	235	260
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		*From Olean City School Districts 2022-2023 Buget Hearing https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

OLEAN ACADEMY

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160	185	210	235	260

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	**FTE**					**Description of Assumptions**
Executive Management						
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principal/head of school ($65K) annual average gross salary
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	3.0	Director of student services ($65K) & director of programs and aftercare ($65K) and
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Director of finance ($65K) annual average gross salary
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Director of operations ($65K) annual average gross salary
Administrative Staff	2.5	2.5	2.5	2.5	3.5	Secretary school office ($35K) - bookeeper/HR admin ($45K) - technology support
TOTAL ADMINISTRATIVE STAFF	8.5	8.5	8.5	8.5	9.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	9.0	8.0	8.0	8.0	8.0	Assumes 9 teachers for elementary school - average annual gross salary of $40K
Teachers - SPED	2.0	3.0	4.0	4.0	4.0	Assumes 1 SPED teacher & 1 reading AIS- average annual gross salary of $40K
Substitute Teachers	1.0	0.0	0.0	1.0	1.0	Assumes 12 days /$100 per day/ 24 FTE (this includes all personal - not only
Teaching Assistants	1.0	1.0	2.0	2.0	2.0	Assumes 1 teaching assistant - average annual salary $35k
Specialty Teachers	5.0	13.0	13.0	15.0	16.0	Specials (art, music, PE, Spanish, Agriculture program, PE) - 5 FTE - average annual
Aides	1.0	1.0	1.0	1.0	1.0	after school liaison $(20K)
Therapists & Counselors	1.0	1.0	1.5	2.0	2.0	social worker ($45K) - conselor/guidance college (45K)
Other	1.0	1.0	1.0	1.0	1.0	grant writer (20K)
TOTAL INSTRUCTIONAL	21.0	28.0	30.5	34.0	35.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	1.0	1.0	1.0	1.0	1.0	Asumes 1 nurse (40K)
Librarian	0.0	1.0	1.0	1.0	1.0	
Custodian	2.0	2.0	2.0	2.0	2.0	Assumes 2 resources for maintenance and cleaning (35K)
Security	0.0	0.0	0.0	0.0	0.0	
Other	1.0	1.0	1.0	1.0	1.0	cafeteria manager (40K) annual average gross salary
TOTAL NON-INSTRUCTIONAL	4.0	5.0	5.0	5.0	5.0	
TOTAL PERSONNEL SERVICE FTE	33.5	41.5	44.0	47.5	49.5	

OLEAN ACADEMY

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160	185	210	235	260

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160.00	185.00	210.00	235.00	260.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management		$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Principal/head of school ($65K) annual average gross salary - 1FTE
Deans, Directors & Coordinators	$ 56,667	$ 170,001	$ 175,101	$ 180,354	$ 185,765	$ 191,338	Director of student services ($65K) & director of programs and aftercare ($65K) and
CFO / Director of Finance	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Director of finance ($65K) annual average gross salary - 1FTE
Operation / Business Manager	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Director of operations ($65K) annual average gross salary - 1FTE
Administrative Staff	$ 40,000	$ 100,000	$ 103,000	$ 106,090	$ 109,273	$ 152,551	Secretary school office ($35K) - bookeeper/HR admin ($45K) - technology support
TOTAL ADMINISTRATIVE STAFF		$ 465,001	$ 478,951	$ 493,320	$ 508,119	$ 563,363	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 41,000	$ 369,000	$ 337,840	$ 347,975	$ 358,414	$ 369,167	Assumes 9 teachers for elementary school - average annual gross salary of $40K+
Teachers - SPED	$ 41,000	$ 82,000	$ 125,460	$ 170,224	$ 175,331	$ 180,590	Assumes 1 SPED teacher & 1 reading AIS- average annual gross salary of $40K -
Substitute Teachers	$ 28,800	$ 28,800	$ -	$ -	$ 28,800	$ 29,664	Assumes 12 days /$100 per day/ 24 FTE (this includes all personal - not only
Teaching Assistants	$ 35,000	$ 35,000	$ 36,050	$ 72,132	$ 74,295	$ 76,524	Assumes 1 teaching assistant - average annual salary $35k - 1FTE
Specialty Teachers	$ 41,000	$ 205,000	$ 539,150	$ 555,325	$ 653,984	$ 714,604	Specials (art, music, PE, Spanish, Agriculture program, PE) - 5FTE - average annual
Aides	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	after school liaison $(20K) 1FTE
Therapists & Counselors	$ 45,000	$ 45,000	$ 46,350	$ 70,241	$ 94,848	$ 97,693	social worker ($45K) - 1FTE
Other	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	grant writer (20K) - FTE
TOTAL INSTRUCTIONAL		$ 804,800	$ 1,126,050	$ 1,258,332	$ 1,429,381	$ 1,513,263	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 35,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	Assumes 2 resources for maintenance and cleaning (35K) - 2FTE
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020	cafeteria manager (40K) annual average gross salary - FTE
TOTAL NON-INSTRUCTIONAL		$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826	
TOTAL PERSONNEL SERVICE WAGES		$ 1,419,801	$ 1,759,501	$ 1,910,786	$ 2,101,410	$ 2,245,452	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: OLEAN CITY SD							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)	160	12,700	2,032,000	272,000	2,304,000	47,334,987	4.867%
Year 2 (2025-26)	185	12,750	2,358,750	316,948	2,675,698	47,334,987	5.653%
Year 3 (2026-27)	210	12,800	2,688,000	349,860	3,037,860	47,334,987	6.418%
Year 4 (2027-28)	235	12,850	3,019,750	370,440	3,390,190	47,334,987	7.162%
Year 5 (2028-29)	260	12,900	3,354,000	395,136	3,749,136	47,334,987	7.920%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	*From Olean City School Districts 2022-2023 Buget Hearing https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

OLEAN ACADEMY

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**550,000**	
Total Expenses	**288,922**	
Net Income	**261,078**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	500,000	500K per instructions
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**500,000**	
LOCAL and OTHER REVENUE		
Contributions and Donations	50,000	Volpe foundation support $50K
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**50,000**	
TOTAL REVENUE	**550,000**	

EXPENSES	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	1.00	32,500	Principal/head teacher prepares opening in Aug 2024, starting 6
Deans, Directors & Coordinators	3.50	70,833	Director of student services & programs and aftercare ($65K) for
CFO / Director of Finance	1.00	10,833	Director of finances/ CFO for 1 month - average annual gross
Operation / Business Manager	1.00	32,500	Director of operations for 6 months, starting in January - average
Administrative Staff	2.50	8,333	Secretary school office ($35K) - bookeeper/HR admin ($45K) -
TOTAL ADMINISTRATIVE STAFF	**9.00**	155,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	9 teachers for elementary school - average annual salary of $40K
Teachers - SPED	-	-	1 SPED teacher - average annual salary of 40K - starting in July -
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	Specials (art, music, PE, Spanish, Agriculture program) - 4
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**9.00**	**155,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		16,973	FICA 6.2%, Medicare employer 1.45%, State unemployment
Fringe / Employee Benefits		10,633	health $3250, Dental $600, life $100, long terme disability $150,
Retirement / Pension		9,300	NYS teacher retirement program at 6% of total annual gross
TOTAL PAYROLL TAXES AND BENEFITS		**36,906**	
TOTAL PERSONNEL SERVICE COSTS	**9.00**	**191,906**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		15,000	School legal set up
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		532	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**15,532**	

SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	13,400	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	23,750	Assumes textbooks and material new student at $75 for 190
Supplies & Materials other	-	
Equipment / Furniture	-	Investment line : Assumes $10K upgrade to Boardmanville, 17
Telephone	-	
Technology	1,200	Internet provider - Assumes 30 accounts at $20/month for 2
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	4,017	Assumes office supplies $8K ($50 per student), photocopier
Staff Development	-	
Staff Recruitment	2,000	advertising - network - internet linkedin
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	other expenses (soap, hydroalcoholic gel, toilet paper,...) for $5K
TOTAL SCHOOL OPERATIONS	**49,367**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	Insurance for 2 months
Janitorial	1,500	2 weeks of cleaning in July before opening
Building and Land Rent / Lease / Facility Finance Interest	22,272	rent 2 months
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**28,772**	
DEPRECIATION & AMORTIZATION	3,346	10 years depreciation on furniture and setup costs , 3 years on It
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**288,922**	
NET INCOME	**261,078**	

PRE-OPENING CASH FLOW 1-YEAR

OLEAN ACADEMY

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2023 - June 30, 2024

Total Revenue		**50,000**	**-**	**-**	**-**	**-**	**-**	**500,000**	**-**	**-**	**-**	**-**	**-**	**550,000**
Total Expenses		**-**	**-**	**-**	**-**	**-**	**-**	**26,879**	**26,879**	**26,879**	**31,879**	**53,835**	**122,571**	**288,922**
Net Income		**50,000**	**-**	**-**	**-**	**-**	**-**	**473,121**	**(26,879)**	**(26,879)**	**(31,879)**	**(53,835)**	**(122,571)**	**261,078**
Cash Flow Adjustments		**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(67,433)**	**(67,433)**	**(64,088)**	**(243,954)**
Beginning Cash Balance		**-**	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**-**
Net Income		**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**17,123**	**17,124**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	500,000	-	-	-	-	-	500,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	500,000	-	-	-	-	-	500,000
LOCAL and OTHER REVENUE														
Contributions and Donations		50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
TOTAL REVENUE		**50,000**	-	-	-	-	-	**500,000**	-	-	-	-	-	**550,000**
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	5,417	32,500
Deans, Directors & Coordinators	3.50	-	-	-	-	-	-	10,833	10,833	10,833	10,833	10,833	16,667	70,833
CFO / Director of Finance	1.00	-	-	-	-	-	-	-	-	-	-	5,417	5,417	10,833
Operation / Business Manager	1.00	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	5,417	32,500
Administrative Staff	2.50	-	-	-	-	-	-	-	-	-	-	-	8,333	8,333
TOTAL ADMINISTRATIVE STAFF	9.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	27,083	41,250	155,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	9.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	27,083	41,250	155,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	2,373	2,373	2,373	2,373	2,966	4,517	16,973
Fringe / Employee Benefits		-	-	-	-	-	-	1,467	1,467	1,467	1,467	1,833	2,933	10,633
Retirement / Pension		-	-	-	-	-	-	1,300	1,300	1,300	1,300	1,625	2,475	9,300
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	5,139	5,139	5,139	5,139	6,424	9,925	36,906
TOTAL PERSONNEL SERVICE COSTS	9.00	-	-	-	-	-	-	26,806	26,806	26,806	26,806	33,507	51,175	191,906
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	15,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	73	73	73	73	92	147	532
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	73	73	73	5,073	5,092	5,147	15,532
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	13,400	13,400
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	23,750	23,750
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture			-	-	-	-	-	-	-	-				-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	600	600	1,200
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	4,017	4,017
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	1,600	47,767	49,367
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	2,500	2,500	5,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	1,500	1,500
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	11,136	11,136	22,272
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	13,636	15,136	28,772
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	3,346	3,346
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL EXPENSES	-	-	-	-	-	-	26,879	26,879	26,879	31,879	53,835	122,571	288,922
NET INCOME	50,000	-	-	-	-	-	473,121	(26,879)	(26,879)	(31,879)	(53,835)	(122,571)	261,078
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	3,346	3,346
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	**3,346**	**3,346**
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	(62,433)	(62,433)	(62,433)	(187,300)
Other (development team full year)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(60,000)
Total Investment Activities	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(67,433)**	**(67,433)**	**(67,433)**	**(247,300)**
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(67,433)	(67,433)	(64,088)	(243,954)
NET INCOME	**45,000**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**468,121**	**(31,879)**	**(31,879)**	**(99,313)**	**(121,268)**	**(186,658)**	**17,124**
Beginning Cash Balance	-	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	-
ENDING CASH BALANCE	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**17,123**	**17,124**

YEAR 1 BUDGET AND ASSUMPTION			OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS
									*NOTE: State assumptions that are being made for the 1-Year
Total Revenue			**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses			**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income			**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment			**160**					**160**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition							
PRIMARY School District:	OLEAN CITY SD	12,650	2,032,000					2,032,000	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	2,032,000					2,032,000	
Special Education Revenue				272,000				272,000	Assumes 16 special Ed students (less than 20%) at $12K ? And 8
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,032,000	272,000	-	-	-	2,304,000	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	28,800	-			28,800	Assumes for IDEA, 24 special Ed students at $1200 per
Title I			-	46,400	-			46,400	Assumes Title 1 % at 58% of the population (free lunch 28% ,
Title Funding - Other			-	3,712	-			3,712	Assumes Title 2 % at 58% of the population (free lunch 28% ,
School Food Service (Free Lunch)			-	-	-			-	
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-		-	
Other			-	-	-	-	28,860	28,860	Parents contribution for lunch & snacks (full & reduced) - 185
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	78,912	-	-	28,860	107,772	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-		-	
Fundraising			-	-	-	-	-	-	we strongly believe that the school can easily raise 25K the first
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	
TOTAL REVENUE			**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	

YEAR 1 BUDGET AND ASSUMPTION		OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS
								*NOTE: State assumptions that are being made for the 1-Year
Total Revenue		**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses		**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income		**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment		**160**					**160**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of							
Executive Management			-	-	-	-	-	Head of School (65K) annual average gross salary
Instructional Management	1.00	65,000	-	-	-	-	65,000	Principal ($65K) annual average gross salary
Deans, Directors & Coordinators	3.00	170,001	-	-	-	-	170,001	Director of student services ($65K) & director of programs and
CFO / Director of Finance	1.00		-	-	-	65,000	65,000	Director of finance ($65K) annual average gross salary
Operation / Business Manager	1.00	-	-	-	-	65,000	65,000	Director of operations ($65K) annual average gross salary
Administrative Staff	2.50	-	-	-	-	100,000	100,000	Secretary school office ($35K) - bookeeper/HR admin ($45K) -
TOTAL ADMINISTRATIVE STAFF	8.50	235,001	-	-	-	230,000	465,001	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	9.00	369,000	-	-	-	-	369,000	Assumes 9 teachers for elementary school (8 FTE)- average
Teachers - SPED	2.00	-	82,000	-	-	-	82,000	Assumes 1 teacher SPED @45K and 1k signing bonus paid in
Substitute Teachers	1.00	28,800	-	-	-	-	28,800	
Teaching Assistants	1.00	35,000	-	-	-	-	35,000	
Specialty Teachers	5.00	205,000	-	-	-	-	205,000	Specials (art, music, PE, Spanish, Agriculture program) - 5 FTE -
Aides	1.00		-	-	-	20,000	20,000	after school liaison $(20K) 1FTE
Therapists & Counselors	1.00	-	-	-	-	45,000	45,000	social worker ($45K) - 1FTE
Other	1.00	-	-	-	-	20,000	20,000	grant writer (20K) - FTE
TOTAL INSTRUCTIONAL	21.00	637,800	82,000	-	-	85,000	804,800	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	-	-	-	-	40,000	40,000	
Librarian	-	-	-	-	-	-	-	
Custodian	2.00	-	-	-	-	70,000	70,000	Assumes 1 custodian & one maintenance resources (see other
Security	-		-	-	-	-	-	
Other	1.00	-	-	-	-	40,000	40,000	cafeteria manager (40K) annual average gross salary
TOTAL NON-INSTRUCTIONAL	4.00	-	-	-	-	150,000	150,000	
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	872,801.00	82,000	-	-	465,000	1,419,801	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		95,572	8,979	-	-	50,918	155,468	FICA 6.2%, Medicare employer 1.45%, State unemployment
Fringe / Employee Benefits		79,200	8,800	-	-	55,000	143,000	health $3250, Dental $600, life $100, long terme disability $150,
Retirement / Pension		52,368	4,920	-	-	27,900	85,188	NYS teacher retirement program at 6% of total annual gross
TOTAL PAYROLL TAXES AND BENEFITS		227,140	22,699	-	-	133,818	383,656	
TOTAL PERSONNEL SERVICE COSTS	33.50	1,099,941	104,699	-	-	598,818	1,803,457	
CONTRACTED SERVICES								
Accounting / Audit			-	-	-	10,000	10,000	1 accounting company for establishing the financial
Legal			-	-	-	5,000	5,000	Assumes $2K retainer and $3K reserve
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	6,380	6,380	Assumes payroll processing at $220 per employee per year
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	18,750	18,750	Grants writer for 9 months - contrator
TOTAL CONTRACTED SERVICES		-	-	-	-	40,130	40,130	

YEAR 1 BUDGET AND ASSUMPTION	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year
Total Revenue	**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment	**160**					**160**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	48,000	-	-	-	-	48,000	agriculture program (exlcuding field trip)
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	22,500	-	-	-	-	22,500	$125 per student
Supplies & Materials other	13,500	-	-	-	-	13,500	$75 per student (180)
Equipment / Furniture	-	-	-	-	-	-	
Telephone	5,000	-	-	-	-	5,000	
Technology	12,000	-	-	-	-	12,000	
Student Testing & Assessment	16,000	-	-	-	-	16,000	$100 assessment per student
Field Trips	18,000	-	-	-	-	18,000	Field trips ostly for agriculture & engineering studies
Transportation (student)	80,000	-	-	-	-	80,000	After school program - 160 days - 1 route - $500 per day/per
Student Services - other	-	-	-	-	-	-	
Office Expense	12,300	-	-	-	-	12,300	photocopie lease 6K - postage & printing copying $35 per
Staff Development	10,000	-	-	-	-	10,000	Staff & admin training & development
Staff Recruitment	3,000	-	-	-	-	3,000	
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	57,720	57,720	160 students -185 days - lunch ($2 full -$0.5 reduced & free) -
Travel (Staff)	3,900	-	-	-	-	3,900	$150 per employee per year
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	19,500	19,500	Membership - Assumes 10% interest rate on a 250K bridge loan
TOTAL SCHOOL OPERATIONS	244,200	-	-	-	77,220	321,420	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	30,000	30,000	General liability/umbrella/ directors and officers - request a
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	153,600	153,600	Assumes 80 square feet per student (12,800 sqft) - monthly net
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	12,000	12,000	assume $1000 per month
Utilities	-	-	-	-	18,576	18,576	Assumes 80 square feet per student (12,800 sqft) - average of
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	214,176	214,176	
DEPRECIATION & AMORTIZATION	-	-	-	-	40,150	40,150	10 years (upgrade $10K, 160 student desk at $300, 17 teacher
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	25,000	25,000	escrow funded monthly
TOTAL EXPENSES	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	

YEAR 1 BUDGET AND ASSUMPTION	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year
Total Revenue	**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment	**160**					**160**	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
NET INCOME	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: OLEAN CITY SD	160					160	
Other District 1:							
Other District 2:							
Other District 3:							
Other District 4:							
Other District 5:							
Other District 6:							
Other District 7:							
Other District 8:							
Other District 9:							
Other District 10:							
Other District 11:							
Other District 12:							
Other District 13:							
Other District 14:							
All Other School Districts	-					-	
TOTAL ENROLLMENT	**160**					**160**	
REVENUE PER PUPIL	**12,700**					**15,074**	
EXPENSES PER PUPIL	**8,401**					**15,277**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			OLEAN ACADEMY PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue			**386,405**	**2,405**	**386,405**	**2,405**	**386,405**	**2,405**	**436,517**	**2,405**	**386,405**	**2,405**	**386,405**	**31,205**	**2,411,772**
Total Expenses			**230,950**	**193,300**	**193,300**	**200,957**	**205,157**	**203,280**	**215,422**	**204,622**	**197,149**	**201,600**	**193,800**	**204,800**	**2,444,333**
Net Income			**155,455**	**(190,895)**	**193,105**	**(198,552)**	**181,248**	**(200,875)**	**221,095**	**(202,217)**	**189,256**	**(199,195)**	**192,605**	**(173,595)**	**(32,561)**
Cash Flow Adjustments			**53,346**	**3,346**	**3,346**	**3,346**	**3,346**	**1,013**	**1,013**	**1,013**	**1,013**	**1,013**	**1,013**	**3,346**	**76,150**
Beginning Cash Balance			**17,124**	**225,925**	**38,376**	**234,827**	**39,621**	**224,215**	**24,353**	**246,460**	**45,256**	**235,525**	**37,343**	**230,961**	**17,124**
Ending Cash Balance			**225,925**	**38,376**	**234,827**	**39,621**	**224,215**	**24,353**	**246,460**	**45,256**	**235,525**	**37,343**	**230,961**	**60,712**	**60,712**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition													
PRIMARY School District:	OLEAN CITY SD	12,650	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	2,032,000
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	2,032,000
Special Education Revenue			45,333		45,333	-	45,333	-	45,333	-	45,333	-	45,333	-	272,000
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			384,000	-	384,000	-	384,000	-	384,000	-	384,000	-	384,000	-	2,304,000
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	28,800	28,800
Title I			-	-	-	-	-	-	46,400	-	-	-	-	-	46,400
Title Funding - Other			-	-	-	-	-	-	3,712	-	-	-	-	-	3,712
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation															-
Other			2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	28,860
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			2,405	2,405	2,405	2,405	2,405	2,405	52,517	2,405	2,405	2,405	2,405	31,205	107,772
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE			**386,405**	**2,405**	**386,405**	**2,405**	**386,405**	**2,405**	**436,517**	**2,405**	**386,405**	**2,405**	**386,405**	**31,205**	**2,411,772**

EXPENSES	No. of Positions													
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Deans, Directors & Coordinators	3.00	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,001
CFO / Director of Finance	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Operation / Business Manager	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Administrative Staff	2.50	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
TOTAL ADMINISTRATIVE STAFF	8.50	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	465,001
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	9.00	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	369,000
Teachers - SPED	2.00	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	82,000
Substitute Teachers	1.00	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	28,800
Teaching Assistants	1.00	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Specialty Teachers	5.00	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	205,000
Aides	1.00	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
Therapists & Counselors	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Other	1.00	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
TOTAL INSTRUCTIONAL	21.00	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	804,800
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	2.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL NON-INSTRUCTIONAL	4.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	1,419,801
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	155,468
Fringe / Employee Benefits		11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	143,000
Retirement / Pension		7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	85,188
TOTAL PAYROLL TAXES AND BENEFITS		31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	383,656
TOTAL PERSONNEL SERVICE COSTS	33.50	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	1,803,457
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	2,500	2,500	-	-	-	-	5,000	10,000
Legal		2,000	-	-	-	-	-	3,000	-	-	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		532	532	532	532	532	532	532	532	532	532	532	532	6,380
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	18,750
TOTAL CONTRACTED SERVICES		2,532	532	532	2,615	2,615	5,115	8,115	2,615	2,615	2,615	2,615	7,615	40,130
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		11,250	-	-	-	5,625	-	-	5,625	-	-	-	-	22,500
Supplies & Materials other		6,750	-	-	-	3,375	-	-	3,375	-	-	-	-	13,500
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Technology		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
Student Testing & Assessment		8,000	-	-	-	-	-	8,000	-	-	-	-	-	16,000
Field Trips		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	7,000	18,000
Transportation (student)		6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		6,150	-	-	-	-	3,075	-	-	3,075	-	-	-	12,300
Staff Development		-	-	-	3,500	-	-	2,500	-	-	4,000	-		10,000
Staff Recruitment		1,500	-	-	-	-	-	-	-	-	500	500	500	3,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	57,720
Travel (Staff)		-	-	-	1,300	-	-	1,300	-	-	1,300	-	-	3,900
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		4,083	2,083	2,083	2,083	2,083	2,083	2,500	-	-	2,500	-	-	19,500
TOTAL SCHOOL OPERATIONS		55,627	19,977	19,977	24,777	28,977	23,052	32,193	26,893	20,968	26,193	18,393	24,393	321,420

FACILITY OPERATION & MAINTENANCE													
Insurance	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
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	153,600
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	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
Utilities	774	774	774	1,548	1,548	3,096	3,096	3,096	1,548	774	774	774	18,576
TOTAL FACILITY OPERATION & MAINTENANCE	17,074	17,074	17,074	17,848	17,848	19,396	19,396	19,396	17,848	17,074	17,074	17,074	214,176
DEPRECIATION & AMORTIZATION	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	230,950	193,300	193,300	200,957	205,157	203,280	215,422	204,622	197,149	201,600	193,800	204,800	2,444,333
NET INCOME	155,455	(190,895)	193,105	(198,552)	181,248	(200,875)	221,095	(202,217)	189,256	(199,195)	192,605	(173,595)	(32,561)
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	-	(14,000)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	-	(14,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Total Cash Flow Adjustments	53,346	3,346	3,346	3,346	3,346	1,013	1,013	1,013	1,013	1,013	1,013	3,346	76,150
NET INCOME	208,801	(187,549)	196,451	(195,206)	184,594	(199,862)	222,108	(201,204)	190,269	(198,182)	193,618	(170,249)	43,589
Beginning Cash Balance	17,124	225,925	38,376	234,827	39,621	224,215	24,353	246,460	45,256	235,525	37,343	230,961	17,124
ENDING CASH BALANCE	225,925	38,376	234,827	39,621	224,215	24,353	246,460	45,256	235,525	37,343	230,961	60,712	60,712

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be								*NOTE: State assumptions that are being made in the section provided
Total Revenue			**2,411,772**	**2,825,781**	**3,202,966**	**3,570,319**	**3,944,287**	
Total Expenses			**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
Net Income (Before Cash Flow Adjustments)			**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	
Budgeted Student Enrollment			**160**	**185**	**210**	**235**	**260**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.4%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**	per rate per year (12,600 - 12,650, 12700, 12750, 12800,..)
Per Pupil Revenue		Basic Tuition						
PRIMARY School District:	OLEAN CITY SD	12,650	2,032,000	2,358,750	2,688,000	3,019,750	3,354,000	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	2,032,000	2,358,750	2,688,000	3,019,750	3,354,000	
Special Education Revenue			272,000	316,948	349,860	370,440	395,136	4 additional students per year - assume 0.4% rate increase
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,304,000	2,675,698	3,037,860	3,390,190	3,749,136	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			28,800	32,105	34,574	37,044	39,514	2 additional students per year - assume 2.9% rate increase
Title I			46,400	53,714	59,682	65,650	71,618	20 more student per year - assume 2.9% rate increase
Title Funding - Other			3,712	4,297	4,775	5,252	5,729	20 more student per year - assume 2.9% rate increase
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			28,860	32,468	36,075	39,683	43,290	Parents contribution to lunches/snaks
Other			-	-				
TOTAL REVENUE FROM FEDERAL SOURCES			107,772	122,583	135,106	147,629	160,151	
LOCAL and OTHER REVENUE								
Contributions and Donations			-			-	-	
Fundraising			-	27,500	30,000	32,500	35,000	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	27,500	30,000	32,500	35,000	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
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Total Expenses		**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
Net Income (Before Cash Flow Adjustments)		**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	
Budgeted Student Enrollment		**160**	**185**	**210**	**235**	**260**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
TOTAL REVENUE		**2,411,772**	**2,825,781**	**3,202,966**	**3,570,319**	**3,944,287**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of*
Executive Management		-	-	-	-	-	See staffing plan
Instructional Management	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Deans, Directors & Coordinators	3.00	170,001	175,101	180,354	185,765	191,338	See staffing plan
CFO / Director of Finance	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Operation / Business Manager	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Administrative Staff	2.50	100,000	103,000	106,090	109,273	152,551	See staffing plan
TOTAL ADMINISTRATIVE STAFF	8.50	465,001	478,951	493,320	508,119	563,363	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	369,000	337,840	347,975	358,414	369,167	See staffing plan
Teachers - SPED	2.00	82,000	125,460	170,224	175,331	180,590	See staffing plan
Substitute Teachers	1.00	28,800	-	-	28,800	29,664	See staffing plan
Teaching Assistants	1.00	35,000	36,050	72,132	74,295	76,524	See staffing plan
Specialty Teachers	5.00	205,000	539,150	555,325	653,984	714,604	See staffing plan
Aides	1.00	20,000	20,600	21,218	21,855	22,510	See staffing plan
Therapists & Counselors	1.00	45,000	46,350	70,241	94,848	97,693	See staffing plan
Other	1.00	20,000	20,600	21,218	21,855	22,510	
TOTAL INSTRUCTIONAL	21.00	804,800	1,126,050	1,258,332	1,429,381	1,513,263	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	40,000	41,200	42,436	43,709	45,020	
Librarian	-	-	-	-	-	-	
Custodian	2.00	70,000	72,100	74,263	76,491	78,786	
Security	-	-	-	-	-	-	
Other	1.00	40,000	41,200	42,436	43,709	45,020	
TOTAL NON-INSTRUCTIONAL	4.00	150,000	154,500	159,135	163,909	168,826	
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	1,419,801	1,759,501	1,910,786	2,101,410	2,245,452	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		155,468	192,665	209,231	230,104	245,877	FICA 6.2%, Medicare employer 1.45%, State unemployment 1.5%, state
Fringe / Employee Benefits		143,000	182,600	193,600	204,600	213,400	health $3250, Dental $600, life $100, long terme disability $150, short
Retirement / Pension		85,188	105,570	114,647	126,085	134,727	NYS teacher retirement program at 6% of total annual gross salaries
TOTAL PAYROLL TAXES AND BENEFITS		383,656	480,835	517,478	560,789	594,004	
TOTAL PERSONNEL SERVICE COSTS	33.50	1,803,457	2,240,336	2,428,264	2,662,199	2,839,456	
CONTRACTED SERVICES							
Accounting / Audit		10,000	10,500	10,815	11,139	11,474	assume 5% first year - then 3% (inflation going down)
Legal		5,000	5,250	5,408	5,570	5,737	assume 5% first year - then 3% (inflation going down)
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	assume 5% first year - then 3% (inflation going down)
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		6,380	6,699	6,900	7,107	7,320	assume 5% first year - then 3% (inflation going down)
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		18,750	26,250	27,038	27,849	28,684	Grant writer - assume 5% first year - then 3% (inflation going down)
TOTAL CONTRACTED SERVICES		40,130	48,699	50,160	51,665	53,215	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
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Budgeted Student Enrollment	**160**	**185**	**210**	**235**	**260**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	48,000	48,000	55,000	60,000	75,000	agriculture program
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	22,500	23,625	24,334	25,064	25,816	assume 5% first year - then 3% (inflation going down) - no
Supplies & Materials other	13,500	14,175	14,600	15,038	15,489	assume 5% first year - then 3% (inflation going down)
Equipment / Furniture	-	-	-	-	-	
Telephone	5,000	5,250	5,408	5,570	5,737	assume 5% first year - then 3% (inflation going down)
Technology	12,000	12,600	12,978	13,367	13,768	assume 5% first year - then 3% (inflation going down)
Student Testing & Assessment	16,000	16,800	17,304	17,823	18,358	assume 5% first year - then 3% (inflation going down)
Field Trips	18,000	18,900	19,467	20,051	20,653	assume 5% first year - then 3% (inflation going down)
Transportation (student)	80,000	84,000	86,520	89,116	91,789	assume 5% first year - then 3% (inflation going down)
Student Services - other	-	-	-	-	-	
Office Expense	12,300	12,915	13,302	13,702	14,113	assume 5% first year - then 3% (inflation going down)
Staff Development	10,000	12,500	20,000	25,000	35,000	increase quality of staff and focus on school program
Staff Recruitment	3,000	3,150	3,245	3,342	3,442	assume 5% first year - then 3% (inflation going down)
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	57,720	64,935	72,150	79,365	86,580	add 20 students per year meal costs above current NYC food tables
Travel (Staff)	3,900	4,000	4,500	5,000	5,500	
Fundraising	-	4,000	6,000	7,000	8,000	fundraising costs to support revenue
Other	19,500	2,000	3,000	3,000	3,000	bank fees
TOTAL SCHOOL OPERATIONS	321,420	326,850	357,807	382,437	422,244	
FACILITY OPERATION & MAINTENANCE						
Insurance	30,000	31,500	32,445	33,418	34,421	assume 5% first year - then 3% (inflation going down)
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	153,600	179,200	203,034	232,566	259,505	3% per year - adding space for one additional classe per year (80qft
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	12,000	12,600	12,978	13,367	13,768	assume 5% first year - then 3% (inflation going down)
Utilities	18,576	20,434	22,477	24,725	27,197	assume 10% energy costs increase yoy in this environment
TOTAL FACILITY OPERATION & MAINTENANCE	214,176	243,734	270,934	304,076	334,891	
DEPRECIATION & AMORTIZATION	40,150	40,150	39,954	12,700	12,700	desks/chairs 10 years - IT material 3 years depreciation rule
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	25,000	25,000	
TOTAL EXPENSES	**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
NET INCOME	**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
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Net Income (Before Cash Flow Adjustments)	**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	
Budgeted Student Enrollment	**160**	**185**	**210**	**235**	**260**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: OLEAN CITY SD	160	185	210	235	260	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**160**	**185**	**210**	**235**	**260**	
REVENUE PER PUPIL	**15,074**	**15,274**	**15,252**	**15,193**	**15,170**	
EXPENSES PER PUPIL	**15,277**	**15,810**	**15,105**	**14,630**	**14,183**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	40,150	40,150	39,954	12,700	12,700	desks/chairs 10 years - IT material 3 years depreciation rule
Other	-	-	-	-	-	
Total Operating Activities	40,150	40,150	39,954	12,700	12,700	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(14,000)	(14,000)	(14,000)	(14,000)	(14,000)	adding equipment for 1 additional classe per year (3 computers @1.5K, 1
Other	-	-	-	-	-	
Total Investment Activities	(14,000)	(14,000)	(14,000)	(14,000)	(14,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	50,000	50,000	-	-	(100,000)	Volpe foundation loan - no interest
Other	-	-	-	-	-	
Total Financing Activities	50,000	50,000	-	-	(100,000)	
Total Cash Flow Adjustments	**76,150**	**76,150**	**25,954**	**(1,300)**	**(101,300)**	
NET INCOME	**43,589**	**(22,838)**	**56,801**	**130,942**	**155,481**	
Beginning Cash Balance	17,124	60,712	37,874	94,675	225,617	
ENDING CASH BALANCE	**60,712**	**37,874**	**94,675**	**225,617**	**381,099**	looking from lease to own - if not cut in SUNY funding

Volpe foundation
[redacted]

March 28, 2023

To Whom It May Concern,

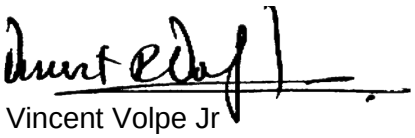
Vincent Volpe Jr hereby testifies that the Volpe Foundation is prepared to offer a bridge loan for 3 years of 50,000 dollars (fifty thousand) each year to support the implementation of the school in Olean NY.

Should Olean Academy Charter School be granted a charter in 2023, the annual loan will begin in July 2023 and continue through the first three years of operation.

The 2023 loan should allow the school to prepare the opening during the pre-opening period budget.

Thank you for your consideration.

Sincerely,



Vincent Volpe Jr
President of the Volpe foundation

R-21g - Non-SUNY Financials

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, “Request is not applicable” in response to this Request. Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out-of-state school that is currently associated with a replicating applicant: • IRS Forms 990; • Audited financial statements; and, • Management or Advisory Letters from the independent auditor (if applicable).

This section is not applicable to Olean Academy Charter School.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: OLEAN CITY SD							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)	160	12,700	2,032,000	272,000	2,304,000	47,334,987	4.867%
Year 2 (2025-26)	185	12,750	2,358,750	316,948	2,675,698	47,334,987	5.653%
Year 3 (2026-27)	210	12,800	2,688,000	349,860	3,037,860	47,334,987	6.418%
Year 4 (2027-28)	235	12,850	3,019,750	370,440	3,390,190	47,334,987	7.162%
Year 5 (2028-29)	260	12,900	3,354,000	395,136	3,749,136	47,334,987	7.920%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	*From Olean City School Districts 2022-2023 Buget Hearing https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-22 - Action Plan

Category	Task	Notes	Timeline	Complet
Facilities	Finalize facility location		**Immediately but no later than February 1**	☐ Yes ☐ No
	Finalize lease (if applicable)		**Immediately but no later than February 1**	☐ Yes ☐ No
	Obtain a Certificate of Occupancy	*Contact appropriate local agencies for inspections and reviews*	**No later than April**	☐ Yes ☐ No
	Obtain evidence of all necessary inspections and develop set systems for future inspections	*State Department of Health, County Health Department, State Fire Marshall, local fire department, city building*	**No later than June**	☐ Yes ☐ No
	Obtain a School Code once the facility is approved if necessary	*Contact the Facilities Services Division*	**No later than June**	☐ Yes ☐ No
	Prepare a Safety and Emergency plan	*Submit the plan to your local emergency management*	**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Evidence of insurance as stipulated in the charter agreement	*Certificates of Insurance for all required insurance coverage*	**August 1, or 10 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Create a plan and procedures to control access to the building		**Prior to the first day of school**	☐ Yes ☐ No
	Ensure adequate signage; ensure that the building is numbered for emergency response		**Prior to the first day of school**	☐ Yes ☐ No
	Order necessary furniture, supplies, and technology supplies		**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Provide office furniture, supplies, and technology to support school administration		**Prior to the first day of school**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***

School Personnel	Establish health insurance availability		**No later than February**	☐ Yes ☐ No
	Hire qualified school directors		**No later than Apr**	☐ Yes ☐ No
	Ensure the school leader receives access to the NYS data portal and can provide necessary data provisioning rights to school personnel in a manner consistent with the school's student data policy		**No later than April**	☐ Yes ☐ No
	Finalize teacher contracts and salary schedules		**March 25 after**	☐ Yes ☐ No
	Finalize a personnel policy manual	*Legal consultation included*	**No later than June**	☐ Yes ☐ No
	Contact the Teachers Retirement System to establish necessary accounts		**No later than June**	☐ Yes ☐ No
	Based on job descriptions, further identify individuals that will serve key roles (i.e. Testing Coordinator, Title I Coordinator, DASA Coordinator, etc.) and have them set up in the NYS Portal		**No later than June**	☐ Yes ☐ No
	Recruit and hire adequate number of teachers and support personnel to match assignments and staffing	*Ensure teachers are highly qualified*	**No later than July**	☐ Yes ☐ No
	Ensure that personnel records are adequately safeguarded		**No later than July**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
School Personnel	Ensure all staff is appropriately trained: Include SWD, DEI, State regs		**No later than July**	☐ Yes ☐ No
	Ensure that all personnel have criminal background checks and fingerprinting. This information must be secured and ready for inspection by state officials.		**Prior to the first day**	☐ Yes ☐ No
	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing		**Prior to the first day**	☐ Yes ☐ No

Category	Tasks	Notes	Timeline	Complete
Students & Parents	Adopt a policy for enrollment lotteries in preparation for student enrollment exceeding capacity	*If any enrollment is significantly below projections, the charter school must revise its budget accordingly*	**No later than February**	☐ Yes ☐ No
	Execute preset marketing plan		**Jan-August**	☐ Yes ☐ No
	Establish intake process to identify students with special needs		**No later than Mar**	☐ Yes ☐ No
	Evaluate and execute community engagement plan if necessary		**No later than May**	☐ Yes ☐ No
	Provide parents and students the school handbook	*Include school's discipline plan*	**Prior to the first day**	☐ Yes ☐ No
	Ensure provisions have been made for required health services and screenings, including immunization records		**1 month prior to the first day**	☐ Yes ☐ No

Category	Task	Notes	Timeline	Complete
Education & Instruction	Establish a Student Handbook and related policies	*Legal consultation included*	**No later than March**	☐ Yes ☐ No
	Establish and implement student data and record policies to promote student confidentiality		**No later than March**	☐ Yes ☐ No
	Adopt a school calendar and daily scedule		**No later than April**	☐ Yes No
	Choose a Student Information System	*Review suggested within plan*	**No later than May**	☐ Yes ☐ No
	Clearly communicate teachers to include goals and monitoring for		**No later than August**	☐ Yes ☐ No
	Finalize curriculum and support materials	*Ensure that chosen curriculum is aligned to state standards*	**No Later than July**	☐ Yes ☐ No
	Choose appropriate norm-referenced and/or benchmark assessments		**1 month prior to the first day**	☐ Yes ☐ No

	Choose and purchase textbooks and instructional materials	*Ensure the school is well-stocked with classroom supplies and materials*	**March, to order July 1**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Operations & Fiscal	Establish an official school email system in conjunction with website		**Immediately after approval**	☐ Yes ☐ No
	Finalize reporting timelien with important dates	https://docs.google.com/document/d/1waMJ_ah4ai0O	**Immediately after approval**	☐ Yes ☐ No
	Sign contract for supplemental and after school transporatation		**March 1**	☐ Yes ☐ No
	Determine food service systems		**Immediately**	☐ Yes ☐ No
	Identify legal counsel		**February 1**	☐ Yes ☐ No
	Establish internal controls and fiscal policies that ensure board oversight over financial management		**March 1**	☐ Yes ☐ No
	Finalize a budget based on expected enrollment		**No later than May**	☐ Yes ☐ No
	Finalize any potential grant application program		**No later than May**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Governance	Participate in initial governance training with a		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Participate in financial governance training		**Immediately after approval but no later than May**	☐ Yes ☐ No
	By-laws have been ratified		**Approval Date**	☐ Yes ☐ No
	Provide current board member listing and contact information		**Immediately after approval but no later**	☐ Yes ☐ No

	Formally approve board policies including grievance and criminal background		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Maintain evidence and regular board meetings and minutes	*Indicates understanding of key laws and best practices. Post all meeting schedules and agendas to the public*	***Ongoing***	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
OACS Program Specific	Programs Block Set Up		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize affiliation with Pitt-Bradford for Sociology Course		**Immediately after approval but no later than May**	
	Finalize necessary CTE Paperwork for approval		**Immediately after approval but no later than October**	
	Finalize 4 H Afterschool Program	*Determine if a designated facilitator is necessary through the school*	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Identify Afterschool Sports Calendar, Hire PE teacher/Coordinator	*Contact* [redacted]	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Professional Development Course Catalog		**Immediately after approval but no later**	☐ Yes ☐ No
	Finalize School, Parent, Student Surveys		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize Value Cards for Morning Meeting		***Ongoing***	☐ Yes ☐ No
	Print School Rules		**Immediately**	☐ Yes ☐ No
	FinalizeTechnology	(Boundless Connections Contract)	**Immediately**	☐ Yes ☐ No

R-23a - Supplemental Narrative

a. Supplemental Narrative If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

The following does not apply to Olean Academy Charter School

OLEAN ACADEMY CHARTER SCHOOL CURRICULUM

Olean Academy Charter School has developed a project-based, place-based interdisciplinary, standards-based curriculum spring-boarded from the New York State Common Core and Next Generation Learning Standards. The resulting product supports teachers with differentiating their instruction, students with their understanding of the material being delivered, and also supports place-based learning to encourage a global perspective.

As a note, Place-Based Education is founded on the concept of community-based education, education for sustainability, and environmental education. Place-Based Education demonstrates clear value for local and regional history that surround the learner, as well as the dynamics of the natural world specific to that location. This process creates a deeper perspective, ownership, and understanding of the complex natural, social, and cultural frameworks needed to successfully address the needs of the community system.

At Olean Academy Chater School, we strive to ensure that teachers, students, and parents have a clear understanding of the curriculum being taught, as well as the ways teachers monitor student progress. This is completed through the use of a holistic approach that encompasses as many disciplines as possible in a systematic way. The following document is arranged by grade level and offers the teachers flexibility to effectively plan for projects and the Outdoor Education component.

We believe that students learn best when a consistent and stable environment is built around them. Assessments are a vital component of student, classroom, and a school's success. All teachers use a holistic approach to assessing students. This means that the entire student profile is considered when a teacher performs an assessment.

Students participate in a benchmark assessment in every subject at the beginning of the year. This provides the teachers with vital information necessary to develop a program that meets students' needs, and also easily informs parents of their child's strengths and areas of needed improvement. This benchmark assessment is placed in the student's portfolio for ongoing review.

We use a universal grading system from Grades 1-8, combined with individual class rubrics. This system is designed to raise the level of education in such a way that students achieve their highest potential. Though there is no listed option for failure, student assessment is individualized and based on achievement completed to the best of his or her ability. Our high expectations are set to ensure that every child reaches his or her maximum potential while attending Olean Academy.

Throughout the year, teachers use a variety of assessment scoring methods that include rubrics, teacher anecdotal notes, self and peer anecdotal notes, as well as point/percentage based. Teachers will use embedded projects, journals, drama and presentations, group work, multiple choice activities, pictorial assessments, verbal assessments, and anecdotal notes. Elementary students will use a standards-based report card.

The universal grading scale is as follows:

Rubric or Anecdotal Grade	Percentage Grade	Understood Requirements Met to Be Used Universally
4	90%-100% A	The student has achieved the stated expectation **to the best of his or her ability**. This means that he or she has completed the stated task on or above his or her basic capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Maths: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing. ● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
3	80%-89% B	The student has achieved the stated expectation **to the best of his or her ability, but with errors that are natural and age appropriate**. This means that he or she has completed the stated task using his or her capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Maths: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing. ● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
2	70-79% C	The student has achieved the stated expectation **to the best of his or her ability, but with errors that exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task slightly below his or her capabilities. ● Reading: The student did not have used a clear voice, or did not demonstrate confidence with verbal expression, and January not be able to answer comprehension questions with a full grasp of the material. ● Writing: The student did not use correct punctuation and/or grammar. He or she was not able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Math: The student did not be able to complete the stated problems or was not be able to demonstrate a clear understanding orally or in writing. ● Sciences: The student was not be able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.

1	60-69% D	The student has not achieved the stated expectation **to the best of his or her ability, and errors exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task below his or her capabilities and the teacher will intervene and/or communicate with the student's parents.

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1. **Elementary Stage 1 (K-1)**
    a. Overall Expectations in Stage 1
        i. Specific Monthly Themes Addressed in Kindergarten
            1. Sample Day in Kindergarten
            2. Monitoring Progress in Kindergarten
        ii. Specific Monthly Themes Addressed in Grade 1
            1. Sample Day in Grade 1
            2. Monitoring Progress in Grade 1

2. **Elementary Stage 2 (2-4)**
    a. Overall Expectations
        i. Specific Monthly Themes Addressed in Grade 2
            1. Sample Day in Grade 2
            2. Monitoring Student Progress in Grade 2
        ii. Specific Monthly Themes Addressed in Grade 3
            1. Sample Day in Grade 3
            2. Monitoring Student Progress in Grade 3
        iii. Specific Monthly Themes Addressed in Grade 4
            1. Sample Day in Grade 4
            2. Monitoring Student Progress in Grade 4

Elementary

Overall Expectations

During Elementary School, students are beginning their transition into formal education. Students' abilities and exposure to a formal classroom environment will vary. The teachers who facilitate learning through Elementary have a global understanding of learning through interactive and guided play. The teachers consistently question the students using a variety of vocabulary to increase the amount of information being exposed to the students. Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs.

Overall, by the end of Elemetnary, all students will be able to:

*demonstrate a joy for learning, a respect for their classmates, and a sense of enjoyment while at school.

*verbally ask questions when something is not understood.

*display confidence when speaking about a topic that they understand.

*identify at least one area of education that excites them.

*express themselves in writing and speech using English.

*recognize beginning site words and use them in context.

*utilize phonics to 'sound out' simple words.

*utilize reading strategies to determine the meaning of a sentence.

*identify key points in a story.

*write clear and descriptive sentences and small paragraphs .

*use patterns and systems, such as addition, to solve problems.

*count, read, and write numbers to 100 .

*understand and use time, money, and the related vocabulary when applicable.

*recognize key mathematical strategies to problem solve.

*recognize patterns and use a pattern as a means of problem solving.

*analyze and utilize existing systems (such as alphabetical order) and charts as a way to locate information.

*demonstrate a clear ability to question, observe, analyze, and classify both objects and information.

Specifically in Kindergarten

Monthly Themes
Class Project: Video Yearbook
Outdoor Education: Plant and Manage Orchard
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Kindergarten: Major Skill Used	**Theme Used**
Identifying-Patterning	Friendship and the New Year (September)
Patterning	The World Around Me (October) **(Olean History: Trains and Transportation)**
Connecting	Life Cycles and Food (November) **(Visit: Pfeiffer Nature Center)** **(Visit: Cattaraugus County SPCA)**
Cause and Effect	Making Good Choices (December)
Compare and Contrast	Exploring the World and our Senses (January)
Expanding	Our Community and Animals within it (Feb.) ([redacted] **Visit)**
Application	Feelings (March)
Sequencing	Healthy Eating (April) **(Speaker: Olean Arborist/ Tree Leaf ID Book)**
Summarizing	The Earth (May) **(Plant and Manage Orchard)**
Informing	Water and Review of all Units (June)

September Goals – Skill: Identifying

Theme: Friendship and the New Year

Language Arts

- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student utilizes direction words to reach a target.
- The student will demonstrate the ability to observe the world around.

Outdoor Education (Plan into the school year accordingly)

- Students will be able to explain the parts of a plant.
- Students will be able to explain the functioning of a plant and tree.
- Students will be able to explain the interdependence of an ecosystem.
- Students will be able to plant, take care of, and prune fruit trees.
- Students will be able to explain traits to identify local trees (Bonaventure Trail Walk)

Video Yearbook (Drama)

- The student will be able to introduce him or herself privately or publicly, independently or in pairs, in front of a camera.
- The student will state one aspect of Kindergarten he or she is excited about.

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

October Goals – Skill: Patterning- International Bird Feeder’s Month

Theme: The World

Language Arts

- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify question words to make discoveries.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Kindergarten.
- The student demonstrates an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

November Goals – Skill: Connecting- World Environment Day

<u>Theme: Life Cycles and Food</u>

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify basic similarities and differences between two objects.

Video Yearbook (Drama)

- The student will verbally describe similarities and differences between himself or herself and his or her "best" friend.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will demonstrate rhythmic patterns.

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will create movements that represent characters, themes, and topics

Visual Arts

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

December Goals – Skill: Cause and Effect- Human Rights Day

Theme: Making Good Choices

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to observe and identify points on a graph

Video Yearbook (Drama)

- The student will be able to verbally predict what would happen if…

Music/Performing Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will use puppets to express thoughts and emotions in a creative way.

Visual Arts

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

January Goals – Skill: Compare and Contrast- World Education Day

Theme: Exploring the World and our Senses

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Introduce (compare and contrast circles): The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.

Video Yearbook (Drama)

- The student will be able to “interview” his or her best friend with 1-3 questions requiring descriptive words.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
  The student will be able to experiment with a variety of materials, technologies, and processes to make images.

February Goals – Skill: Expanding- International Games Day

Theme: Our Community and Animals within it

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to make observations about their community and its environment.

Video Yearbook (Drama)

- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year so far.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will participate in music activities from a variety of historical, cultural, and social contexts.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.
- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

March Goals – Skill: Application- Bird Feeders Month

Theme: Feelings

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The students will be able to demonstrate addition and subtraction for numbers up to 30 using manipulatives.
- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to use scientific tools to create a finished product.

Video Yearbook (Drama)

- The student will be able to describe his or her “finished project”.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.

- The student will be able to demonstrate appropriate performance skills in a music setting.
- The student will participate in music activities from a variety of historical, cultural, and social contexts.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.
- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

April Goals – Skill: Sequencing- World Environment Day

Theme: Healthy Eating

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The students will be able to demonstrate addition and subtraction for numbers up to 30 using manipulatives.
- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to utilize scientific tools to complete a sequence.

Video Yearbook (Drama)

- The student will be able to predict and describe what he or she "wants to be when he or she grows up".

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

May Goals – Skill: Summarizing- World Environment Day

Theme: The Earth

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- Review/Analyze/support students and challenge when necessary

Video Yearbook (Drama)

- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year.

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June/July Goals – Skill: Informing- Space Week/Independence Day

Theme: Water and Review of all Units

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.

- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Review/Analyze/support students and challenge when necessary
- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year.

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing Throughout the Year

Language Arts

- The student will be able to compare and contrast the adventures of characters in familiar stories.
- With support, the student will be able to identify the characters, setting, and major events of a story.
- The student will be able to recognize common types of texts (storybooks, poems, etc.)

Mathematics

- The student will be able to count with 1:1 correspondence from 0-100.
- The student will be able to demonstrate an understanding of addition with numbers up to 30.
- The student will be able to demonstrate an understanding of subtraction with numbers up to 30.
- The student will be able to tell time hourly and be familiar with time by the half hour.

School Values/Emotional Growth

- The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another’s' feelings.

Sample Day in Kindergarten

February Goals – Skill: Patterning- International Bird Feeder's Month

Theme: The World

Language Arts

- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify question words to make discoveries.

Outdoor Education

- Students will be able to explain the parts of a plant.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Kindergarten.
- The student demonstrates an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

Sample Day Kindergarten:

Morning Meeting (8:00am): Welcome discussion, songs, and poems. Also, review days of the week, months of the year, colours, numbers, alphabet, phonics, etc. in a systematic way with poems and songs.

Whole Group: Reading a book aloud focusing on question words, vocabulary, and the appropriate responses. For example, "**Who do you think** the main character is?", "**I think** the main character is…"

Stations:

#1: Workbook based on text (Pairs or Individual-student choice)
#2: Addition worksheet with colouring component (Pairs)
#3: 'Guided Reading' with the teacher (5 students)
#4 Use playdough to create letter patterns (Group/Independent Activity)
#5 Floor puzzle of the Earth (Group/Cooperative Learning Activity)
#6 Identify parts of a plant based on pieces students can touch

"Brain Gym" (Example): Used to refocus students in a kinesthetic way

Whole Group: "Counting Up" visually based on whiteboard and tactile pieces

Stations:

#1: Workbook based on text (Pairs or Individual-student choice)
#2: Addition worksheet with colouring component (Pairs)
#3: 'Guided Reading' with the teacher (5 students)
#4 Use playdough to create letter patterns (Group/Independent Activity)
#5 Floor puzzle of the Earth (Group/Cooperative Learning Activity)
#6 Identify parts of a plant based on pieces students can touch

Story Time: "Remember and Reflection" from the morning

Snack/DEAR Time

"Let's Link": Linking the story to a Math Skill such as counting or patterning.

Lunch/Recess
Quiet Time (15 minutes)

Art: Stamping using different leaves
Music: Using parts of a tree to make sounds and music
PE: Digging and exploring to plant the future orchard

Time for Home Routine (2:15pm)

Monitoring Student Progress in Kindergarten

Kindergarten Checklist

Kindergarten	Exceeds Expectations	Meets Expectations	Does not exceed expectations	Requires additional support	Notes
Language Arts					
The student will be able to recognize several words that have the same beginning sound.					
The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.					
The student will be able to read common high-frequency words by sight.					
The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.					
The student will be able to recognize and produce rhyming words.					
The student will be able to answer questions with complete sentences.					
The student will be able to ask questions about key details in class.					
The student will be able to produce and expand complete sentences in shared language activities.					
The student will be able to recognize and name end punctuation.					
The student will be able to distinguish between uppercase and lowercase letters.					
The student will be able to write complete sentences.					
The student will be able to participate in shared research and writing projects.					
The student will be able to capitalize the first word in a sentence and the pronoun I.					
The student will be able to compare and contrast the adventures of characters in familiar stories.					
With support, the student will be able to identify the characters, settings, and major events of a story.					

The student will be able to recognize common types of texts (storybooks, poems, etc.)					
The student will be able to read emergent-reader texts with purpose and understanding.					
Mathematics					
The student will be able to count with 1:1 correspondence from 0 - 30.					
The student will be able to demonstrate an understanding of addition with numbers up to 30.					
The student can demonstrate "more" and "less" utilizing objects.					
The student will be able to compare and contrast objects by length and properties.					
The student will be able to create complex patterns.					
The student will be able to demonstrate an understanding of subtraction with numbers up to 10.					
The student will be able to demonstrate an understanding of simple graphing.					
The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)					
The student will be able to describe relative positions including above, below, beside, in front of, behind, and next to.					
The student will be able to tell time hourly and be familiar with time by the half hour.					
Science					
The student utilizes direction words to reach a target.					
The student will demonstrate the ability to observe and identify.					
The student will be able to identify question words to make discoveries.					
The student will be able to identify basic similarities and differences between two objects.					
The student will be able to observe and identify points on a graph.					

The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.					
The students will be able to make observations about their community and its environment.					
The student will be able to use scientific tools to create a finished product.					
School Values/Emotional Growth					
The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Kindergarten

Reflection Sheet

Name_____ **Date**_____

Name of Piece	**I tried my hardest!**	**I tried pretty hard.**	**I did not try my best.**

Specifically in Grade 1

Monthly Themes
Class Project: Poetry Publication
Outdoor Education: Build Raised Bed Garden
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 1: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Patterning	Animals (October) **(Visit: Canticle Farms/ Seed Packets)**
Sequencing	Senses (November) **(Build Raised Bed Garden)** **(Visit: Cattaraugus County SPCA)**
Expanding	Healthy Eating (December)
Compare and Contrast	Seasons and the Earth (January)
Expanding	Space/Weather (February) [redacted] **Visit)**
Application	Gardening (March) **(Visit: Seneca Nation Museum)**
Summarizing	Local Newspapers (Process) (April) **(Speaker: Olean Times Herald)**
Compare and Contrast	Newspapers in the World (Planning) (May) **(Olean History Visit: Newspapers)**
Informing	Our Newspaper (Production) (June)

September Goals – Skill: Cause and Effect *(Develop a class rubric using the "Smiley System")
Theme: Back to School/Systems
Language Arts:

- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to identify the "Expanded Sentence Pattern" structure and the components necessary to make an expanded sentence.
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- The student will be able to answer questions regarding a story's characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- Poetry Publication: Class Acrostic Poem using name (to help introduce class policies and procedures)

Math:

- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.

Outdoor Education (Plan Into Program For Year)

- Students will be able to find the area and volume of raised garden beds.
- Students will be able to identify and explain the use of simple tools.
- Students will be able to measure and drill pilot holes.
- Students will be able to construct raised bed gardens with mentor supervision.
- Students will be able to use square-foot gardening to develop a planting plan.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Grade 1.
- The student will demonstrate an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create images using lines, shapes, colours, and textures.

October Goals – Skill: Patterning-International Bird Feeder's Month

<u>Theme: Animals</u>

Language Arts:

- The student will be able to use the "Expanded Sentence Pattern" structure to verbally, or through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- <u>Poetry Publication:</u> Individual poem that use nouns, verbs, and adjectives (Cinquain as a type of reinforcement)

Math:

- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest)

Video Yearbook (Drama):

- The students will be paired together to develop a list of interview questions about an aspect of their monthly system (Perhaps something regarding animals?).
- The students will interview one another giving each the opportunity to film and also to respond to questions in complete sentences based on a rubric developed by the teacher.

Music/Dance

- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

November Goals – Skill: Sequencing- World Environment Day

***(Possibly develop a class rubric using the "4-point system")**

Theme: Senses

- The student will be able to draft an opinion-based document that uses a system to turn factual text to the student's own opinions.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure, verbally or through writing, to expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual poem that uses what something looks like, feels like, sounds like, smells life, tastes like (Diamante (Free form Cinquain) as a type of reinforcement)

Math:

- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.

- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

December Goals – Skill: Expanding- Human Rights Day

*****<u>(Develop a class rubric using the “4-point system”)</u>

<u>Theme: Healthy Eating</u>

- The student will be able to draft a persuasive document that uses a system to turn factual text to the student’s own words and use factual text in the student’s own words.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.
- <u>Poetry Publication:</u> Individual syllable based form (similar to a Haiku, but not as structured so using Haikus as models would be practical). The student can determine the number of syllables after the poem has been written.

Math

- The student will demonstrate an understanding of place value up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in .New York, or another overseas environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

January Goals – Skill: Compare and Contrast- World Education Day

<u>Theme: Seasons and the Earth</u>

- The student will be able to plan and draft a factual document that uses a system to convert factual text to the student’s own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual Limericks following a specific pattern (using silly examples that were reasonable).

Math

- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify and compare and contrast the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).

Video Yearbook (Drama):

- The students will be paired together to develop a short verbal explanation comparing and contrasting two elements learned about within the monthly theme. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

February Goals – Skill: Expanding- International Games Day

Theme: Space and Weather

- The student will be able to use past, present, and future tenses using correct spelling and written presentation.
- The student will be able to plan and draft a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

- Poetry Publication: Individual Limericks following a specific pattern (not silly).

Math

- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to explain how the water cycle directly affects plant and animal life, as well as the reasons why recycling and conservation should be a focus individually and as a community.

Video Yearbook (Drama):

- The students will individually present their “written presentation” according to a specific rubric created by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.

- The student will be able to create images using lines, shapes, colours, and textures.

March Goals – Skill: Application- Bird Feeders Month

Theme: Gardening

- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual ABC poems to create "Poetry Soup"

Math

- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.

- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes.

Science:

- The student will help to plan and design a class garden, based on a system the teacher creates, that includes vegetables that will used for donation at a later time.
- The student will also work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds. The cooperative group letters will then be assembled into one letter for presentation to the Principal.

Video Yearbook (Drama):

- The students will be observed by the teacher preparing components for the class garden.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

April Goals – Skill: Summarizing- World Environment Day

<u>Theme: Local Newspapers</u>

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.

- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Couplet Poem

Math

- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will help to physically create the garden.

Video Yearbook (Drama):

- The students will be observed by the teacher preparing components for the class garden.

Music/Dance

- The students will be able to demonstrate an awareness of a variety of dances that exist within and outside of .New York, or another overseas environment.
- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

May Goals – Skill: Compare and Contrast- World Environment Day

Theme: Newspapers in the World

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Quatrain Poem

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science:

- The student will make written observations and, based on those observations, maintain the school garden.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Our Newspaper

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.

- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Editing and Publication

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science:

- The student will make written observations and, based on those observations, maintain the school garden.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year (Introduced by May latest)

Language Arts

- The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.
- The student is able to identify synonyms and antonyms of key vocabulary.
- The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.
- The student will be able to form letters correctly and consistently, as well as practice handwriting patterns.
- The student will be able to locate words within dictionaries and glossaries.
- The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.

Math:

- The student will be able to demonstrate an understanding of addition and subtraction up 1000.
- The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.
- The student will be able to solve simple puzzles, generalise and predict from simple patterns and relationships.
- The student will be able to organize coins of different values and use the proper notation for money.
- The student will be able to recognize odd and even numbers.

School Values/Emotional Growth:

- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 1

February – Skill: Sequencing

*****(Possibly develop a class rubric using the "4-point system")

Theme: Senses

- The student will be able to draft an opinion-based document that uses a system to turn factual text to the student's own opinions.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.

- The student will be able to use the “Expanded Sentence Pattern” structure, verbally or through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.
- Poetry Publication: Individual poem that uses what something looks like, feels like, sounds like, smells life, tastes like (Diamante (Free form Cinquain) as a type of reinforcement)

Math:

- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

Sample Day Grade 1

Morning Routine: Welcome discussion, songs, and poems. Also, review days of the week, months of the year, colours, numbers, alphabet, phonics, etc. in a systematic way with poems and songs.

Whole Group: Reading the Book focusing on the water cycle, question words, vocabulary, and the appropriate responses. For example, "**Who do you think** the main character is?", "**I think** the main character is…"

Stations (2 20 minute rotations):

#1: English Workbook based on text (Pairs or Individual-student choice)
#2: a. 10 minutes (With timer) Character Development: Imagine how you would feel about ____ if you were the main character in our story. Write about it on Sheet #1 **b. 10 minutes (With timer)** use the shapes given to design what you think the main character's house should look then take a picture using the tablet. (Individually)
#3: 'Guided Reading' with the teacher (5 students)
#4 Discovery Bag: Feel what is in the bag without peeking. Write down all of the words that come to your head. Write the nouns under "nouns" and the verbs under "verbs" (Pairs)
#5 Repeat the morning "clock game" and write down your answers (Pairs)
#6 Students will be able to identify and explain the use of simple tools.

"Brain Gym": Used to refocus students in a kinesthetic way

Story Time: "Remember and Reflection" from the morning

Snack/DEAR Time

Let's Link: Linking the story to a Math Skill such as counting or patterning.

Stations

Lunch/Recess

Whole Group (10-15 minutes): Counting by 2s, 5s, 10s actively in class

"Music Mondays": Students are exposed to a new song with hand motions

Art/Music: Based on Outdoor Education planning and teacher coordination
PE: Students will be able to measure and drill pilot holes.

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.
Closing Meeting: (3:45 pm)

Monitoring Student Progress in Grade 1

Grade 1 Checklist

Grade 1	Exceeds Expectations 4	Meets Expectations 3	Does not exceed expectations 2	Requires additional support 1	Notes
Language Arts					
The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.					
The student is able to identify synonyms and antonyms of key vocabulary.					
The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.					
The student will be able to locate words within dictionaries and glossaries.					
The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.					
The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to identify the important information existing within a text.					
The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).					
The student will be able to, with guidance and support, use editing tools and strategies to improve writing.					

The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					
The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.					
The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).					
The student will be able to read emergent-reader texts with purpose and understanding.					
The student will be able to write a list of instructions modeling a pattern created by the teacher.					
The student will be able to record factual information, not necessarily using own thoughts.					
The student will be able to write in clear sentences using full stops and capital letters.					
The student will be able to identify syllables and split familiar words in parts.					
The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs.					
The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…					
The student will be able to distinguish between upper and lower case letters.					
The student will be able to capitalize the first word in a sentence and the pronoun "I".					
Mathematics					

The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.					
The student will be able to solve simple puzzles, generalise and predict from simple patterns and relationships.					
The student will be able to organize coins of different values and use the proper notation for money.					
The student will be able to recognize odd and even numbers.					
The student will be able to choose and use multiple math strategies to solve problems.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”. The student will demonstrate an understanding of place value up to 1000.					
The student will understand addition and subtraction with proper signs up to 1000.					
Students will be able to use multiple Math strategies to solve problems.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to tell time by the quarter, half, and full hour.					
The student will be able to use a ruler and the “Math Ruler” to draw and measure.					
The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.					

The student will be able to group up to 100 objects in a variety of ways.					
The student will demonstrate an understanding of place value up to 100.					
The student will be able to count by 2s, 5s, and 10s up to 100.					
The student will understand that subtraction is the inverse of addition.					
The student will be able to solve problems and organise information by using simple lists, tables, pictograms.					
The student will be able to use mathematical vocabulary to describe position, direction, and movement.					
The students will be able to identify 2 and 3 dimensional shapes					
Science					
The student will be able to identify the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest)					
The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.					
The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in .New York, or another overseas environment.					
The student will be able to identify and compare and contrast the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).					
The student will be able to explain how the water cycle directly affects plant and animal life, as well as the					

reasons why recycling and conservation should be a focus individually and as a community.					
The student will work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds.					
The student will make written observations and, based on those observations, maintain the school garden**.**					
School Values/Emotional Growth					
The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Beginning of Grade 1

Name_____ **Date**_____

Name of Piece	**I tried my hardest!**	**I tried pretty well.**	**I did not try my best.**

Reflection Sheet
Middle to End of Grade 1

Name_____ Date_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Elementary Stage 2

Overall Expectations

During Stage 2, students are solidifying the skills necessary to be independent life-long learners. Students' abilities will vary as they begin to develop likes and dislikes inside, as well as outside, of school. The teachers who facilitate learning in Stage 2 have been trained in a variety of educational methods to ensure that students' learning is individualized. The teachers consistently question the students to guide them to a greater understanding of how education will impact their lives presently, and in the future. Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs.

Overall, by the end of Stage 2 all students will be able to:

Specifically in Grade 2

Monthly Themes
Class Project: Pen Pals (Online and Offline): Videopals: St. Mary's of The Deaf Elementary School (Deaf students)
Outdoor Education: Trash Pick-up
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 2: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Sequencing (Cycles)	Plants: Senses and Observations (October) **Visit: Union and State Street Trash Pick Up**
Compare and Contrast	Animals: Senses and Observations (Nov.) **(Visit: Cattaraugus County SPCA)**
Author's Purpose	Healthy Eating (December) (Hospital Visit)
Analyzing	The Earth (Land and Water) (January)
Expanding	The Earth and Space (Planets) (February)([redacted] **Visit)**
Application	Baking and Cooking (March) **(Visit: Seneca Nation Museum)**
Summarizing	Occupations and Future (April) **(Olean History Visi/Speaker: Local Government)**
Inferencing	Newspapers in the World (Planning with Grade 1) (May)
Informing	Our Newspaper (Production with Grade 1) (June)

September Goals – Skill: Cause and Effect
***(Develop a class rubric using the existing 4-point System)**
Theme: Back to School/Systems
Language Arts:

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- Pen Pals: The student will be able to identify the main components of a letter and use those components to introduce himself/herself using prewriting and writing strategies linked to general language arts strategies.

Math:

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Outdoor Education (To Plan For The Year)

- Students will be able to explain the larger system of waste in the local area, nationally, and globally.
- Students will be able to interview stakeholders in local waste system management.
- Students will use maps to understand and design a service learning community clean-up.
- Students will be able to address the issues of improper waste management.
- Students will be able to explore solutions to waste.
- Students will be able to design and manage a school-wide recycling program.

Video Yearbook (Drama)

- Students introduce themselves as a benchmark for the beginning of the year: read a story, answer questions about themselves, etc.

Music/Dance

- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

October Goals – Skill: Sequencing-International Bird Feeder's Month
Descriptive Writing
Theme: Plants: Senses
Language Arts:

- The student will be able to respond in complete sentences verbally and in written form.

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will identify the main components of a letter and use those components to introduce himself/herself using prewriting and writing strategies linked to general language arts strategies.

Math:

- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of trees and plants and their purpose.
- The student will be able to demonstrate an understanding of a plant's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softe).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

November Goals – Skill: Compare and Contrast- World Environment Day
Descriptive Writing
Theme: Animal: Senses
Language Arts:

- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).

Math:

- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

December Goals – Skill: Author's Purpose- Human Rights Day
Informative Writing
Theme: Healthy Eating

Language Arts:

- The student will be able to begin to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.

- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably "healthy" recipe to be made inside school.
- Students will be able to explain their reasoning and logic throughout the process.

Video Yearbook (Drama):

- The students will attend a local play practicing theatre etiquette. http://stagekl.com/shows/theatre/#/page/1
- The students will compare and contrast likes and dislikes about the performance extending their understanding and appreciation of theatre productions.

Music/Dance:

- The student will be able to demonstrate an understanding of how dance (aerobic exercise) and healthy living connect.
- The student will be able to create a basic nutritional plan that includes music, dance (aerobic exercise), and healthy eating options.

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.

- The student will be able to create images using lines, shapes, colours, and textures.

January Goals – Skill: Analyzing- World Education Day
Informative Writing
Theme: The Earth (Land and Water)
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.

- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to explore, using skills such as compare and contrast, the differences between land forms and water in .New York, or another overseas environment and those in other countries incorporating measurement and weight.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- The students will use "Reader's Theatre" on Reading a to z as a guide to design and produce a play with a topic that matches the monthly theme.

Music/Dance

- The students will explore music as a means of understanding history in .New York, or another overseas environment.

Visual Arts

- The students will be able to use previously acquired visual arts skills to design a set for a "Reader's Theatre" play.
- The student will create a visual representation of his or her analysis and interpretation of music.

February Goals – Skill: Expanding- International Games Day
Narrative Writing
Theme: The Earth and Space (Planets)
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- Independently, students will create a visual representation of an imaginary scenario on another planet.
- The students will describe their scenario and/or act out components to be recorded by the teacher or independently.

Music/Dance

- The students will explore music as a means of understanding history around the world.

Visual Arts

- The student will create a visual representation of his or her analysis and interpretation of music.
- The student will use previously learned visual arts skills.

March Goals – Skill: Application- Bird Feeder's Month
Narrative Writing
Theme: Baking and Cooking
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavour, to select and prepare recipes from countries around the world.

Video Yearbook (Drama):

- The students will systematically analyze a cooking show to determine the displayed strengths and weaknesses of the design, setting, characters, plot, dialogue, etc.
- The students will use the show as a means to identify problem/solution (perhaps the directions are not as specific as they should be), and also identify how they can improve their plan and conduct in the kitchen.

Music/Dance

- The student will systematically analyze and interpret music.

Visual Arts

- The student will create a visual representation of his or her analysis and interpretation of music.
- The student will use previously learned visual arts skills.
-

April Goals – Skill: Summarizing- World Environment Day
Persuasive Writing
<u>Theme: Occupations and Future</u>
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student’s own words (reinforcing synonyms and antonyms).
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- <u>Pen Pals:</u> The student will be able to identify “fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.

- The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The student will be able to use previously acquired skills and systematic research to predict future global change.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- Individually, the student will be able to describe their desired future occupation and why.
- The student will be encouraged to utilize visual support including puppets and drawings to support their chosen profession.

Music/Dance

- The student will select a piece of music from previously studied units for the background of his or her video yearbook presentation and explain why.

Visual Arts

- The student will use a variety of artistic mediums to create a physical display of his or her future occupation including.

May Goals – Skill: Inferencing- World Environment Day
Persuasive Writing
***You should see a switch in student's confidence due to the "Newspaper Project"**
<u>Theme: Newspapers in the World (Planning with Grade 1)</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance/Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Our Newspaper (Production with Grade 1)

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance/Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

Math:

- The student will be able to use appropriate mathematical terms, vocabulary and language.
- The student will be able to recognize patterns and connections with their everyday experiences.
- The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.
- The student will be able to recognize and be able to use RM (Ringgit .New York, or another overseas environment) up to and including 20 RM bills.
- The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and "mental math" based on a 100s chart.

Science:

- The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.
- The student will be able to apply a systematic approach when solving problems.
- The students will evaluate each other's project components and question each other to encourage productive improvement of class activities and projects in a constructive way.

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 2

February Goals – Skill: Compare and Contrast- World Environment Day
Descriptive Writing
Theme: Animal: Senses

- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing. The student will use a systematic way of developing text beyond three sentences

Math:

- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

Sample Day Grade 2

Morning Routine: Welcome discussion, songs, and poems. Also, review vocabulary for the day, week, and month including phonics skills, reading strategies, and comprehension strategies. A strong focus on basic numeracy skills is also occurring during this time.

Whole Group: The students listen to a Read-A-Loud chapter book about animals in Africa and complete a descriptive story web as a whole class demonstrating a skill they will need to use during that day.

Stations:

#1: English Workbook based on text (Pairs or Individual-student choice)
#2 Independent Assessment: The students complete an independent activity checking if there is an understanding of a butterfly's life cycle.
#3: 'Guided Reading' with the teacher (5 students)
#4 In a cooperative group, the students work to create a graph representing the number of animals in a given country. If there is time, they answer questions about the graph for additional "points" towards a class party.
#5 Students create a descriptive web similar to the one from the morning based on the story book they are reading in pairs. If there is time, students begin a descriptive paragraph to be added into their penpals project for the following week. (Pairs)
#6 Analyzing graphs of statistical information

"Brain Gym"

Whole Group: The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs on statistics from Africa

Stations

"Let's Link": Addition and Subtraction "Popcorn" Game: Student "pop up" if they know the answer to the fact shown.

Lunch/Recess

Art/Music: Based on Outdoor Education planning and teacher coordination

PE: Students walk to perform trash pick up for city

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.
Closing Meeting: (3:45 pm)

Monitoring Student Progress in Grade 2

Grade 2 Checklist

Grade 2	Exceeds Expectations 4	Meets Expectations 3	Does not exceed expectations 2	Requires additional support 1	Notes
Language Arts					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					
The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)					

The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to identify “fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.					
The student will be able to identify “voice“fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.					
The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).					
The student will be able to, with guidance and support, use editing tools and strategies to improve writing.					
Math					
The student will be able to demonstrate the ability to estimate beyond 99.					
The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.					
The student will be able to group objects by like properties.					
The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.					f
The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.					

The student will be able to use <, >, = to compare numbers up to 1000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2,¼,2/4, ¾, 4/4, 1/10) and decimals(.50, .25, .10)					
The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 1000.					
The student will be able to understand addition and subtraction with proper signs up to 1000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to count by 2s, 3s, 5s, and 10s up to 100.					

The student will be able to use appropriate mathematical terms, vocabulary and language.					
The student will be able to recognize patterns and connections with their everyday experiences.					
The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.					
The student will be able to recognize and be able to use RM (Ringgit .New York, or another overseas environment) up to and including 20 RM bills.					
The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and “mental math” based on a 100s chart.					
Science:					
The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.					
The student will be able to apply a systematic approach when solving problems.					
The students will evaluate each other’s project components and question each other to encourage productive improvement of class activities and projects in a constructive way.					
The student will be able to understand the parts of trees and plants and their purpose.					
The student will be able to demonstrate an understanding of a plant’s life cycle.					
The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.					
The student will be able to understand the parts of animals and their purpose (evolution based on habitat).					
The student will be able to demonstrate an understanding of an animal’s life cycle.					

The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.					
In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably "healthy" recipe to be made inside school.					
Students will be able to explain their reasoning and logic throughout the process.					
The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water in .New York, or another overseas environment and those in other countries incorporating measurement and weight.					
The students will apply the paragraph writing strategies learned through the penpals project with a Science topic.					
The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.					
The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavour, to select and prepare recipes from countries around the world.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					
The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					

The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Grade 2

Name_____ Date_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Specifically in Grade 3

Monthly Themes
Class Project: Monthly Newspaper
Outdoor Education: Hatch and Manage Chickens
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 3: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Identifying: Main Idea and Details	Ecosystems in Olean and the World (October) **(Visit/Speaker: Visit to John Policastro Farm)**
Inferencing	Human Body and Systems (November) (Hospital) ([redacted] **Visit)**
Compare and Contrast	Healthy Eating (December) : **Hatch and Manage Chickens**
Author's Purpose	Baking and Cooking Electricity and Magnetism (Jan.) ***(Restaurant?)***
Expanding	Matter and Energy (February)
Application	Prehistoric Time Periods (Stone, Bronze, Iron Ages) (March) **(Visit: Seneca Nation Museum)**
Summarizing	Ancient History (April)
Analyzing	Explorers (May) **(Visit: Olean History Museum- Olean Discovery/ Civil War)**
Informing	Modern Era (June) **(Funding Pending Visit: Visit CRCS Turkey and Deer Facility)**

September Goals – Skill: Cause and Effect
***(Develop a class rubric using the existing 4-point System)**
Theme: Back to School/Systems
Language Arts:

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to identify synonyms and antonyms in a variety of contexts.

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- Newspaper: The student will learn the "Expanded Sentence Pattern" in order to master nouns, verbs, adjectives, and question words.
    - The students will design and create an online newspaper to be linked to the school's website as a whole class.

Math:

- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler". and using the "Math Ruler'.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Outdoor Education:

- Students will be able to explain the life cycles of animals.
- Students will be able to discuss food choices and their consequences.
- Students will be able to discuss the concepts of resiliency and sustainability in relation to food.
- Students will be able to explain the process of hatching eggs, raising chicks, and managing egg chickens.
- Students will be able to successfully cook eggs five ways.

Humanities:

- The student will be able to identify systems of government around the world and the advantages and disadvantages of each.
- The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.
- Students will explore the concept of philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.

Video Yearbook (Drama)

- Students introduce themselves as a benchmark for the beginning of the year: read a story, answer questions about themselves, etc.

Music/Dance

- The student will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will identify possible alterations that could be made with supported reasoning.

October Goals – Skill: Identifying-International Bird Feeder's Month

Descriptive Writing

Theme: Ecosystems

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to identify the important information existing within a text.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- Newspaper: The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about ecosystems in and around .New York, or another overseas environment using the Paragraph Pattern System.
    - The student will use a systematic means of collecting data from unfamiliar texts.
    - The student will be exposed to the "Expanded Sentence Pattern" to master nouns, verbs, adj., and question words.

Math:

- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".

- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.
- The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.
- The students will be able to identify natural resources that occur on continents across the world.
- The students will draw conclusions about geographic systems and ecosystems around the world as well as continents.
- The student will be able to identify major similarities and differences between geographic, human, and animal systems within an ecosystem.

Video Yearbook (Drama)

- Improv: The student will be able to use their imagination and sentence frames to describe what it would be like to be a _____ (specific animal) in a _____ ecosystem/habitat.

Music/Dance

- The student will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create an imaginary clay representation of a live animal to accompany his or her video yearbook presentation.

November Goals – Skill: Inferencing- World Environment Day

Descriptive Writing

<u>Theme: Human Body and Systems</u>

Language Arts:

- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames by using graphic organizers and sentence frames.
- The student will be able to use a systematic means to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to, verbally and/or through writing, make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why using sentence frames.
- The student will be able to identify important information to identify the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.

- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
    - The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about a work of art featuring human body systems (think DaVinci) using the Paragraph Pattern System.

Math:

- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.

- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.

Video Yearbook (Drama)

- The students will watch the Human Body episode of "Magic School Bus" and, as the teacher stops the video periodically, use inferencing to predict what will happen next as well as reflect on situations throughout the episode. The activity is recorded and reviewed at a later point in the month demonstrating the importance of questioning, using a sentence frame when responding, as well as "thinking" while watching TV.

Music/Dance

- The student will explore dance as a means of linking the human body and motion through research, analysis, and kinesthetic learning.

Visual Arts

- The student will be able to identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.
- The students will be able to write a descriptive paragraph about a work of art considering its elements.

December Goals – Skill: Compare and Contrast- Human Rights Day
Persuasive Writing
Theme: Healthy Eating/Healthy Lifestyle
Language Arts:

- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.

- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will systematically evaluate a variety of persuasive texts to determine the author's purpose as a review and preparation for a persuasive article (Organization of newspaper articles versus books versus magazines, etc.).
    - The student will use the Paragraph Pattern to create a persuasive paragraph(s) supporting a component of a healthy lifestyle learned throughout the month

Math:

- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities (Review Digestive System):

- The student will use prior knowledge to explore ways that humans eat healthy across the world.

- The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.
- The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.
- The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.
- Through the use of writing exercises using persuasive text (Paragraph Pattern), students will identify ways of supporting others' personal growth through improving their lifestyles (physical activity and healthy eating).

Video Yearbook (Drama)

- The student will be able to compare and contrast types of cuisine across the world.
- In a team or independently, the student will be able to write and present a persuasive argument stating why a type of cuisine should be eaten over another.

Music/Dance

- The student will be able to explore and compare and contrast types of music and dance from cultures around the world and link dance as a means of maintaining a healthy lifestyle.

Visual Arts

- In a team or independently, the student will be able to design and create a healthy restaurant menu for the cuisine selected for the video yearbook.

January Goals – Skill: Author's Purpose- World Education Day

Persuasive Writing

Theme: Baking and Cooking/ Matter and Energy

Language Arts:

- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.

- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.

- Newspaper: The student will create and execute a recipe to be used in a persuasive/critique-like newspaper article. (Think a cross between a Food Network TV show and a newspaper critique of a restaurant)
    - The student will use the Paragraph Pattern to create a persuasive paragraph supporting their created recipe

Math:

- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the "Math Ruler" to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.

- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.

Video Yearbook (Drama) (2 month project)

- In a team, students will be able to design, write, and produce a commercial promoting the recipe they created.

Music/Dance

- In a team, the students will be able to select a piece of music to be used during their commercial, as well as express their reasoning behind their choice.

Visual Arts

- In a team, the students will be able to use previously learned vocabulary and skills to create 3-D visual representations of the component of healthy living they intend to use for their commercial. (intro to 3-D objects)

February Goals – Skill: Expanding- International Games Day

Informative Writing

<u>Theme: Baking and Cooking/ Electricity and Magnetism</u>

Language Arts

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article in support of a position regarding the maintenance of a healthy lifestyle.

Math:

- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the "Math Ruler" to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the "Math Ruler" to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.

- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).
- The student will demonstrate an understanding of the cooking and baking process in terms of how energy (and electricity as a closed circuit) supports kitchen appliances such as an oven, microwave, etc.
- The student will explore the conservation of matter through the use of the cooking and baking process.

Video Yearbook (Drama) (2 month project)

- In a team, students will be able to design, write, and produce a commercial promoting a component of healthy living they have studied.

Music/Dance

- In a team, the students will be able to select a piece of music to be used during their commercial, as well as express their reasoning behind their choice.

Visual Arts

- In a team, the students will be able to use previously learned vocabulary and skills to create 3-D visual representations of the component of healthy living they intend to use for their commercial. (intro to 3-D objects)

March Goals – Skill: Application- Bird Feeder's Month/Science Fair
Informative Writing

Theme: Prehistoric Time Periods (Stone, Bronze, Iron Ages)

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)

- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article about .New York, or another overseas environment Day celebrations throughout the school, community, and country.

Math:

- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.

- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth’s history during Prehistoric Time Period.
- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.

- The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.

Video Yearbook (Drama)

- Students will use a script and sentence frames to describe their Science Fair Projects in preparation for their formal presentations.

Music/Dance

- The student will be able to create a piece of music to accompany a book using basic non-pitched instruments and/or recycled materials, as well explain the reasoning behind the selection.

Visual Arts

- The student will consider visual composition when creating his or her Science Fair project display, ensuring that presentations are both aesthetically pleasing and practical.

April Goals – Skill: Summarizing- World Environment Day

Narrative Writing

Theme: Ancient History

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article informing the public on a historical interest.

Math:

- The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.

- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth's history during the Ancient Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.

Video Yearbook (Drama)

- The students will begin to design the setting for a play based on explorers by researching options and planning how to execute the creation.

Music/Dance

- The students will begin to select a piece of music to accompany their future play based on explorers by researching options.

Visual Arts

- The students will begin to design the set for a lay based on explorers by researching options and planning how to execute the creation.

May Goals – Skill: Analyzing- World Environment Day
Narrative Writing
<u>Theme: Explorers</u>
Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.

- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a biographical newspaper article on an explorer demonstrating research and writing skills in an imaginative and creative way.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.
- The student will be able to use the summarizing process to write a biography for an explorer.
- The student will be able to identify major points in .New York, or another overseas environment history that have supported the previously learned reasons for exploration.

Video Yearbook (Drama):

- Students will be able to write a play based on explorers using the set previously created through guided writing lessons.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Modern Era

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The students will write summarizing articles about the school year including all grade levels.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth's history during the Modern Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Modern Time.
- The students will identify the major natural resources existing in .New York, or another overseas environment, as well as the modern uses for these resources and where they are currently exported to.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

Language Arts:

- The student will be able to recognize the differences among the genres of stories, poems, and plays.
- The student will be able to evaluate the content of writing for author's purpose, important and unimportant details, events, fact or opinion.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to locate and use library media resources to acquire information and assistance, including the system of "alphabetical order".
- The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.
- The student will be able to explore the different processes of reading silently and reading aloud as systems of learning.
- The student will use graphic organizers to record and interpret components of a variety of texts.

Math:

- The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.
- The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 3

February Goals – Skill: Inferencing- World Environment Day
Descriptive Writing
Theme: Human Body
Language Arts:

- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames by using graphic organizers and sentence frames.
- The student will be able to use a systematic means to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to, verbally and/or through writing, make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why using sentence frames.
- The student will be able to identify important information to identify the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
    - The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about a work of art featuring human body systems (think DaVinci) using the Paragraph Pattern System

Math:

- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.
- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.

Video Yearbook (Drama)

- The students will watch the Human Body episode of "Magic School Bus" and, as the teacher stops the video periodically, use inferencing to predict what will happen next as well as reflect on situations throughout the episode. The activity is recorded and reviewed at a later point in the month demonstrating the importance of questioning, using a sentence frame when responding, as well as "thinking" while watching TV.

Music/Dance

- The student will explore dance as a means of linking the human body and motion through research, analysis, and kinesthetic learning.

Visual Arts

- The student will be able to identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.
- The students will be able to write a descriptive paragraph about a work of art considering its elements.

Sample Day Grade 3

Morning Routine: Welcome discussion, songs, and poems. Also, review vocabulary for the day, week, and month including phonics skills, reading strategies, and comprehension strategies. A strong focus on basic numeracy skills is also occurring during this time.

Whole Group: The students listen to a Read-ALoud chapter book about the human respiratory system and review the system and process. Students practice taking "notes'' to help understand the information, and also to help them with their stations in the future. Additionally, the students estimate how many seconds each student will be able to hold their breath based on reasoning and logic. The class graphs the results reviewing how to label a graph.

Stations:

#1: English Workbook based on text (Pairs or Individual-student choice)

#2 Independent Assessment: The students complete a tactile respiratory game to demonstrate their understanding of the information discussed earlier in the morning.

#3: 'Guided Reading' with the teacher (5 students)

#4 In a cooperative group, the students analyze a piece of art by an artist who has painted dancers. The student critiques the painting for color, shape/form, texture, space, and value, as well as predict the human body systems necessary to dance in such a way.

#5 Students create a descriptive web based on an information sheet that emphasizes healthy eating. The web is then used the following day to create a paragraph for the class paper. (Pairs)

#6: Fractions and Measurement for Chicken Coup Design

"Brain Gym": Used to refocus students in a kinesthetic way. Students create movements to demonstrate a "feeling" for a piece of music.

Snack/DEAR Time

"Let's Link": Mental Math Game

Lunch/Recess

Art/Music: Based on Outdoor Education planning and teacher coordination

PE: Students will design location of the chicken coop using active/kinesthetic learning

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.

Closing Meeting: (3:45 pm)

Monitoring Student Progress **Grade 3**	**Exceeds Expectations** **4**	**Meets Expectations** **3**	**Does not exceed expectations** **2**	**Requires additional support** **1**	**Notes**
Language Arts					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.					
The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)					
The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.					
The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.					
The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.					
The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.					
The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.					

The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.					
The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.					
The student will be able to infer the underlying theme or message of written text and videos.					
The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.					
The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify nouns (proper and common), verbs,					

and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.					
The student will be able to use context clues to identify unknown words.					
The student will be able to use prefixes and suffixes to collect, classify, and understand words.					
The student will be able to identify synonyms and antonyms in a variety of contexts.					
The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.					
The student will be able to recognize the differences among the genres of stories, poems, and plays.					
The student will be able to evaluate the content of writing for author's purpose, important and unimportant details, events, fact or opinion.					
The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The student will be able to locate and use library media resources to acquire information and assistance, including the system of "alphabetical order".					
The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.					
The student will be able to explore the different processes of reading silently					

and reading aloud as systems of learning.					
The student will use graphic organizers to record and interpret components of a variety of texts.					
Math					
The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.					
The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.					
The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.					
The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.					
The student will explore using area and perimeter, and the system of formulas, to solve word problems.					
The student will explore the use of tools of measurement for length including those that are metric and imperial.					
The students will use the “Math Ruler” to help determine fractions of the units for length.					
The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.					
The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.					
The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.					
The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.					

The student will be able to estimate up to 500.					
The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).					
The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.					
The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.					
The student will be able to explain his or her mathematical reasoning in written form or orally.					
The student will be able to tell time by the minute and explore elapsed time.					
The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.					
The student will be able to use <, >, = to compare numbers up to 1000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).					
The student will be able to use prefixes to determine the meaning of Math vocabulary.					
The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to discuss conclusions from graphs, compare and					

interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					
The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 1000.					
The student will be able to understand addition and subtraction with proper signs up to 1000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to recognize odd and even numbers.					
The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.					
The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.					
The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.					
Science and Humanities					
The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.					
The student will be able to use the summarizing process to write a biography for an explorer.					
The student will be able to identify major points in .New York, or another overseas environment history that have					

supported the previously learned reasons for exploration.					
The student will explore timelines and major points throughout the Earth's history during the Ancient Time Period.					
The student will be able to use the Summarizing Process to identify major differences among cultures of that time.					
The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.					
The student will explore timelines and major points throughout the Earth's history during the Prehistoric Time Period.					
The student will be able to identify simple machines, their uses, and predict the results of their use.					
The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.					
The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).					
The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).					
The students will demonstrate an understanding of the cooking and					

baking process in terms of how energy (electricity) supports an oven, microwave, etc.					
The student will use prior knowledge to explore ways that humans eat healthy across the world.					
The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.					
The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.					
The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.					
The student will be able to identify the major parts of the human body, as well as the components of the human body systems.					
The students will be able to identify the major needs of a healthy human body.					
The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.					
The student will be able to identify major similarities and differences between systems throughout living and nonliving things.					
The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.					
The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.					
The students will be able to identify natural resources that occur on continents across the world.					
The students will draw conclusions about geographic systems and ecosystems around the world.					
The student will be able to identify major similarities and differences					

between geographic, human, and animal systems within an ecosystem.					
The student will be able to identify systems of government around the world and the advantages and disadvantages of each.					
The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					
The student will be able to express his or her personal opinions in a respectful way					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.					

Reflection Sheet
Grade 3

Name_____ **Date**_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Specifically in Grade 4

Monthly Themes
Class Project: Short-Story Publication Online/ Chapters for Full-Length Book
Outdoor Education: Mason Bee Houses
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 4: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems/Scientific Method (September)
Identifying: Main Idea and Details	Ecosystems in the World (Rocks & Minerals/Matter) (October) **(Speaker/Visit: Cornell Cooperative Extension/Beekeeping)**
Inferencing/Author's Purpose	Government and Citizenship (Nov.) (Local Government Office) ([redacted] Visit)**(Visit: Olean History Museum Government)**
Compare and Contrast	Healthy Eating and Community Service (December)
Expanding	Matter, Energy and Light: link to community and natural resources (Jan.)
Application	Baking and Cooking Electricity and Magnetism (Feb.) (Restaurant)
Analyzing	Stone Age (March) **(Create Polinator and Garden Seed Bombs)**
Summarizing (using important information)	Bronze Age (April)
Summarizing (using systematic application)	Iron Age (May)

Informing/Prediction/Foresight Modern Era (June) **(Visit: Seneca Nation Museum)**

September Goals – Skill: Cause and Effect

***(Develop a class rubric using the existing 4-point System)**

Theme: Back to School/Systems

Terry Fox Study: https://terryfoxschoolrun.org/teachers/

Language Arts:

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts, also receiving exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.

- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will recognize the steps of the scientific method, as well as the advantages to using a systematic method of problem solving.
- The student will recognize the Scientific Method as a means of solving everyday problems.

Outdoor Education (To Plan For The Year)

- Students will be able to explain the concept of pollination and plant reproduction.
- Students will be able to explain the role and importance of pollinators in nature and the larger economy.
- Students will be able to explain some of the current threats to local and global pollinators.
- Students will be able to design a 3D plan of a Mason bee house.
- Students will be able to calculate the area and volume of their design.
- Students will be able to use a set of conditions to choose an ideal location for their Mason bee house.
- Students will be able to evaluate the effectiveness of their design and location through bee use of their projects.

Video Yearbook (Drama):

- The student will introduce him or herself for their video yearbook including elements of their learning like his or her goals for the year.

Music/Dance:

- Students will be exposed to the advantages of consistently, and systematically stretching as a means to focus.

Visual Arts

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will use graph paper and the concept of fractions (Math Ruler) to reproduce a picture (thematic based) systematically.

October Goals – Skill: Identifying: Main Idea and Details-International Bird Feeder's Month
Descriptive Writing

<u>Theme: Ecosystems in the World (Rocks & Minerals/ Matter)</u>

Language Arts:

- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.

- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will use printed materials (thematic based: Science) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The students will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.

- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify the Rock Cycle in the context of different continents around the world.
- The student will be able to identify what minerals and crystals including how and where they are created, as well as identify a variety of descriptions (properties: luster, hardness, streak, cleavage, etc.) regarding different types of minerals and crystals in a systematic way.
- The student will be exposed to classifications of minerals (native elements, oxides, sulfides, silicates, sulfates, halides, carbonates, phosphates, mineraloids) in applicable and useful contexts.
- The student will be able to identify the types of rock that exist (metamorphic, igneous, and sedimentary) including where these types exist and how they are created.
- The student will be able to identify a variety of landforms and where they exist in the world according to the continents and oceans.
- The student will review seeds and the parts of a plant in the context of rocks, soil, and other parts of landforms around the world.

Video Yearbook (Drama)

Music/Dance

- During the student's stretching time, he or she will be exposed to a variety of genres of music.
- After the student's stretching time, he or she will use the systematic means of identifying "Main Idea and Details" to support his or reasoning for why certain genres of music elicit a certain type of response from the body.

Visual Arts:

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will identify details in a work of art (thematic based), and then draw conclusions about the author's purpose.
- The student will be able to identify possible alterations to a piece of art using supported logic.

November Goals – Skill: Inferencing and Author's Purpose- World Environment Day

Descriptive Writing

<u>Theme: Government and Citizenship</u>

Language Arts:

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list too develop a single sentence) to identify the author's purpose.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.

- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.

- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The student will identify the components of the New York, or another overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.
- The student will compare and contrast the New York, or another overseas environment system of the Federal Government with England, America, and Australia.
- The student will identify the positives and areas of weakness in the New York, or another overseas environment system of the Federal Government.
- The student will identify the components of the New York, or another overseas environment state and local governments, as well as the names of the individuals in office.
- The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviours.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.

Video Yearbook (Drama)

Music/Dance

- The student will explore musical lyrics as a means of self-expression.
- The student will identify a song which, by demonstrating an understanding of figurative and literal text, he or she identifies with.

Visual Arts:

- The student will analyze political cartoons, in a systematic way, to identify the author's purpose.
- The student will select a topic in recent political debate (after researching current media) to create a political cartoon mimicking the standard set by those analyzed previously in the month.

December Goals – Skill: Compare and Contrast- Human Rights Day

Persuasive Writing

<u>Theme: Healthy Eating and Community Service (Cooking for the Poor)</u>

Language Arts:

- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.

- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - Using thematic materials as a guide, the student will explore the author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>

- The student will write a 3-paragraph persuasive essay highlighting a topic chosen based on reasoning, logic, and following a previous learnt theme.
- The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
- The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
- The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.

- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.
- The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months
- The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
- The student will recognize that volunteering requires freedom of choice.
- The student will name an example of a civil society charitable organization.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.
- The student will use the skills of compare and contrast and fact and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.

Video Yearbook (Drama)

Music/Dance

- The student will use previously studied genres of music to identify a piece that elicits a similar emotion to a piece of art being studied simultaneously.
- The student will offer reasoning and logic to explain his or her selection following the systematic means of creating a persuasive argument.

Visual Arts:

- The student will compare and contrast still-life works of art (fruit) created by Jean-Baptiste Siméon Chardin and Claude Monet to identify and describe the elements in the works of art, emphasizing line, color, shape/form, texture, space, and value.

January Goals – Skill: Expanding- World Education Day

Persuasive Writing

<u>Theme: Matter, Energy and Light: link to community and natural resources</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.

- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list too develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a 3-paragraph persuasive essay highlighting a topic chosen based on reasoning, logic, and following a previous learnt theme.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.
- The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.
- The student will explore light reflection, refraction, and absorption.
- The student will explore properties of the three forms of matter including changes of state.
- The student will observe and analyze chemical reactions and develop logical conclusions.

Video Yearbook (Drama)

Music/Dance

- The student will be able to draw a direct parallel between the physical representation of geometric shapes and certain positions during his or her stretching exercises.

Visual Arts:

- The student will research a “Geometric Abstraction Artist” and analyze his works.
- The student will select a Geometric Abstraction work and recreate a similar drawing using geometric shapes previously studied, as well as skills acquired previously.

February Goals – Skill: Application- International Games Day

Informative Writing

Theme: Baking and Cooking/ Electricity and Magnetism

Language Arts:

- The student will understand the concept of “two-titles” and “criss-cross multiply” as a means of conversion.
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a 3-paragraph informative newspaper article for a local subscription highlighting the effects of human impact on the environment.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will create a simple circuit to cook an egg.
- The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.
- The student will explore temperature and the ways in which temperature is measured currently, and in the past.
- The student will continue cooking for families in need and progress through the set volunteer plan previously developed.

Video Yearbook (Drama)

Music/Dance

- The student will track and monitor his or her core body temperature to understand the necessity of daily exercise.
- The student will understand different forms of exercise and the advantages of each.

Visual Arts:

- The student will design a mock menu based on an analysis of restaurant menus from around the world.
- The resulting menus will be accompanied by an explanation of why each technique was used, as well as any reasoning used for marketing (informative & persuasive) purposes.

March Goals – Skill: Analyzing- Bird Feeder’s Month/Science Fair

Informative Writing

<u>Theme: Stone Age</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore the author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write an (at least) 3-paragraph informative work (fiction or nonfiction) to be included in a compilation published regarding the Science Fair.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.

- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will explore energy and motion in terms of interactions and simple machines
- The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts

- The student will be able to use previously studied techniques to create a Science Fair display board that is both appealing and functional.

April Goals – Skill: Summarizing: Using Important Information- World Environment Day

Narrative Writing

<u>Theme: Bronze Age</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author’s purpose.

- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a fictional short story set in the Bronze Age.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.

- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The student will study the major components of the Bronze Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth’s movements.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts:

- The student will use their study of The Bronze Age to understand pieces of art and their function during those time periods.
- The student will use available materials to recreate a piece of art discovered in their study of The Bronze Age.

May Goals – Skill: Summarizing: Using Important Information- World Environment Day

Narrative Writing

Theme: Iron Age

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author’s purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.

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- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
    - The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Humanities:

- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts

- The student will use their study of The Iron Age to understand pieces of art and their function during those time periods.
- The student will use available materials to recreate a piece of art discovered in their study of The Iron Age.

June Goals – Skill: Informing/Prediction/Foresight- Space Week/Independence Day

Theme: Modern Era

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The student will select an international cause to research and write an informative piece about including, but not limited to Amnesty International, Global Rights, and the Advocacy Project, as well as participate in a letter writing campaign.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
    - The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- End of the Year Production Preparation
- The student will explore the extensive development of the Modern Era in comparison to previously studied periods of time, as well as the Earth's movements.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.

Monitoring Student Progress **Grade 4**	**Exceeds Expectations** **4**	**Meets Expectations** **3**	**Does not exceed expectations** **2**	**Requires additional support** **1**	**Notes**
Language Arts:					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.					
The student will be able to infer the underlying theme or					

message of written text and videos.					
The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.					
The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)					
The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.					
The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.					
The student will be able to use summarizing strategies (identifying					

only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).					
The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					

The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.					
The student will be able to use prefixes and suffixes to collect, classify, and understand words.					
The student will be able to identify synonyms and antonyms in a variety of contexts.					
The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.					
The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).					
The student will be able to make					

predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.					
<u>Vocabulary Skills:</u>					
The student will expand his/her vocabulary through daily exercises on voice and word choice.					
The student will explore adjectives and adverbs that directly impact informative text.					
The student will specifically explore “tenses” that directly impact informative text in a systematic way.					
The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.					
Using thematic materials as a guide, the student will explore author’s purpose through word choice/vocabulary understanding, as well as reader’s interpretation.					
Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.					
The student will use printed materials (thematic based) to identify new or unknown vocabulary					

words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.					
The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).					
Writing Skills (Short-Story Publication):					
The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.					
The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.					
The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.					
The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.					
The student will be able to use a pre-set system of note taking					

to support the understanding of organizational patterns.					
Math					
The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.					
The student will understand and explain decimals to the thousandths, as well as add and subtract them.					
The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.					
The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.					
The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.					
The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45					

degrees, 180 degrees, and 360 degrees.					
The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.					
The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.					
The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.					
The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.					
The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.					
The student will be able to explain his or her mathematical reasoning in written form or orally.					
The student will use the concept of inferencing to understand the rules of rounding whole					

numbers up to 1000, as well as decimals (money).					
The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.					
The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.					
The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..					
The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.					
The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.					
The student will be able to use <, >, = to					

compare numbers up to 100,000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).					
The student will be able to use prefixes to determine the meaning of Math vocabulary.					
The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					

The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 100,000.					
The student will be able to understand addition and subtraction with proper signs up to 100,000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write the whole number to at least one hundred in numbers and words.					
The student will be able to recognize odd and even numbers.					
The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.					
Science:					
The student will be able to identify simple machines, their uses, and predict the results of their use.					
The student will explore energy and					

motion in terms of interactions and simple machines					
The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines.					
The student will create a simple circuit to cook an egg.					
The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.					
The student will explore temperature and the ways in which temperature is measured currently, and in the past.					
The student will continue cooking for families in need and progress through the set volunteer plan previously developed.					
The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.					
The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.					
The student will explore light reflection, refraction, and absorption.					

The student will explore properties of the three forms of matter including changes of state.					
The student will observe and analyze chemical reactions and develop logical conclusions.					
Humanities:					
The student will identify the components of the New York, or another overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.					
The student will compare and contrast the New York, or another overseas environment system of the Federal Government with Canada, England and Australia.					
The student will identify the positives and areas of weakness in the New York, or another overseas environment system of the Federal Government.					
The student will identify the components of the New York, or another overseas environment, state and local governments, as well as the names of the individuals in office.					
The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviors.					

The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.					
The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.					
The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months					
The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.					
The student will recognize that volunteering requires freedom of choice.					
The student will name an example of a civil society charitable organization.					
The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.					
The student will use the skills of compare and contrast and fact					

and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.					
The student will study the major components of the Bronze Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth's movements.					
The student will study the major components of the Iron Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.					
The student will study the major components of the Iron Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					

The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					

Intermediate Years (Grades 5-8)

Overall Expectations:

During Intermediate Years, students are furthering skills necessary to make connections throughout their studies, as well as encouraging cohesive thinking patterns and relationships between areas of education. Students' decision making skills strengthen, along with an increased awareness of their surrounding environment and the impact they have as individuals in a community. Teachers who facilitate learning in Stage 3 facilitate natural connections that exist throughout the subjects. This allows for students to incorporate various forms of information into a variety of projects, pieces of writing, and presentations. During this process students use analysis and increase their decision making skills. Teachers consistently use higher order questioning, invoke deeper thinking, and support the students in making deeper connections. Students are challenged in their ability to think freely, and are encouraged to step outside of their comfort level and increase self-reflective practices. Students will be prepared to deliver multiple perspectives by working through the comprehension process to prepare them for higher education.

Overall, at the end of the intermediate years, all students will be able to:

- Demonstrate respect and understanding for classmates regardless of socioeconomic and cultural demographics
- Demonstrate a clear ability to ask and answer questions presented
- Use cohesive thinking patterns to express themselves both orally and in writing
- When presented with problems clearly identify solutions using a variety of problem-solving strategies
- Give clear and coherent oral presentations using teacher created rubrics
- Use identified steps to conduct the research process in all areas of study
- Differentiate between primary and secondary sources
- Understand globalization universally, as well as the interconnectedness or its components
- Discuss and express personal opinions using verified information
- Identify key pieces of information and details in both scientific and literary texts
- Construct a thesis statement using logical thinking patterns
- Analyze and Synthesize information regardless of medium
- Use self-reflective strategies to identify areas of strength and needed improvement in all areas of academic study
- Interpret and apply the literary, scientific, and historical analysis processes throughout written work and spoken language

Specifically in Grade 5

Theme: Exploration
Class Project: Creating a Post Office
Outdoor Education: Maple Syrup Harvest

Grade 5 Major Skill Used	**Theme Used**
The Value of Work and The Rights of Workers.	Exploration (September)
Call to Family, Community, and Participation.	Cycles of Life (October) **(Visit: Seneca Nation Museum)**
Caring.	Caring for Earth (November) **(Visit: Olean History Museum City Planning)** **([redacted] Visit)**
Gratitude.	Changing Seasons (December) **Maple Syrup Harvest**
Empathy for The Poor and Vulnerable.	Human History (January) **(Speaker/Visit: Sprague's and Campbell Sugarbush)**
Rights and Responsibilities.	Environmental Impact (February) **SPCA**
Solidarity.	Community and Responsibilities (March) **Eden Heights**
Self-Analysis and Reflection.	Senses and Observations (April)
Dignity of the Human Person.	Character (May)
Decision Making.	Change and Acceptance (June)

September Goals - Skill: The Value of Work and The Rights of Workers

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify the dependent and independent variables from an equation.
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to maintain consistency with style and tone.
- Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science (Outdoor Education To Plan For The Year)

- Students will be able to identify products and cultural traits specific to WNY.

- Students will be able to describe the process of making maple syrup.
- Students will be able to successfully tap a maple tree and make syrup.
- Students will be able to measure the weather of the local area and compare it to historical records.
- Students will be able to explore the impact of climate change on maple syrup production in WNY.

October Goals - Skill: Call to Family, Community, and Participation.

Theme: Cycles of Life

Math

- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to describe how a text presents information.
- Students will be able to determine the meaning of history / social studies vocabulary.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

November Goals - Skill: Care for The World

Theme: Caring for Earth

Math

- The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to solve real world mathematical problems by graphing points on a

coordinate plane (including all types of graphing).

- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to determine a theme of central ideas and summarize a text.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

December Goals - Skill: Gratitude

Theme: Changing Seasons

Math

- Students will be able to find the unit rate and the part of a whole (given percent)
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea of a text.
- Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.
- Students will be able to write informative / explanatory texts to examine a topic and convey

ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

January Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Human History:

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to multiply and divide fractions
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English: Isaiah Dunn Is My Hero

- Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to present historical information in a factual manner.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Space Systems: Stars and the Solar System**

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.

February Goals - Skill: Rights and Responsibilities

Theme: Environmental Impact

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.

Social Studies

- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to present historical information in a factual manner.

Science: **Space Systems: Stars and the Solar System**

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.

March Goals - Skill: Solidarity

Theme: Community and Responsibility

Math

- Students will be able to identify and solve inequalities
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in words and meanings.
- Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.
- Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

Social Studies

- Students will be able to integrate visual information with other information in print and digital texts.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.

Science **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

April Goals - Skill: Self-Analysis and Reflection

Theme: Senses and Observations

Math

- Students will be able to solve word problems using multiplication and division problems (including fractions)
- Students will be able to identify and solve inequalities
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.

Social Studies

- Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.
- Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

May Goals - Skill: Life and Dignity of the Human Person

Theme: Character

Monthly Project: Saving an Endangered Species

Math

- Students will be able to multiply and divide whole numbers
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to maintain consistency with style and tone.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

June Goals - Skill: Decision-Making

Theme: Change

English

- Students will be able to demonstrate understanding of figurative language, word relationships,

and nuances in word meanings.

- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Math

- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time- dependent/independent variable)

Social Studies

- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary resources.
- Students will be able to describe how a text presents information.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Checklist Sheet

Math	**Exceeds Expectation**	**Meets Expectation**	**Approaching Expectation**	**Does not Meet Expectation**	**Notes**

Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
Students will be able to find the unit rate and the part of a whole (given percent)					
Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time-dependent/independent variable)					
Students will be able to multiply and divide whole numbers					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					
Students will be able to identify and solve inequalities					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will be able to multiply and divide fractions					

The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to identify absolute value					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to identify the dependent and independent variables from an equation.					
Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.					
Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.					
Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					
The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					

The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					
Students will be able to find the unit rate and the part of a whole (given percent)					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Students will be able to solve word problems using multiplication and division problems (including fractions)					
English					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able to maintain consistency with style and tone.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.					

Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.					
Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.					
Students will be able to determine the meaning of words, phrases, and figurative language.					
Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to maintain consistency with style and tone.					
Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to write an argument to support claims with clear reasons and relevant evidence.					
Students will be able to determine the meaning of words, phrases, and figurative language.					
Students will be able to determine a theme of central ideas and summarize a text.					

Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea of a text.					
Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.					
Social Studies/Humanities					
Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.					
Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.					
Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.					
Students will be able to integrate visual information with other information in print and digital texts.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					

Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					
Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.					
Students will be able to present historical information in a factual manner.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.					
Students will be able to describe how a text presents information.					
Students will be able to determine the meaning of history / social studies vocabulary.					
Students will be able to interpret words and phrases based on the historical context.					
Students will be able to identify renewable able and nonrenewable resources.					
Science:					
Outdoor Education To Plan For The Year: Students will be able to identify products and cultural traits specific to WNY.					
Students will be able to describe the process of making maple syrup.					
Students will be able to successfully tap a maple tree and make syrup.					

Students will be able to measure the weather of the local area and compare it to historical records.					
Students will be able to explore the impact of climate change on maple syrup production in WNY.					
Earth's Systems: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact					
Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth					
Obtain and combine information about ways individual communities use science ideas to protect the environment					
Space Systems: Stars and the Solar System					
Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth					
Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.					
Support an argument that the gravitational force exerted by Earth on objects is directed down.					
Space Systems: Stars and the Solar System					
Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth					

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.					
Support an argument that the gravitational force exerted by Earth on objects is directed down.					
Matter and Energy in Organisms and Ecosystems					
Support an argument that plants get the materials they need for growth chiefly from air and water.					
Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.					
Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.					
Social and Emotional Learning					
Demonstrate self-awareness to the best of his/her/their ability					
Demonstrate self-management and self-regulation regarding space, resources, and person					
Use responsible decision making including social awareness					
participate in Community service and community involvement					
demonstrate Accountability for one's actions					
maintain Respect for community and self					
show Empathy towards others, including personal and global issues					

Specifically in Grade 6

Theme: Service and What It Means
Yearly Project: Public Speaking Presentation/ Student Restaurant
Outdoor Education: Fall Harvest Community Meal/Spring Celebration

Grade 6 Major Skill Used	**Theme Used**
Dignity of the Human Person.	Call to Justice (September)
Solidarity.	Community Callings (October)**(Visit: Olean History Museum Police and Fire Department)**
Caring	Self Respect (November) **Visit: Olean Food Pantry/Fall Harvest Community Meal/Spring Celebration**
Rights and Responsibilities	Thought Processes (December) **(Visit: Seneca Nation Museum)**
Call to Family, Community, and Participation.	The Earth / Our Land (January) **Toad's Butcher Shop-CIA Trained Chef VIsit**
The Value of Work and The Rights of Workers.	Space Exploration (February)
Gratitude.	Planets Around Us (March)
Self-Analysis and Reflection.	Human Impact (April) [redacted] **Visit) (Eden Heights)**
Decision-Making	Composition (May)
The Value of Work and The Rights of Workers	Friendship (June)

September Goals - Skill: Life and Dignity of the Human Person

Theme: Call to Justice

Math

- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.

Social Studies:

- Students will be able to write arguments focused on discipline-specific content.

- Students will be able to conduct short research projects to answer a question.
- Students will be able to use historical context while conducting focus based research.

Science (Outdoor Education: Plan for the Year)::

- Students will be able to explain the concept of eating seasonally.
- Students will be able to name and utilize basic tools in a kitchen.
- Students will be able to create a seasonally appropriate menu.
- Students will be able to plan and execute a community meal.
- Students will explore the concept of food insecurity.
- Students will be able to practice the basics of food safety.

October Goals - Skill: Solidarity

Theme: Community Callings

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.

Social Studies

- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content

November Goals - Skill: Caring

Theme Used: Self Respect

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English

- Students will be able to cite textual evidence to support an analysis.
- Students will be able to explain how claims in a text are supported by relevant reason and

evidence, identifying which reason and evidence support which claims.

- Students will be able to maintain style and tone appropriate to the writing task.

Social Studies:

- Students will be able to locate geographical landmarks.
- Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Science: **Structure, Function, and Information Processing**

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells
- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system interacting subsystems composed of groups of cells.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

December Goals - Skill: Rights and Responsibilities

Theme: Thought Processes

Math

- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to gather, process, present and understand a set of quantitative data.
- Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)
- Students will be able to identify mean, median, mode and range of a given set of data.

English

- Students will be able to determine a central idea or theme of a text.
- Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.
- Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.

Social Studies

- Students will be able to conduct short research projects to answer a question (including self posed questions).
- Students will be able to draw evidence from informational texts to support analysis, reflection, and research.
- Students will be able to analyze the relationship between primary and secondary sources.

Science: **Structure, Function, and Information Processing**

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells
- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system interacting subsystems

composed of groups of cells.

- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

January Goals - Skill: Call to Family, Community, and Participation

Theme: The Earth / Our Land

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Matter and Energy in Organisms and Ecosystems**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

February Goals - Skill: The Value of Work and The Rights of Workers

Theme: Space Exploration

Math

- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume
- Use area and volume models to explain perfect squares and perfect cubes

- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to understand the role of periodization as a practice in history and social studies.
- Students will be able to identify all regions in the Western Hemisphere.

Science: **Matter and Energy in Organisms and Ecosystems**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

March Goals - Skill: Gratitude

<u>Theme: Planets Around Us</u>

Math

- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including volume

English

- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to use knowledge of language and its conventions when writing, spelling, reading, or listening.

Social Studies

- Students will be able to identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western hemisphere.
- Students will be able to distinguish human activities and human made features from

"environments" or natural events and physical features

Science: **Natural Selection and Adaptations**

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

April Goals - Skill: Self-Analysis and Reflection

Theme: Human Impact

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).

English

- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to develop ideas based on the central theme of a text.
- Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.

Social Studies

- Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.
- Students will be able to compare and contrast regions throughout the Eastern Hemisphere.
- Students will be able to recognize change throughout the historical narrative.

Science: **Natural Selection and Adaptations**

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed

anatomy

- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

May Goals - Skill: Decision-Making

Theme: Composition

Math:

- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots
- Summarize numerical data sets in relation to their context
- Demonstrate models with mathematics.

English

- Students will be able to maintain consistency in style and tone.
- Students will be able to write arguments to support claims with clear reasons and relevant information.
- Students will be able to cite textual evidence to support the analysis of what the text says explicitly / implicitly and make logical references.

Social Studies

- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.

Science: **Growth, Development, and Reproduction of Organisms**

- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

June Goals - Skill: The Value of Work and The Rights of Workers

Theme: Friendship

Math

- Full Review

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.
- Students will be able to identify how events are chronologically related to one another.

Science: **Growth, Development, and Reproduction of Organisms**

- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Checklist Sheet

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread,					

and overall shape					
Display numerical data in plots on a number line, including dot plots, histograms, and box plots					
Summarize numerical data sets in relation to their context					
Demonstrate models with mathematics.					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume					
Use area and volume models to explain perfect squares and perfect cubes					
Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					
The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					

Students will be able to find the unit rate and the part of a whole (given percent)					
Students will be able to gather, process, present and understand a set of quantitative data.					
Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)					
Students will be able to identify mean, median, mode and range of a given set of data.					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to identify absolute value					
English					
Students will be able to maintain consistency in style and tone.					
Students will be able to write arguments to support claims with clear reasons and relevant information.					
Students will be able to cite textual evidence to support the analysis of what the text says explicitly /					

implicitly and make logical references.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to use knowledge of language and its conventions when writing, spelling, reading, or listening.					
Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.					
Students will be able to explain how an author's geographic location or culture affects their perspective.					
Students will be able to establish criteria in order to evaluate the quality of a text.					
Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to determine a central idea or theme of a text.					
Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.					
Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a					

subject.					
Students will be able to cite textual evidence to support an analysis.					
Students will be able to explain how claims in a text are supported by relevant reason and evidence, identifying which reason and evidence support which claims.					
Students will be able to maintain style and tone appropriate to the writing task.					
Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.					
Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.					
Social Studies/Humanities					
Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.					

Students will be able to identify how events are chronologically related to one another.					
Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.					
Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.					
Students will be able to compare and contrast regions throughout the Eastern Hemisphere.					
Students will be able to recognize change throughout the historical narrative.					
Students will be able to distinguish human activities and human made features from “environments” or natural events and physical features					
Students will be able to understand the role of periodization as a practice in history and social studies.					
Students will be able to identify all regions in the Western Hemisphere.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					
Students will be able to identify important turning points in history.					
Students will be able to conduct short research projects to answer a question (including self posed					

questions).					
Students will be able to draw evidence from informational texts to support analysis, reflection, and research.					
Students will be able to analyze the relationship between primary and secondary sources.					
Students will be able to locate geographical landmarks.					
Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.					
Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.					
Students will be able to conduct short research projects to answer questions (including self generated questions).					
Students will be able to write arguments focused on discipline-specific content.					
Students will be able to conduct short research projects to answer a question.					
Students will be able to use historical context while conducting focus based research.					
Science					
Outdoor Education: Plan for the Year					

Students will be able to explain the concept of eating seasonally.					
Students will be able to name and utilize basic tools in a kitchen.					
Students will be able to create a seasonally appropriate menu.					
Students will be able to plan and execute a community meal.					
Students will explore the concept of food insecurity.					
Students will be able to practice the basics of food safety.					
Structure, Function, and Information Processing					
Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells					
Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.					
Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.					
Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories					
Matter and Energy in Organisms and Ecosystems					
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and					

out of organisms					
Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.					
Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem					
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem					
Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					

Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					

Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					
Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					

Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					

Grade 7

Theme: Justice and What it Means
Yearly Project: Create a Social Justice Organization
Outdoor Education: Adopt a Section of Union St Rain Garden

Grade 7 Major Skill Used	**Theme Used**
Rights and Responsibilities.	Change and Acceptance (September)
Self-Analysis and Reflection.	Power of Emotions (October)
Decision-Making.	Kindness to Others (November)
Caring	Community and Participation (December) **(Visit: Seneca Nation Museum)**
Gratitude.	Future / Occupations (January)
The Value of Work and The Rights of Workers.	Cities and Towns (February) **Visit/Speaker: Sewage Treatment Plan/Olean Water Treatment Plant**
Solidarity.	Around the World (March)**(Visit: Olean History Museum Architecture)**
Dignity of the Human Person.	Self Care (April) [redacted] **Visit)**
Call to Family, Community, and Participation.	Protecting Our Earth (May) **Adopt a Section of Union St Rain Garden**
Empathy for The Poor and Vulnerable.	Justice (June)

September Goals - Skill: Rights and Responsibilities
Theme: Change and Acceptance
English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

- Students will be able to identify how scarcity necessitates decision making.

Science (Outdoor Education: Plan for the Year):

- Students will be able to explain the hydrologic cycle.
- Students will be able to complete a map that shows local natural and man-made hydrological features.
- Students will be able to explore the dynamics of rural and urban water management.
- Students will be able to explore the changing dynamic of water resources in relation to climate change.
- Students will be able to research and create solutions to local water management challenges.

October Goals - Skill: Self-Analysis and Reflection

Theme: Power of Emotions

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English

- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.
- Students will be able to interpret how information is presented in diverse formats.
- Students will be able to delineate a speaker's argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.

Social Studies

- Students will be able to recognize that boundaries and definition of location are historically constructed.
- Students will be able to construct an argument based on historical evidence.

November Goals - Skill: Decision-Making

Theme: Kindness

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.

Social Studies

- Students will be able to compare and contrast historical events based on informative facts and perspective.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

December Goals - Skill: Caring

Theme: Community and Participation

Math

- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies:

- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.

January Goals - Skill: Gratitude

Theme: Future / Occupations

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.

English

- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to present information on a text using a digital platform.
- Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Human Impacts**

- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

February Goals - Skill: The Value of Work and The Rights of Workers

Theme: Cities and Towns

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Recognize and represent proportional relationships between quantities.

English

- Students will be able to introduce a topic clearly based on the tone, mood, and theme of a text.
- Students will be able to write arguments focused on discipline specific content.
- Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

Social Studies

- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Human Impacts**

- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

March Goals - Skill: Solidarity

Theme: Around the World

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **History of Earth**

- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion

April Goals - Skill: Life and Dignity of the Human Person

Theme: Self Care

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.

Science: **History of Earth**

- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motionv

May Goals - Skill: Call to Family, Community, and Participation

Theme: Protecting Our Earth

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to understand the author's historical and cultural values.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Weather and Climate**(Global Change Debate)

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

June Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Justice

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to describe the role of competition in economic decisions
- Students will be able to examine the role of job specialization.

Science: **Weather and Climate** (Global Change Debate)

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Checklist

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					

The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.					
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.					
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.					
Recognize and represent proportional relationships between quantities.					
Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret					

and explain)					
The students will be able to identify absolute value					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
English					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able to understand the author's historical and cultural values.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to cite textual evidence to strongly support an analysis of what the texts says.					
Students will be able to write arguments focused on discipline specific content.					
Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and					

thematic connections.					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to present information on a text using a digital platform.					
Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.					
Students will be able to interpret how information is presented in diverse formats.					
Students will be able to delineate a speaker’s argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.					

Students will be able to write an argument to support claims with clear reasons and relevant evidence.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Social Studies/Humanities					
Students will be able to describe the role of competition in economic decisions					
Students will be able to examine the role of job specialization.					
Students will be able to present historical information in a factual manner.					
Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					

Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.					
Students will be able to compare and contrast historical events based on informative facts and perspective.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					
Students will be able to recognize that boundaries and definition of location are historically constructed.					
Students will be able to construct an argument based on historical evidence.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to identify important turning points in history.					
Students will be able to identify how scarcity necessitates decision making.					
Science					
Outdoor Education: Plan for the Year					
Students will be able to explain the hydrologic cycle.					
Students will be able to complete a map that shows local natural and man-made hydrological features.					
Students will be able to explore the dynamics of rural and urban water management.					
Students will be able to explore the changing dynamic of water resources in relation to climate change.					

Students will be able to research and create solutions to local water management challenges.					
Human Impacts					
Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.					
Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.					
Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.					
History of Earth					
Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.					
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.					
Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion					
Weather and Climate(Global Change Debate)					

Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.					
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.					
Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					
Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the					

function.					
Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.					
Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories					
Matter and Energy in Organisms and Ecosystems					
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms					
Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.					
Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem					
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem					
Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.					
Natural Selection and Adaptations					

Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the					

past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					
Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal					

and global issues					

Grade 8

Theme: Looking Forward in Olean and Beyond
Yearly Project: Portfolio
Outdoor Education: Canticle Farms Internship

Grade 8 Major Skill Used	**Theme Used**
Empathy for The Poor and Vulnerable.	Development (September)
Caring	Plants and Their Environment (October): **Visit/ Speaker/Internship Set-Up Canticle Farms (Visit: Olean History Museum Vegetation and Animal)**
Self-Analysis and Reflection	Our Oceans (November)
Solidarity.	Caring for the Sea (December)
The Value of Work and The Rights of Workers.	Adventure (January)
Gratitude.	Caring for Others (February)
Dignity of the Human Person.	Respecting All (March) **(Visit: Seneca Nation Museum)**
Decision-Making	Judgment (April) ([redacted] **Visit)**
Call to Family, Community, and Participation.	Teamwork (May) **(Visit: Olean History Museum: Manufacturing)**
Rights and Responsibilities.	Self Acceptance (June)

September Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Development

Math

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other
- Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Social Studies

- Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.
- Students will be able to compare and contrast human activities and their effect on society.
- Students will be able to integrate visual information with other information platforms.

Science: **Structure and Properties of Matter**

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

Science: (Plan for the Year):

- Students will be able to explain the financial realities of American farms.
- Students will be able to perform the functional aspects of farming from seed to sale.
- Students will be able to assist in running a farm stand at the local farmer's market.
- Students will be able to discuss the evolution of farming across time, our nation, and within the local area.

October Goals - Skill: Caring

Theme: Plants and Their Environment

Math

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to write arguments that support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Structure and Properties of Matter**

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

November Goals - Skill: Self-Analysis and Reflection

Theme: Our Oceans

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

English

- Students will be able to use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to use precise language and content-specific vocabulary to explain a topic.

Social Studies

- Students will be able to demonstrate respect for others in discussion and classroom debates.
- Students will be able to describe how government decisions affect economics in case studies.

Science: **Waves and Electromagnetic Radiation**

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

December Goals - Skill: Solidarity

Theme: Caring for the Sea

Math:

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.

Social Studies

- Students will be able to identify regions by describing characteristics.
- Students will be able to explain how regions differ in the historical narrative.

Science: **Waves and Electromagnetic Radiation**

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

January Goals - Skill: The Value of Work and The Rights of Workers

Theme: Adventure

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Summarize numerical data sets in relation to their context.
- Recognize and represent proportional relationships between quantities
- Know and apply the properties of integer exponents to generate equivalent numerical expressions
- Use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that â‹š2 is irrational

- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.
- Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Social Studies

- Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Energy**

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

February Goals - Skill: Gratitude

Theme: Caring for Others

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Summarize numerical data sets in relation to their context.
- Recognize and represent proportional relationships between quantities
- Know and apply the properties of integer exponents to generate equivalent numerical expressions

- Use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Energy**

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

March Goals - Skill: Life and Dignity of the Human Person

Theme: Respecting Others

Math

- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context.
- Reason abstractly and quantitatively
- Model with mathematics.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas,

concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Chemical Reactions**
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes

April Goals - Skill: Decision-Making

Theme: Judgment

Math
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context.
- Reason abstractly and quantitatively
- Model with mathematics.

English
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to interpret figurative language including allusions, in context.
- Students will be able to evaluate the advantages and disadvantages of using different media.
- Students will be able to introduce a precise claim and organize the reasons logically.

Social Studies
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science

May Goals - Skill: Call to Family, Community, and Participation

Theme: Teamwork

Math

- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Social Studies

- Students will be able to identify cause and effect.
- Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.

June Goals - Skill: Rights and Responsibilities

<u>Theme: Self Acceptance</u>

Math

- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.

Social Studies

- Students will be able to draw from informational texts to support analysis, reflection, and research.

Checklist

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.					
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear					

association, and nonlinear association.					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
The students will be able to understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.					
The students will be able to construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.					
The students will be able to display numerical data in plots on a number line, including dot plots, histograms, and box plots.					
Reason abstractly and quantitatively					
Model with mathematics.					

Students will understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.					
Students will summarize numerical data sets in relation to their context.					
Students will know and apply the properties of integer exponents to generate equivalent numerical expressions					
Students will use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational					
Students will understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will recognize and represent proportional relationships between quantities.					
Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.					

Students will understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.					
Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.					
Students will use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other					
Students will understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.					
Students will use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.					
English					

Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.					
Students will be able to interpret figurative language including allusions, in context.					
Students will be able to evaluate the advantages and disadvantages of using different media.					
Students will be able to introduce a precise claim and organize the reasons logically.					
Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to cite textual evidence to strongly support an analysis of what the texts says.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.					

Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.					
Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					
Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.					
Students will be able to use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.					
Students will be able to use precise language and content-specific vocabulary to explain a topic.					
Students will be able to write arguments that support claims with clear reasons and relevant evidence.					
Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.					

Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Social Studies					
Students will be able to draw from informational texts to support analysis, reflection, and research.					
Students will be able to identify cause and effect.					
Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.					
Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.					
Students will be able to identify regions by describing characteristics.					
Students will be able to explain how regions differ in the historical narrative.					
Students will be able to demonstrate respect for others in discussion and classroom debates.					
Students will be able to describe how government decisions affect economics in case studies.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					

Students will be able to identify important turning points in history.					
Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.					
Students will be able to compare and contrast human activities and their effect on society.					
Students will be able to integrate visual information with other information platforms.					
Science:					
Students will be able to explain the financial realities of American farms.					
Students will be able to perform the functional aspects of farming from seed to sale.					
Students will be able to assist in running a farm stand at the local farmer's market.					
Students will be able to discuss the evolution of farming across time, our nation, and within the local area.					
Structure and Properties of Matter					
Develop models to describe the atomic composition of simple molecules and extended structures.					
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.					

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.					
Waves and Electromagnetic Radiation					
Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.					
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.					
Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.					
Energy					
Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.					
Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.					
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.					

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.					
Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.					
Chemical Reactions					
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.					
Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.					
Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					

The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					

Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					
Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					

High School English Content Sequence and Description: *As demonstrated within the budget, the English teacher will coplan with the History teacher to outline the Next Generation Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher for the incoming Grade 9 class.*

For planning purposes, a unit is equivalent to a single 4 week plan which may be delivered in the way the teacher feels most effective including multiple authors, or an in depth single author study. A "classic" novel will link to the student's history course time period, reflect on previously learned time periods, or preset students for future units of study.[1]

Curriculum Program: 9-12 Next Generation ELA Standards

Course Specific Assessment: NYS Assessment, Standards-Based Portfolio

Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elemetnary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

English 9:

- Literature: 5 classic novel units, 3 units of poetry (approx 8 months)
- Writing: 1 major research project, 6 incorporated minor research projects, weekly journaling
- Speaking: 1 incorporated major speaking presentation, 1 incorporatedresearch supported debate

English 10:

- Literature: 4 classic novel units, 4 units of poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

English 11:

- Literature: 3 classic novel units, 4 units of poetry, 1 unit of European novelists, 1 unit of European poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

English 12:

- Literature: 2 classic novel units, 2 units of poetry, 2 unit of European novelists, 2 unit of European poetry, 1 unit of Asian novelists
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

<u>Next Generation Learning Standards for English to Incorporate over 4 Years</u>[2]

<u>Key Ideas and Details</u>

[1] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

[2] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
-Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
-Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
-Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.
-Understand and follow a detailed set of directions.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
-Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
-Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
-Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
-Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.
-In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
-Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

Craft and Structure

-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
-Analyze the impact of specific word choices on meaning, tone, and mood.
-Examine technical or key terms and how language differs across genres.
-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
-Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
-Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
-In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
-In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
-Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
- Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
-Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
-Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
-Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
-Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).

-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
-Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.
-Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.
-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

<u>Integration of Ideas and Knowledge</u>

-Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).
- In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
-Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
-Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
-Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
-Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
-Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
-Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.

-Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
-Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
-Compare and contrast treatments of the same topic in several primary and secondary sources.
-Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

<u>Text Types and Purpose</u>

-Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
-Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
-Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
-Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
- Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.
-Maintain a style and tone appropriate to the writing task.
-Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
-Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.

-Maintain a style and tone appropriate to the writing task.
-Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
-Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.
-Write arguments focused on discipline-specific content.
-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
-Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
-Provide a concluding statement or section that follows from or supports the argument presented.

<u>Research to Build Present Knowledge</u>
-Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding of the subject under investigation.
-Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.
-Draw evidence from informational texts to support analysis, reflection, and research.

<u>Comprehension and Collaboration</u>

-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
-Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.
-Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.
-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.
-Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
-Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.
-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

Presentation of Knowledge and Ideas

-Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
- Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate**.**

CORE CONVENTION SKILLS (Grades 9-12)

• Use parallel structure.
• Use various types or phrases and clauses to add variety and interest to writing or presentations.
• Understand that usage is a matter of convention that can change over time.
• Resolve issues of complex or contested usage, consulting references as needed. CORE

PUNCTUATION and SPELLING SKILLS (Grades 9-12)

• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
• Use a semicolon to link two or more closely related independent clauses.
• Use a colon to introduce a list or quotation.

High School Math

Algebra I[3]**:** *Algebra 1 is used as the base for students' Mathematical understanding in high school. At OACS students will expand their previously acquired understanding of mathematical concepts by furthering their processing and application of linear equations, functions, and expressions. Additionally, students will experience the Next Generation Standards support*

[3] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

focusing on base understanding and support spiraled into the opportunity to actively apply learned concepts. The objective is to expand previously learned understanding from the Intermediate Years while connecting the practical application of the determined standards into coursework that supports students with a solid foundation for college level Mathematics Study. This includes linking Algebra 1 and the foundation of the Mandatory Sociology Course, which will be completed through the analysis of graphs information in a variety of algebraic expressions, for example. Using the Next Generation Standards as a guide and support for planning and course development, teachers will arrange and address the following core standards:

Core Standards for Final Course Evaluation: Internal Exam

- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Geometry[4]**:** *OACS Geometry Course follows the NGS and uses the concepts of congruence, similarity, and symmetry and perspective of geometric transformations. Notable vocabulary and the introduction of proofs including those including scale factor, triangles, and correspondence include two and three dimensional shapes and perspective. As noted in the NGS key vocabulary are spiraled to include expansion of mathematical concepts touched-on throughout elementary. OACS Geometry class offers support for students further study in art and the essential components of the agriculture components of other coursework and draws Kindergarten through the mandatory coursework in high school. Key skills that will be mastered by the end of the course include:*

[4] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

Core Standards for Final Course Evaluation: Internal Exam

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems
- Make geometric constructions.
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.
- Apply Trigonometry to general triangles.
- Understand and apply theorems about circles.
- Find arc lengths and area of sectors of circles.
- Translate between the geometric description and the equation of a conic section.
- Use coordinates to prove simple geometric theorems algebraically.
- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.

Algebra II[5]**:** *Based on the existing frame within the NGS OACS Algebra II course builds off of students' existing understanding of Algebraic concepts including polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect the structure inherent in multi-digit whole number multiplication with multiplication of polynomials and similarly connect division of polynomials with long division of integers, polynomials, including complex zeros of quadratic polynomials. Through regularity in repeated reasoning, they make connections between zeros of polynomials and solutions of polynomial equations. Through analysis and integration of previously learned Geometry, students extend trigonometric functions to all (or most) real numbers and are introduced to sine, cosine, and tangent at π/6, π/4, π/3, π/2, etc, as well as exponential and logarithmic functions. Key skills that will be mastered by the end of the course include:*

Core Standards for Final Course Evaluation: Internal Exam

- Extend the properties of exponents to rational exponents
- Perform arithmetic operations with complex numbers
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Understand the relationship between zeros and factors of polynomials
- Rewrite rational expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation.

[5] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Pre-Calculus[6]**:** *The OACS Pre-Calculus Course is grounded in the standards from the Plus(+) Standards within the Next Generation Standards. The OACS Pre-Calculus course extends the Algebra II course to include calculus concepts that will ensure students are college-ready. Algebra and Trigonometry are combined to prepare an extensive pre-study for calculus. Key skills that will be mastered by the end of the course include:*

Core Standards for Final Course Evaluation: Internal Exam

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on the complex plane.
- Use complex numbers in polynomial identities and equations.
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications
- Use polynomial identities to solve problems.
- Rewrite rational expressions.
- Solve systems of equations.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Apply trigonometry to general triangles.
- Understand and apply theorems about circles.
- Translate between the geometric description and the equation for a conic section.

[6] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

- Explain volume formulas and use them to solve problems.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.

High School Science

Earth Science[7]: *The OACS Earth Science course will bridge students from the NGSS and general STEM coursework to the practical analysis of larger STEM concepts. The objective of OACS Earth Science is to support students in exploring areas of Earth Science deeper than previously as well as draw direct links between future employment opportunities and the skills required for them. Students explore global climate, the Earth's atmosphere, space, and natural elements including rocks and minerals.*

Within each core class students direct their learning and understandings to their lives in the Olean community. Embedded in each unit, students develop project based and problem based learning that has direct links to their sense of place in micro and macro communities. In contrast to other ways of learning a blend of each course will be needed to find answers in another. Authentic learning and problem solving will generate lasting teaching and learning experience for staff, students, and community partners.

Core Standards for Final Course Evaluation: Internal Exam

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Evaluate data and communicate information to explain how the movement and interactions of air masses result in changes in weather conditions.
- Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation.
- Construct an explanation of Scientific theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding at an accelerated rate, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars),
- Communicate scientific ideas about the way stars, over their life cycle, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

[7] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Construct an explanation using evidence to support the claim that the phases of the moon, eclipses, tides and seasons change cyclically.
- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the coevolution of Earth's systems and life on Earth.Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Biology[8]: *The OACS Biology course adopts the concepts of the NGSS with exploration. Students are able to learn about life-science including plants and animals, as well as DNA, molecules and natural systems.*

Core Standards for Final Course Evaluation: Internal Exam

- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements such as nitrogen, sulfur, and phosphorus to form amino acids and other carbon-based molecules.
- Use a model to illustrate that aerobic cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in ecosystems.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of various processes in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- Use mathematical and/or computational representations to support explanations of biotic and abiotic factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.Use a model to illustrate cellular division (mitosis) and differentiation.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, (3) mutations caused by environmental factors and/or (4) genetic engineering.

[8] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

[Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs including the relevant processes in meiosis and advances in biotechnology.] Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Use models to illustrate how human reproduction and development maintains continuity of life.Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
- The outermost electrons in an atom are called the valence electrons. In general, the number of valence electrons affects the chemical properties of an element.

Chemistry[9]: *OACS Chemistry includes the NGSS standards and substandards ensuring that students are effectively prepared for the Chemistry Regents Exam, while also understanding major concepts about energy, scientific law, and change, that will be referenced in Physics.*

Core Standards for Final Course Evaluation: Internal Exam

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

[9] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Apply scientific principles and evidence to explain how the rate of a physical or chemical change is affected when conditions are varied.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Plan and conduct an investigation to compare properties and behaviors of acids and bases.
- Use evidence to illustrate that some chemical reactions involve the transfer of electrons as an energy conversion occurs within a system.
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of particles and the rearrangements of particles into new substances, with consequent changes in the sum of all bond energies in the set of substances that are matched by changes in energy.
- In many situations, a dynamic and condition dependent balance between a reaction and the reverse reaction determines the numbers of all types of particles present.
- Acids and bases play an important role in the daily lives of humans and other organisms (e.g. agricultural applications, environmental impacts (acid rain), animal and plant physiology).
- Oxidation-reduction reactions are the prevailing source of power for many of today's modern conveniences.
- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed.

Physics[10]: *OACS is the study of the properties of matter and their relationship with energy and forces, as well as objects, their size, energy concerns and velocity patterns. Additionally students learn about applying a force to an object, as well as the Mathematical concepts that are included throughout these standards.*

Core Standards for Final Course Evaluation: Internal Exam

- Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

[10] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- Analyze data to support the claim that Ohm's Law describes the mathematical relationship among the potential difference, current, and resistance of an electric circuit.
- Use mathematical representations to support a claim regarding relationships among the period, frequency, wavelength, and speed of waves traveling and transferring energy (amplitude, frequency) in various media.
- Evaluate questions about the advantages of using a digital transmission and storage of information.
- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model (quantum theory), and that for some situations one model is more useful than the other.
- Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy
- Use mathematical models to determine relationships among the size and location of images, size and location of objects, and focal lengths of lenses and mirrors.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Environmental Science[11]: In addition to incorporating the Next Generation Science Standards when appropriate, *this course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will be introduced to the scientific study of our environment, as well as the technological, social, political and economic challenges required for the understanding and critical examination of related issues.Students will explore vocabulary for consumers, voters, and decision-makers, as well as address the need to understand human interactions with the Earth, and the limitations that science and technology have in reducing any negative impacts of those interactions. This course will expose the student to potential solutions as well as the limitations of these solutions due to science, technology, cultural beliefs, political systems, and resource availability. As members of society and the Earth, we are collectively responsible for environmental impacts and must also be responsible for making educated decisions when influencing environmental issues, electing policy making officials, and choosing lifestyles. Information learned in this class should aid one in making those decisions.*

Students will master:

- How science and the scientific method address environmental systems and issues.
- The Earth's major natural systems, how these systems function, and how they are affected by human activity.
- The sustainability, and unsustainability, of various interactions between human society and the Earth's natural systems (ie. energy use and generation, resource consumption and economics, food production).
- Define the principles of science, stewardship and sustainability, and recognize their role in evaluating and establishing a viable human society within Earth's systems.
- Apply the scientific method, and recognize that with its use science provides a reliable, rigorous and unbiased way to gain knowledge of the natural world.
- Recognize, describe, and quantitatively describe Earth systems, including the land, water, sea, and atmosphere, and how these function collectively to support life on Earth.
- Describe ecosystems in terms of how they vary, are structured, and function both internally and as part of the larger biosphere.
- Describe human population characteristics and growth, and recognize the impacts of human society on Earth's systems and resources
- Recognize the purpose and assess the effectiveness and feasibility of governmental environmental policy in defining and regulating the role and impacts of human society on Earth.

[11] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

High School Global Studies and History

Grade 9 Global Studies I *The OACS Global Studies 1 course is designed to encompass previously learned topics throughout middle school. The spiraling of these topics affords students the ability to dive deeper into global history and the patterns that have existed throughout time. The 7 unit course is derived from the NYS Common Core Standards and is meant to offer students a clear base for Global Studies II starting from the year 1790 onward.* [12]

Unit 1

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. 9.1 DEVELOPMENT OF CIVILIZATION: THE PALEOLITHIC ERA: The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi sedentary lifestyles. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

Core Standards for Final Course Evaluation: Internal Exam

- Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.
- Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.
- The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.
- Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Students will identify the place of origin, compare and contrast the core beliefsand practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

Unit 2

600 B.C.E. – ca. 900 C.E. 9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.

Core Standards for Final Course Evaluation: Internal Exam

[12] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- Geographic factors encouraged and hindered a state's/empire's expansion and interactions. Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.
- Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.
- A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.
- Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires. Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

Unit 3

500 – ca. 1500 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires

Core Standards for Final Course Evaluation: Internal Exam

- Afro-Eurasian transregional trade networks grew across land and bodies of water. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.
- Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.
- Control of transregional trade and economic growth contributed to the emergence and expansion of political states. Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

- **Highlight:** POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.
- Following the fall of the Roman Empire, divergent societies emerged in Europe. Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.
- Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. Students will examine the locations and relative sizes of post classical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.
- Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.
- **Highlight:** SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.
- Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. Students will examine the development of Sikhism in South Asia during this time period.
- Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development. Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. Students will evaluate the effects of the Black Death on these regions.

Unit 4

1400 – 1750 9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key

centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.

Core Standards for Final Course Evaluation: Internal Exam

- Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere. Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.
- The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations. Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.
- The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. Students will examine Ming interactions with European traders and Christian missionaries. Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

Unit 5

AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

Core Standards for Final Course Evaluation: Internal Exam

- Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas. Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade. Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East Africancity-states.
- Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period. Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.
- Complex societies and civilizations made unique cultural achievements and contributions. Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

Unit 6

TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

Core Standards for Final Course Evaluation: Internal Exam

- The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. Students will examine political ideas developed during the Renaissance, including those of Machiavelli.
- The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society. Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe. Students will trace the discrimination against and persecution of Jews.
- Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society. Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.
- The development of the Scientific Revolution challenged traditional authorities and beliefs. Students will examine the Scientific Revolution, including the influence of Galileo and Newton. 9.9 e The Enlightenment challenged views of political authority and how power and authority were conceptualized. Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.
- **Highlight** INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.
- Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.

- Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenouspopulations. Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.
- The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth. Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved Africanpeoples. Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.
- European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems. Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies. Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas. Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.
- The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires. Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the EasternHemisphere.
- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire. Students will examine the development of European maritime empires and mercantilism.

Grade 10 Global Studies II: *The OACS Global Studies II Course offers perspective of the world post 1750. Students are exposed to patterns that occurred throughout world-governments, as well as the economic growth and population shifts that have occurred over time in some parts. Students develop the ability to compare and contrast on a deeper level throughout Global Studies II which is an example of the cross-curricular planning that will organically occur throughout the delivery of high school classes.*

THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks.

Core Standards for Final Course Evaluation: Internal Exam

- Powerful Eurasian states and empires faced and responded to challenges ca. 1750. Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity. Students will examine efforts to unify, stabilize, and centralize Japan under the rul eof the Tokugawa Shogunate. Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.
- Perceptions of outsiders and interactions with them varied across Eurasia. Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions. Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750. Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.

1750–1914: An Age of Revolutions, Industrialization, and Empires

Unit 2

ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

Core Standards for Final Course Evaluation: Internal Exam

- Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.
- Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots. Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Students will examine enlightened despots including Catherine the Great.
- Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte. Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.
- Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states. Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and AustrianEmpires.

Unit 3

CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

Core Standards for Final Course Evaluation: Internal Exam

- Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale. Students will examine the agricultural revolution in Great Britain.
- Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects. Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will examine the economic theory presented in The Wealth ofNations. Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.
- Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people. Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
- Social and political reform, as well as new ideologies, developed in response to industrial growth. Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society. Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

Unit 4

IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.

Core Standards for Final Course Evaluation: Internal Exam

- European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence inChina.
- Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

- International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).
- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims. 1914–Present: Crisis and Achievement in the 20th Century

Unit 5

UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

Core Standards for Final Course Evaluation: Internal Exam

- International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars. Students will compare and contrast long- and short-term causes and effects of World War I and World War II.
- Technological developments increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.
- The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
- Nationalism and ideology played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.
- Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.

Unit 6

UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

Core Standards for Final Course Evaluation: Internal Exam

- The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade,NATO).

- The Cold War was a period of confrontations and attempts at peaceful coexistence. Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. Students will examine the reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Sovietperspectives.
- The end of the Cold War and the collapse of the communist bloc in Europe had a global impact. Students will investigate the political reforms of glasnost and economic reforms of perestroika. Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

Unit 7

DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.

Core Standards for Final Course Evaluation: Internal Exam

- Independence movements in India and Indochina developed in response to European control. Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.
- African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful. Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.
- Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. Students will examine the creation of the State of Israel and the Arab-Israeli conflict.
- Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic ofChina. Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communistrun People's Republic of China and a nationalist-run Taiwan. Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies. Contemporary Issues

Unit 8

TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.

Core Standards for Final Course Evaluation: Internal Exam

- Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to

be met. Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

- Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions. Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs. Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

Unit 9

GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.

Core Standards for Final Course Evaluation: Internal Exam

- Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.
- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology. Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).
- Globalization is contentious, supported by some and criticized by others. Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: • free market, export-oriented economies vs. localized, sustainable activities • development of a mixed economy in China and China's role in the global economy • multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries) • roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions • economic growth and economic downturns (e.g., recession, depression) on a national and a global scale • economic development and inequality (e.g., access to water, food, education, health care, energy) • migration and labor • ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)
- Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment. Students will examine how the world's population is growing exponentially for numerous reasons and how it is not evenly distributed. Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications). Students will examine strains on the environment, such as threats to wildlife and degradation of the physical

environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

- Globalization has created new possibilities for international cooperation and for international conflict. Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol. Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.

Unit 10

HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.

Core Standards for Final Course Evaluation: Internal Exam

- Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups. Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights. Students will examine the articles contained in the UN Universal Declaration of Human Rights.
- Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries. Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.
- Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of HumanRights. Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine the policy of apartheid in South Africa and the growth of the antiapartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period. Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.

Grade 11 US History and Government*: The OACS US History and Government is a course designed to dive deeper into previously learned material. Students are able to analyze and develop reasons for historical events, as well as analyze perspectives.* Based on the Common Core Curriculum the OACS US History and Government course will reference intermediate studies of historical events that have shaped the United States' most recent growth and change.[13]

Unit 1

COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

Core Standards for Final Course Evaluation: Internal Exam

- Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict. Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish. Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.
- A number of factors influenced colonial economic development, social structures,and labor systems, causing variation by region. Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems. Students will examine the factors influencing variations in colonial social structures and labor systems. Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery asa racial institution.
- Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies. Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience. Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in NewNetherland. * For this document the term "Native American" is used with the understanding that it could say "American Indian."

Unit 2

CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

Core Standards for Final Course Evaluation: Internal Exam

[13] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government. Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.
- Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.
- Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the weaknesses and successes of government under the Articles of Confederation. Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery. Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence. Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic. Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.
- Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states. Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address. Students will examine Hamilton's economic plan, the debate surrounding the plan, and its impacts on the development of political parties. Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000. Students will examine Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden, and analyze how these decisions strengthened the powers of the federal government.

Unit 3

EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

Core Standards for Final Course Evaluation: Internal Exam

- American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism. Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy. Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in thecase of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation.
- Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis. Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom's Cabin). Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott,and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.
- Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction. Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war. Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation. Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects.

Unit 4

POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

Core Standards for Final Course Evaluation: Internal Exam

- Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. Students will investigate the ways individuals, groups, and government institutions limited the

rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896). Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen's Bureau, the creation of educational institutions, and political participation. Students will examine the impacts of the election of 1876 and the compromise of 1877on African Americans.

- The 14th and 15th amendments failed to address the rights of women. Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B.Anthony.
- Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion. Students will examine the effect of federal policies on Native Americans, including reservation policies, the Dawes Act (1887), and forced assimilation efforts (Carlisle Indian School).
- Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

Unit 5

INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

Core Standards for Final Course Evaluation: Internal Exam

- New technologies and economic models created rapid industrial growth and transformed the United States.
- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures. Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in Wabash, St. Louis & Pacific R.R. v. Illinois (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in Northern Securities Co. v. United States (1904).
- Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. Students will examine

demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe. Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party. Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions. Students will examine Progressive Era reforms, such as the 16th and 17thamendments (1913) and the establishment of the Federal Reserve System (1913). Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment(1920). Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919). Students will trace reform efforts by individuals and the consequences of those efforts, including: • Jane Addams and Hull House • Jacob Riis' How the Other Half Lives • New York Governor Theodore Roosevelt and the Tenement Reform Commission • Upton Sinclair's The Jungle and the Meat InspectionAct • Margaret Sanger and birth control • Ida Tarbell's The History of the Standard Oil Company • Ida Wells and her writings about lynching of African Americans • Booker T. Washington's contributions to education, including the creation of Tuskegee Institute • W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917)

Unit 6

THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

Core Standards for Final Course Evaluation: Internal Exam

- In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world. Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii. Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions. Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines. Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the RooseveltCorollary.
- While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points. Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I. Students will examine

Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations. Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

- World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort. Students will investigate the causes and effects of the Great Migration on American society. Students will examine the Supreme Court decision concerning civil liberties inSchenck v. United States (1919). Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

Unit 7

PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

Core Standards for Final Course Evaluation: Internal Exam

- The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles. Students will examine the impact of Prohibition on American society. Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s. Students will examine the reasons for the resurgence of the Ku Klux Klan. Students will examine the key issues related to the Scopes trial.
- African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture. Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture. Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.
- For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression.President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s. Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression. Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression. Students will examine the human and environmental causes of the Dust Bowl and its effects. Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court packing effort.

Unit 8

WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.

Core Standards for Final Course Evaluation: Internal Exam

- As situations overseas deteriorated, President Roosevelt's leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including "cash and carry" and Lend-Lease. Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands. Students will examine the impact of the Japanese attack on PearlHarbor. Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance. Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targetsand President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.
- United States entry into World War II had a significant impact on American society. Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates. Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in Korematsu v. United States(1944). Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military andworkforce.
- In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

Unit 9

COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.

Core Standards for Final Course Evaluation: Internal Exam

- After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the ColdWar. Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider

how they represent a shift in American foreign policy. Students will examine domestic concerns about the spread of communism and the rise of McCarthyism. Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea. Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting inVietnam. Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair. Students will examine the congressional effort to limit presidential power through the War Powers Act.

- The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race. Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty. Students will examine the policy of détente and its effect on the nuclear arms race.
- American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East. Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.
- A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe. Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

Unit 10

SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

Core Standards for Final Course Evaluation: Internal Exam

- After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change. Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of

Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

- Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern women's movement (e.g., The Feminine Mystique [1963], National Organization for Women , Equal Pay Act and Title IX, Roe v.Wade) Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims) Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers) People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990]) Rights of the accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966]) Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration) Page 43 Grades 9-12 Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights) Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy) Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985]) Students will thoroughly investigate at least one of the efforts above.
- Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government. Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession. Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

Unit 11

THE UNITED STATES IN A CHANGING WORLD (1990 – present): The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.

Core Standards for Final Course Evaluation: Internal Exam

- The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade. Students will examine the decision of President George H. W. Bush to oppose Iraq's invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War. Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
- In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students

will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, theinvasion of Afghanistan, and the passage of the USA PATRIOT Act. Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war. Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

- Globalization and advances in technology have affected the United States economy and society. Students will examine the positive and negative consequences of globalization in relation to the United States economy. Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world. Students will examine the economic relationship and the strategic rivalry between the United States and China.

Grade 12 US Economics and Personal Finance *OACS Economics and Personal finance allows students the opportunity to study capitalism, the free market, as well as the financial expectations for adults as they grow up. Within this year students will explore how to file their taxes, how to manage a basic budget, how to apply for financial aid- including the risks of credit, as well as the ramifications of poor financial decisions. Based on the Common Core Learning Standards, students will be prepared to take the Regents Exam, as well as for life.*[14]

Unit 1

FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

Core Standards for Final Course Evaluation: Internal Exam

- Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.
- The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.
- Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.
- The rule of law is a system in which no one, including the government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

[14] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.
- The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

Unit 2

CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

Core Standards for Final Course Evaluation: Internal Exam

- Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.
- The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic
- An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.
- The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.
- Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.
- Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

Unit 3

RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

Core Standards for Final Course Evaluation: Internal Exam

- Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.
- The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.
- Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.
- Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

Unit 4

POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

Core Standards for Final Course Evaluation: Internal Exam

- Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems, including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.
- Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.
- In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.
- The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.
- Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

Unit 5

PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

Core Standards for Final Course Evaluation: Internal Exam

- Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.
- On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.
- Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.
- Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Unit 6

INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

Core Standards for Final Course Evaluation: Internal Exam

- In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.
- Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.
- Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.
- To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

Unit 7

INDIVIDUALS AND BUSINESS IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

Core Standards for Final Course Evaluation: Internal Exam

- Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one's resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.
- The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.
- Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

Unit 8

THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

Core Standards for Final Course Evaluation: Internal Exam

- As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.
- The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.
- The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing,

generational poverty, income inequality, the challenges of class mobility, negative externalities.).

- A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.
- The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

Unit 9

THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

Core Standards for Final Course Evaluation: Internal Exam

- Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.
- The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.
- The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.
- Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.

Specials

Integrated Art Curriculum Overview (K-12)

The basis for the OACS Art Program is founded on the concept of place-based learning and using historical context to ensure an appreciation for all aspects of art. It is essential for students to value art, art history, and art as a tool for mastering skills in other subjects. Utilizing the art dating throughout history offers students the ability to exercise higher-order thinking to compare and contrast, summarize, evaluate, and describe feelings and emotions that support lifelong learning. Using art from history to educate students today increases the historical perspective of self-awareness, how we interact and consider each other, social justice, and world events.[1]

Periodically, throughout the curriculum students experience transformational projects that integrate the major components of STEM and address classroom themes in a spiraled way. Muralists, printers, and other contemporary artists are explored through Science, Technology, Engineering, ELA, and links to Music, as well. The construction of the culminating contemporary art projects each year reinforces the vocabulary and skills learned throughout the year.

The OACS Art Curriculum incorporates an inquiry-based, critical approach to teaching Art while embedding the context in the homeroom's themes or topics offering students multiple contexts to process the information they are learning in the classroom. Oftentimes, students who are shy or interpersonal will find strength and confidence in analyzing and producing pieces of art that display their feelings and a personal perspective they may not have the confidence to share.[2]

With the increase of technology and connectivity of the world, it has grown smaller. People are regularly interacting and being exposed to other cultures. Providing students with knowledge about art historians within a historical context allows them to have more meaningful interactions and a greater understanding of people outside of their own experiences.[3]

Exploring the arts is a natural way of encouraging and accepting all types of learners, as well. As research reports that students learn best using a variety of Multiple Intelligences, writing poetry, listening and identifying lyrics from music, working collaboratively in groups, as well as working independently are naturally built into this project.

Sample Outlines (Kindergarten and Grade 8)

Kindergarten Sample

September: Theme: Identifying-Patterning	**October: Theme: Patterning, The World Around Me**
Vocabulary: line types, shapes Artist: [redacted] Medium: crayons and paint SWBT explore, learn about and utilize line and shape to create a piece of art reflecting the artist highlighted. SWBT recall and	Vocabulary for the month: Texture, repetition, pattern, and drawing Artist: Van Gogh sunflowers Medium: oil pastel crayon, Black paint for the background

[1] Suh, Yonghee. (2013). Past Looking: Using Arts as Historical Evidence in Teaching History. Social Studies Research and Practice. 8. 135-159. 10.1108/SSRP-01-2013-B0010.

[2] https://www.ohiohistory.org/using-artwork-to-teach-history-part-ii/

[3] https://www.metmuseum.org/blogs/teen-blog/renaissance-portrait/blog/studying-art-from-the-past

demonstrate the ability to use art supplies in an appropriate way, caring for the environment.	SWBT explores, learns about, and utilizes color to incorporate line and shape to produce a piece incorporating sunflowers using oil pastels.
November: Theme: Connecting, Food Vocabulary for the month: Printing, repetition, pattern, plate, brayer Artist: Gyotaku fish printing Medium: Ink on fabric SWBT identify patterns, lines, and shapes using fish. SWBT produces a piece of patterned art using fish.	**December: Theme Making Good Choices** Vocabulary for the month: collage, mixed media Artist: clip art and books on health Medium Clay, paint SWBT review and identify what a "germ" is and how to avoid germs. Students will plan, develop and create a germ out of clay.
January: Theme: Explore the World Vocabulary of the month: collage, mixed media Artist: Rousseau Medium: collage,mixed media paint,clay SWBT identify and learn about habitats and the production of animals and habitats in art. SWBT create an animal that lives in the rainforest as well as the appropriate habitat.	**February:Theme: Healthy Eating** Vocabulary of the month:weaving, printing Artist: Giuseppe Medium: paint, fruit and vegetables SWBT identify healthy eating and how to eat healthy. Create a weaving of a basket and fruit or vegetables for printing.
March Theme: Community Vocabulary of the month: symbols, painting, mixed media Artist: Romare Beardan Medium:paint, mixed media,collage SWBT identify parts of a community. SWBT create a structure incorporating mixed media for windows, doors etc.	**April** Theme: The Earth Vocabulary of the month: overlap,overlay, Artist: Picasso Medium: paper, SWBT identify components of Picasso's artwork. SWBT replicate the painting of the bouquet of flowers in their hand
May: Theme: Feelings Vocabulary of the month:self portrait Artist: vangogh,picasso Medium:oil pastels SWBT create a self portrait using a mirror to look at themselves and self-select the style they would like to include in their painting (eg.cubist, etc.) and include the appropriate vocabulary.	**June: Review of the Year's Projects** Vocabulary of the month: review, recreate or finish Artist: the students Medium: all of the years choices SWBT create a picture or sculpture in one of the themes from the year

Grade 8 Sample

Grade 8 will be done in units in coordination with Social Studies,Music, ELA and Art

Unit 1

Vocabulary: symbolism, social teaching, and composition
Artist: American artist: Kara Walker
Theme: Self Analysis and Reflection
Medium: Acrylic Painting
SWBT incorporate personal symbolism, as well social justice teachings through the general 8th grade Social Studies curriculum. The student will be able to develop a piece of artwork mirroring key components of Kara Walker's work. The students will be able to reflect and compare artwork, discuss their personal views on the subject area, and present a valid perspective with reasoning.

Unit 2

Vocabulary: poetry in art, balance, imagery, and printing
Artist: David Hammond
Theme: Respecting All/Dignity of the Human Person
Medium: Printing
SWBT study and compare the artwork of David Hammond and his full body printing. The students will be able to identify and verbalize similarities to Hammond's work and social issues in modern day. The students will be able to highlight information identified in an ELA focused poetry exercise titled a"Lantern Poem". The students will be able to develop a form of personal body printing incorporating a lantern poem as a basis for their work.

Unit 3

Vocabulary of the month: mural, perspective
Artist: Thomas Hart Benton
Theme: The Dignity of Work and the Rights of Workers
Medium: acrylic tempera paint on extra large paper
SWBT conduct a full artist study on Thomas Hart Benton. The students will simultaneously study the time period from the 1920s-1940s in Social Studies class and demonstrate the ability to carry over essential information. The students will be able to use the information learned to create a mural of a place in time during the 20's thru the 40's using similar techniques. The students will compare and contrast the time of the art to the time now and demonstrate the ability to support their perspective.

Unit 4

Vocabulary: recycled material, gesso, engineering
Artist: Mark Bradford
Theme: Solidarity/Respecting All
Medium: recyclable materials and gesso
SWBT reflect on the history of Mark Bradford's art during the present time period. The students will be able to create their own theme to reflect their beliefs of modern-day concerns,

problems, or social justice topics. The students will be able to build an artist board to utilize in developing their individual themes incorporation perspective from Bradford's life. The students will demonstrate the ability to reflect and make connections between Social Studies, ELA, and Art.

Integrated Music Curriculum Overview (K-12)

(Grade 1 and Grade 5 as sample)

Music Language Theory (MLT) is the basis for the OACS Music Curriculum. MLT was developed by Edwin Gordon who focused on how we learn music when we learn music. MLT focuses on the idea that everyone is musical in some form and uses similar theories to how we learn the language and applies them to understanding and creating music. Gordon developed a word audition (thinking in sound, much like how we think in ideas), which is the goal of MLT. This is done through learning sequences that were developed from research on how we, as humans, develop language abilities and begin to think in words. MLT strives to create an independent musician and an informed listener in every student. All students have musical aptitude. MLT identifies students' strengths and weaknesses and helps boost all areas.[4] The main learning sequences are as follows:

Discrimination learning (determining whether two elements are the same)

- Aural/oral (imitating heard tones and rhythms)
- Verbal association (more imitation, with songs and rhythms in a plethora of time signatures and tonalities)
- Partial synthesis (combination of both aural/oral and verbal association)
- Symbolic association (introduction of notation)
- Composite synthesis (being able to read, write, and identify different rhythms and tonalities)

Inference learning (identity, create, and improvise unfamiliar patterns)

- Generalization (discrimination learning, but with being able to with unfamiliar patterns)
- Creativity/improvisation (students can respond to different patterns with their own responses)
- Theoretical understanding (music theory concepts and placing them in contexts)

The other major part of the curriculum is based in WMP. WMP strives to connect music to its cultural contexts. Music is one of the handfuls of cultural universals, and without the culture in that specific music exists, much of the music's meaning is lost. Understanding the culture helps a student understand the music. WMP exposes students to cultures and music from all over the world. [5]

These two teaching/learning theories are integrated into the classrooms through project-based learning and STEM activities (with a heavy focus on the cross-curricular nature of music).STEM has been an overlooked topic in which music can have a unique place. Sound is based on scientific principles and mathematics which are important for all music students to learn about. A frequently overlooked topic in the subject of music is the creation and design of musical instruments. Designing and building musical instruments uses mathematics,

[4] Gordon, E.E (2012). Learning sequences in music: A contemporary music learning theory. GIA Publications. Shouldice, H. (2022). Weaving it all together. GIA Publications

[5] Coppola, W. J., Hebert, D. G., & Campbell, P. S. (2021). *Teaching world music in higher education*. Routledge.

engineering, and technology. Instruments themselves are technology. This curriculum integrates all these subjects to further students' understanding not only in the subject of music but in all the STEM subjects as well. [6]

Technology also holds a special place in music and has shaped the modern music industry. This curriculum uses technology for recording, composition, and as an instrument in itself. The STEM aspects of this curriculum will connect students to their other subjects, furthers the cross-curricular nature of learning, and gives students a chance to develop their critical thinking abilities through the process. The musical instrument also becomes an important piece for students to learn about other cultures, and how they have chosen to create this technology.[7]

Grade 1

September- Major Skill: Cause and Effect- Theme: Back to School

-Students will demonstrate cause and effect through body movements that correlate to the sounds in the music being listened to.

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a)

October- Major Skill: Patterning- Theme: Animals

Students will develop patterning through rhythm. They will also connect to the theme of animals through a study on Carnival of the Animals and how instruments can reflect the sound of animals.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a)

November- Major Skill: Sequencing- Theme: Senses

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[6] Banerji, N., Stoddard, D., & Dorrio, B.V. (2014). Hands-on conceptual teaching of physics of music. In M. Costa, P. Pombo, & J. Dorrio (Eds.), *Hands-On: Science Communication with and for Society* (pp. 15-18). H-sci.
-https://quod.lib.umich.edu/cgi/p/pod/dod-idx/musical-acoustics-instrument-design-when-engineering-meets.pdf?c=icmc;idno=bbp2372.2015.022;format=pdf
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

[7] Hogenes, M., Diepenbroek, A., Bremmer, M., & Hogerheijde, M. (2021). Designing new, technology-based musical instruments in primary education. *Journal of the European Teacher Education Network*, 1–18.
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

Students will use sequencing both rhythmically and melodically. They will also connect to their senses through a look into how ears work.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a) Character themes to stories (sung) Ears and voice (basic biology explanation)

December- Major Skill: Expanding- Theme: Healthy Eating

Students will expand on the ideas presented in the class so far.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Character themes to stories (instrument selection) Group composition

January- Major Skill: Compare and Contrast- Theme: Seasons and the Earth

Students will use Peter and the Wolf to compare instrument timbres and how a composer can use an instrument to represent different aspects of a story.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection. (MU:Cr2.1.1a) In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b)

February- Major Skill: Expanding- Theme: Space/Weather

Students will build a wind chime(s) which will they will use to observe the wind with.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both

a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will build a set of wind chimes with a specific pitch set. (MU:Cr1.1b)

March- Major Skill: Application- Theme: Gardening

Students will apply things learned throughout the year to their compositions, as well as connect a plant growing to how a composition grows.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) (Activity starting from a seed (Single note) and growing a plant (Full composition). Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a)

April- Major Skill: Summarizing- Theme: Local Newspapers

Students will compose a theme for a fictitious news station, connecting them to the theme of newspapers.

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will begin to write a theme for a fictious news station. (MU:Cr1.1.1a)

May- Major Skill: Compare and Contrast- Theme: Newspapers in the World

Students will refine their news station theme, compare news stations to newspapers, and prepare the theme for recording.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and

drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will write a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

June- Major Skill: Informing- Theme: Our Newspaper

Students will record their news station theme. As well articulate the reasoning for their musical decisions.

Students will be able to rehearse and perform repertoire selected by teacher.(Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will record a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

Grade 5

September- Major Skill: The Dignity of Work and the Rights of Workers -Theme: Exploration

-Students will connect worker's rights to worker songs from the 1940s and explore the life of Woody Guthrie. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study the life of Woody Guthrie, and his impact on workers' rights movement. (MU:Re7.1.5a) Students will write their own song about worker's rights. (MU:Cr1.1.5a)

October- Major Skill: Call to Family, Community, and Participation -Theme: Cycles of Life

-Students will connect to family, community, and participation through investigating how other cultures use music to build family and community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will be able to demonstrate the difference between presentational and participatory music, and how these are utilized in different countries. (MU:Pr4.2.5c) Students will participate in West African style drum circles and engage in collective improvisation. (MU:Pr6.1.5a)

November- Major Skill: Caring -Theme: Caring for Earth

-Students will care for the Earth through recycling materials and turning them into musical instruments in which to create art with. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will collect items to be recycled into musical instrument and create class songs to perform on the recycled instruments. (MU:Cr3.1.5a)

December- Major Skill: Gratitude -Theme: Changing Seasons

-Students will connect with the changing seasons through Four Seasons by Vivaldi and write their own song about their favorite season. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study Four Season by Antonio Vivaldi and explain how he represented the different seasons in his music. (MU:Re7.2.5a) Students will identify their favorite season, and write a song (with or without words) that represents that season for them. (MU:Cr2.1.5a)

January- Major Skill: Options for the Poor and Vulnerable -Theme: Human History

-Students will investigate human history through a systematic look through music history. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Greece to Baroque). (MU:Re9.1.5a)

February- Major Skill: Rights and Responsibilities -Theme: Environmental Impact

-Students will investigate the environmental impact the instrument industry has on this planet. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Classical to Romantic). (MU:Re9.1.5a) Students will investigate the environmental impact the instrument industry has on the world.

March- Major Skill: Solidarity -Theme: Community and Responsibility

-Students will connect to solidarity and the community through performing for those less fortunate in the community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the

music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (20 th century classical). (MU:Re9.1.5a) Students will go out into the community to perform for the community. (MU:Pr6.1.5b)

April- Major Skill: Self-Analysis and Reflection -Theme: Senses and Observations

-Students will not only analyze and reflect on their previous work, but investigate how our minds, through our senses, place us into a particular culture. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how we, as humans, interpret sound, and are encultured to the sounds of our culture. (MU:Re7.1.5a) Students will self-analyze and reflect on compositions from this and previous years. (Compositions that were kept in a portfolio). (MU:Cr3.1.5a)

May- Major Skill: Life and Dignity of the Human Person -Theme: Character

-Students will connect to another's life and dignity through a song written for a classmate on their character. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how music is used and functions throughout the world to help humans in various ways. (MU:Re7.1.5a) Students will create a song about a classmate that demonstrates pride in who they are. (MU:Cr3.2.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

June- Major Skill: Decision Making -Theme: Change and Acceptance

-Students will make decisions on their song about a classmate and make appropriate changes. Students will be able to rehearse and perform repertoire selected by the teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will refine their song about themselves and reflect on the process and the content of the song. (MU:Cr3.1.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

Integrated Spanish Curriculum Overview

The OACS Spanish Curriculum is titled Somos and identifies specific standards for mastery at the end of a two-year cycle. Somos incorporates methods of teaching including, but not limited to: Collaborative Storytelling, MovieTalk, Embedded Reading, PictureTalk, TPR (Total Physical

Response), Personalized Questions and Answers, and writing with discussion.[8] Students will acquire practical language skills through the systematic introduction of vocabulary within context. The Spanish teacher will be expected to utilize the same essential skills and vocabulary from the general classroom with delivery of the Spanish lessons, as well. The Somos Curriculum utilizes regular benchmarks to support the Spanish teacher in adjusting his/her/their lesson planning. The Spanish Report will include all standards expected by the end of the two-year cycle with the expectation of 50% mastery at the end of the first year. The high school Spanish Curriculum will be developed with Somos should OACS be granted the ability to open the high school, and will include spiraled elements of the information below.

Units, Vocabulary, and Assessments of Learning for Mastery by the end of Grade 6

UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS
Somos 1 Unit 1 *Dice*	· dice · este/esta es · una persona · un chico · una chica · se llama	Los pollitos dicen children's song	None recommended
Special person interviews	various	N/A	N/A
El calendario The Unfair Game	Seasons, Months, Before/After	Northern vs. Southern Hemisphere	N/A
¿Cúal es la fecha?	· hoy es · ayer fue · calendar vocab	N/A	N/A
Introductions worksheet	· se llama · este es	N/A	N/A
Me llamo Ronaldo embedded reading	· este es, me llamo	N/A	N/A
¿Lo dice o lo dijo? Lotería game	· dice · dijo · este es	N/A	N/A
Hay	· hay	N/A	N/A
¿Qué hay en tu casa? game	· hay	N/A	N/A
The Unfair Game: Hay + animales	· hay · grande/pequeño · este/esta es	N/A	N/A
¿Qué es un ekeko?	· este es	Ekekos	N/A

[8] https://www.somoscurriculum.com/about

	· hay · es de		
¿Qué te gusta?	· le gusta · me gusta · te gusta	N/A	N/A
Somos 1 Unit 2 *Corre*	· camina hacia · corre · ve	La carrera de San Silvestre El encierro de toros	· Presentational writing · Interpretive reading · Interpretive listening

Simple Sentences Game Pack, Units 1-5	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 2.5 *La cumbia*	· no puede · hay · va a	Cumbia & the cultural diversity of Latin America	N/A
Los colores	· lleva	N/A	N/A
Puede/Le gusta Lotería game	· puede · le gusta	N/A	N/A
Somos 1 Unit 3 *El canal de Panamá*	· nunca cierra · abre la puerta · son las (#)	El canal de Panamá	· Presentational writing · Interpretive reading · Presentation speaking OPTIONAL
Somos 1 Unit 4 *La universidad*	· toma · habla · quiere ser	Universities in Spanish speaking countries	· Presentational writing · Interpretive reading · Interpretive listening
Quiero ser diferente storybook	· quiero ser · quieres ser	N/A	
El silbo gomero	· habla · país · idioma	El silbo gomero	
Somos 1 Unit 5 *La corrida de toros*	· tiene · novio · hermano · está enojado · va a	Bullfighting	· Presentational writing · Interpretive reading · Interpretive listening

La corrida de toros: ¿cultura o tortura?	· tiene · está enojado · va a	Bullfighting	N/A
One Word Image Imagination Lab	· tiene · puede · quiere	N/A	N/A

Los pronombres de sujeto	· subject pronouns	Biographies of Spanish speaking individuals	N/A
Sobremesa Episode 1	· camina · dice · hay	La República Dominicana	N/A
Felipe VI	· 'de' for possession	Felipe VI, King of Spain	N/A
Somos 1 Unit 6 *Siéntate*	· se sienta · se levanta · le grita	N/A	N/A
Simple Sentences Game Pack, Units 6-10	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
TPR Sentence Bingo	· se sienta · se levanta · grita	N/A	N/A
Cris se sienta Storybuilder PLUS™ Forms Edition	· se sienta · se levanta · grita	N/A	N/A
La criatura Horizontal Conjugation	· 1st person plural verb conjugations, present tense	N/A	N/A
Somos 1 Unit 7 *Los castells de Tarragona*	· siempre · lo ayuda · simpático · tienes que · no puede	Los castells de Tarragona / España	· Presentational writing · Interpretive reading

Mi Bolivia	· possessive adjectives	Bolivia	
Somos 1 Unit 8 *La comida latina*	· busca · encuentra · sabes	Various	· Interpretive reading
Te amo by Nota	· sabes	Puerto Rico	
Los verbos -ar	· -ar present indicative verbs		
Somos 1 Unit 9 *El Cucuy*	· tiene miedo de · mira · hacia	El Cucuy / Puerto Rico	· Presentational writing · Interpretive reading
El Silbón	· voy, vas, va, vamos, van	El Silbón / Venezuela	N/A
La programación de televisión	· mira · days of the week	TV programming / España	N/A
¿Qué hora es?	· sale	N/A	N/A

	· avión · a las (time) · son las (time)		
Somos 1 Unit 10 *Como agua para chocolate*	· tiene hambre · está triste · llora · come	Como agua para chocolate / México	· Presentational writing · Interpretive reading · Interpretive listening
Lágrimas de cocodrilo	· tiene hambre · está triste · llora	Idiomatic expression	N/A
La rana de boca grande	· come · vive	Amazonian animals	N/A
Gazpacho	· come	Gazpacho / España	N/A
Tener expressions Bingo	· tiene calor, tiene frío, tiene sueño, tiene razón · tiene suerte, ¡Ten cuidado!, tiene hambre, tiene 15 años, tiene miedo		N/A
Los verbos -er	· -er present indicative verb conjugations	Rafael Nadal / España	N/A
La perrita bailarina	· baila	Merengue / La República Dominicana	N/A
Somos 1 Unit 11 *Deportes en los países hispanohablantes*	· eres · juega · un deporte · quiere jugar	· El fútbol / various · El béisbol / La República Dominicana · El básquetbol / México	· Presentational writing · Interpretive reading · Interpretive listening
Simple Sentences Game Pack, Units 11-15	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A

Somos 1 Unit 12 *El cortejo*	· agarra · no conoce · nadie · sale de	Traditional dating customs in Spanish speaking countries	· Interpretive reading · Interpretive listening
El gato cleptómano	Direct object pronouns	N/A	N/A
QAR	N/A	N/A	N/A
Los 6 grados de separación	saber vs. conocer	N/A	N/A
Somos 1 Unit 13 *Piropos / El acoso callejero*	· la mujer · el hombre · comienza a · piensa que	· Piropos · El chico del apartamento 512 · Selena	· Interpretive reading · Interpretive listening

	· verdadero		

Somos 1 Unit 14 *Los derechos de los niños*	· el niño · escucha · lo que hace · debe hacer	· Los niños prisioneros / Bolivia	· Presentational writing · Interpretive reading
Me gustas tú	me gustas	N/A	N/A
Somos 1 Unit 15 *El gaucho*	· vive · solo · trabaja en · necesita	· Los gauchos · El mate · Argentina	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 16 *Las abuelas de Plaza de Mayo*	· miente · dice la verdad · fui / fuiste / fue · le cree · se lleva · siguiente	· Las abuelas de Plaza de Mayo / Argentina · La Guerra Sucia	· Interpretive reading
Simple Sentences Game Pack, Units 16-20	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 17 *La inmigración*	· llega · país · regresa · allí · lleva	La migración y la inmigración / Estados Unidos	· Interpretive reading · Interpretive listening
La inmigración a España	· llega · país · regresa · allí · lleva	España	N/A
Somos 1 Unit 18 *Las supersticiones*	· le da · devuelve · le parece · extraño	Superstitions in various Spanish speaking countries	· Presentational writing · Interpretive reading
Somos 1 Unit 19 *Biblioburro*	· viene · pueblo · toda la gente · pone · encima de	Biblioburro, access to libraries	· Interpretive reading · Interpretive listening
El Desfile de Yipao	· conduce	El desfile de Yipao / Colombia	N/A
Somos 1 Unit 20 *El robo*	· deja · lleva	N/A	· Presentational writing · Interpretive reading

	· camisa · mismo · tienda		
El hábito de San Antonio	· lleva · el mismo · vestido	N/A	N/A
Las botas picudas	· lleva · jóvenes	Las botas picudas / México	N/A
Somos 1 Unit 21 *Una aventura de camping*	· se duerme · durante · la noche · oye · algo	N/A	N/A
Los verbos reflexivos	reflexive verbs	N/A	N/A

El monstruo del armario	· se duerme · durante · la noche · oye algo	"El monstruo del armario" by Pablo Conde / España	· Interpretive reading · Presentational writing
Simple Sentences Game Pack, Units 21-27	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
La receta del amor	· reflexive vs. transitive verbs		
La Tomatina	· empieza · tira	La Tomatina / Buñol	
Somos 1 Unit 22 *Los tres cerditos*	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla		· Presentational writing · Interpretive reading · Interpretive listening
Robarte un beso	· déjame	Colombia	
Huracanes en el Caribe	· teme · construye · con cuidado · toca · feroz · déjame · termina	Puerto Rico, Cuba, La República Dominicana	

	· sopla		

Somos 1 Unit 23 *El Camino de Santiago*	· quiere ir · se queda · sigue	El Camino de Santiago / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 24 *Costa Rica*	· disfrutaron · protegieron · viajaron · se hicieron	El ecoturismo y la sostenibilidad / Costa Rica	
Somos 1 Unit 25 *La lotería de Navidad*	· cuesta · demasiado · compra · vende	El Sorteo Extraordinario de Navidad / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 26 *El sistema solar*	· fue el primer · viajó	Franklin Chang Díaz / Costa Rica	· Presentational writing
Somos 1 Unit 27 *La siesta*	· hay que · poco a poco · se aburre · vuelve a	La siesta / España	· Presentational writing · Interpretive reading

Standards of Learning for Mastery by the end of Grade 8

	Core Vocabulary	**Grammar Focus**
Unit 1: Foundations	fue dijo vio	
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs
Grammar in Context: -AR preterite regular grammar notes		
Reading: Ricitos de oro	se acercó a vio que había se lo llevó	
Unit 3: La madre de Jasón	volvió temprano conoció a un joven se divirtieron	-er/-ir preterite regular verbs
Grammar in Context: -ER/-IR preterite regular grammar notes		
Song:		

Todo cambió by Camila and Nota		
Unit 4: ¿Soy gringo?		preterite stem change verbs
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs
Grammar in Context: I-Y spelling change preterite verbs		

Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs
Grammar in Context: Irregular preterite		
Unit 7: El acosador	era iba veía	imperfect irregular verbs
Reading: José Mujica, el presidente más humilde del mundo		
Unit 8: El hombre feliz		
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs
Grammar in context: -AR imperfect verbs		

Unit 10: El chico ideal	quería tenía olía a	-ER/-IR imperfect regular verbs
Creative Writing Project: El zoológico loco		Imperfect verbs
Unit 11: El que se enoja, pierde		
Unit 12: El lago encantado		

NOVEL STUDY UNIT:

El Nuevo Houdini
El Ketchup
Unit 13: Crime scene investigation
Unit 14: El pretérito perfecto
NOVEL STUDY UNIT Brandon Brown versus Yucatán

Integrated Health/PE Curriculum

Health Curriculum: The OACS health curriculum will cross with major classroom themes and skills whenever possible, utilize the NYS curriculum, as well as the Washington State Health Curriculum[9] and Connecticut State Health Curriculum[10], which aligns with NYS Topics and offers the teacher additional curriculum support. The Cattaraugus County Department of Health, along with Cornell Cooperative Extension intend to support Olean Academy with addressing the following topics. Intermediate Specific Topics will include a request for parents to attend their child's educational opportunity, alon with the option for the child to opt-out of the stated topic to receive an alternative lesson that will focus on the school's core values. The PE Teacher will coplan with the classroom teachers as well as the Community and Parent Engagement Coordinator while using the existing grade-level maps to determine whether the students will receive their bulk instruction from the PE teacher, the classroom teacher, or an affiliate.

<u>The overall topics that will be planned for in a single year include:</u>
Hygiene, Disease Prevention, Analyzing Influences, Accessing Valid Information, Effective Communication, Decision-Making, Goal-Setting, Injury Prevention, First Aid, Violence, Food Groups and Nutrients, Label Literacy, Caloric Intake and Expenditure, Disease Prevention, Nutritional Planning, Anatomy and Physiology, Anatomy and Reproduction, Growth and Development

<u>Intermediate Specific Topics Include:</u> Communicable Disease Prevention (Human Fluid), Self-Identity, Healthy Relationships, Pregnancy, Puberty and Development, Self-Esteem, Body Image, Eating Disorders Health, Stress Management, Expressing Emotions, Harassment, Intimidation, and Bullying, Use and Abuse, Prevention, Legal Consequences

PE Curriculum: The OACS PE Curriculum will rely heavily on the Agriculture program embedded into the K-8 curriculum. When possible, students will execute the necessary standard through the Agriculture lesson including examples such as outdoor planting and gardening, trash collection volunteering , and the Canticle Farms Internship which reinforce safety, self-accountability and management of time and resources. By embedding the PE curriculum throughout the classroom activities students are able to identify value in their PE course, as well as experience multiple standards in a variety of ways. PE Class will be outdoors as often as

[9] https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/hpe-standards.pdf
[10] https://www.madison.k12.ct.us/uploaded/docs/CurriculumGuides/Health_curr.pdf

possible, including in the winter when students will be expected to have weather appropriate clothing. OACS intends to supplement ED students with the necessary clothing to ensure the ability to safely participate in outdoor PE through community donation and the PE curriculum budget. The PE Department will be a major contributor to the school's biannual Career Day and will include components of writing and alternative assessment available to include all learners. The PE Teachers will ensure that a monthly thematic curriculum map is completed encompassing the following NGS:

Demonstrates competency in a variety of motor skills and movement patterns in

- Sports Skills and Games
- Dance, Movement, and Rhythmic Activities
- Fitness Activities
- Lifetime Activities

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance in

- Movement Concepts
- Strategies and Tactics
- Fitness Planning
- Health Enhancing Behaviors

Exhibits responsible personal and social behavior that respects self and others.

- Self-Awareness and Management
- Social Awareness and Relationships
- Responsible Decision Making

Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

- Overall Wellness
- Challenges
- Self-Expression and Enjoyment

Recognize career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

- Personal and Community Resources
- Career Opportunities

D. Sociology of Community, Agriculture and Food Systems: CTE Pathway: Agriculture Design
SUNY Objectives for Learning Derived from Social Science Areas:

During the Four year experience, students receive two years of core knowledge input in order to set a base for the Year 3 and Year 4 practicum. Please note the specific curriculum map included in Attachment 3b.

During Years 1 and 2 students will:

1. Demonstrate knowledge of major concepts selected for the course.
2. Demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical interpretive analysis.

3. Demonstrate knowledge of common institutions, practices, or policies, and how they have affected different social groups or individuals in society.
4. Students will engage in classroom discussion and exercises centering on how various societies perceive questions of identity and/or empowerment, which may include race/ethnicity, sexuality and gender, social class, etc.
5. Demonstrate understanding of cultural similarities and differences and how cultural norms shape each person's experience of the world.
6. Demonstrate awareness of global issues and the impact of individual and collective decisions on life around the world.
7. Weigh diverse perspectives in the face of opposing viewpoints and understand the source of one's own assumptions and biases.

During Year 3 students will assemble a plan for a Career Portfolio and and practicum experience, Year 4 is the intended execution:

Objectives:

Communication and Interpersonal Relationships

Students will

a) List the similarities and differences between personal and workplace communication and the uses of technology in each

b) Describe ways effective communication promotes workplace efficiency

c) Examine a variety of types of reports required of workers in a variety of careers

d) Describe the role of observation in the development of work reports

e) Explain how to give and receive accurate reports in a variety of formats

f) Demonstrate effective communication skills in a group setting to accomplish a task

Career Portfolio

Students will

a) Explain what a career portfolio is and tell how it might be used

b) List the components of a portfolio and describe the importance of each

c) Compile and organize personal materials for use in a portfolio

d) Investigate format options for both physical and e-portfolios

e) Match personal portfolio materials to specific employability skills

f) Revise a general portfolio for use in obtaining a specific position

Application Documents

Students will

a) Extract information from an employment advertisement to discern skills desired by a potential employer

b) Know the purpose for and elements of a resume, cover letter, and letter of reference

c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence

Identify a Problem and Technical Solution

Students will

a) Analyze chosen career field to identify a local or global problem

b) Identify key adults and necessary contacts to execute the developed plan

c) Develop a clear 36 Week plan to study, analyze, develop and test the solution

- Include a list of micro-activities that will lead into final project
- Include self-reflective questions to support growth and development
- Include specific research to support the study, analysis and development of the test for the solution

d) Coordinate Work Experience component to ensure sufficient hours including the development of a self-monitoring sheet

Support Outline:

Investigation **(September)** -Identify research and resources -Inventory components of chosen field -Select component of chosen field	***Preparation*** **(October)** -Write proposal -Review with classmates and advisor -Create a timeline of important dates -Set up a planner for weekly meetings -Set up a planner for micro-activities
Action **(November-March)** -Perform timeline activities -Keep consistent notes -Reflect on progress -Update necessary advisors -Perform necessary work experience	***Reflection & Demonstration*** **(April-June)** -Assemble materials into appropriate presentation -Review presentation with classmates -Review presentation with advisor -Present materials

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Olean Academy

Contact Name:	Shannon McIntyre
Contact Title:	Director of development/Business Operations
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2024-25
Pre-Opening Period:	July 1, 2023 - June 30, 2024

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

OLEAN ACADEMY

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**550,000**	
Total Expenses	**288,922**	
Net Income	**261,078**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	500,000	500K per instructions
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**500,000**	
LOCAL and OTHER REVENUE		
Contributions and Donations	50,000	Volpe foundation support $50K
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**50,000**	
TOTAL REVENUE	**550,000**	

EXPENSES	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	1.00	32,500	Principal/head teacher prepares opening in Aug 2024, starting 6
Deans, Directors & Coordinators	3.50	70,833	Director of student services & programs and aftercare ($65K) for
CFO / Director of Finance	1.00	10,833	Director of finances/ CFO for 1 month - average annual gross
Operation / Business Manager	1.00	32,500	Director of operations for 6 months, starting in January - average
Administrative Staff	2.50	8,333	Secretary school office ($35K) - bookeeper/HR admin ($45K) -
TOTAL ADMINISTRATIVE STAFF	**9.00**	155,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	9 teachers for elementary school - average annual salary of $40K
Teachers - SPED	-	-	1 SPED teacher - average annual salary of 40K - starting in July -
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	Specials (art, music, PE, Spanish, Agriculture program) - 4
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**9.00**	**155,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		16,973	FICA 6.2%, Medicare employer 1.45%, State unemployment
Fringe / Employee Benefits		10,633	health $3250, Dental $600, life $100, long terme disability $150,
Retirement / Pension		9,300	NYS teacher retirement program at 6% of total annual gross
TOTAL PAYROLL TAXES AND BENEFITS		**36,906**	
TOTAL PERSONNEL SERVICE COSTS	**9.00**	**191,906**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		15,000	School legal set up
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		532	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**15,532**	

SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	13,400	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	23,750	Assumes textbooks and material new student at $75 for 190
Supplies & Materials other	-	
Equipment / Furniture	-	Investment line : Assumes $10K upgrade to Boardmanville, 17
Telephone	-	
Technology	1,200	Internet provider - Assumes 30 accounts at $20/month for 2
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	4,017	Assumes office supplies $8K ($50 per student), photocopier
Staff Development	-	
Staff Recruitment	2,000	advertising - network - internet linkedin
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	other expenses (soap, hydroalcoholic gel, toilet paper,...) for $5K
TOTAL SCHOOL OPERATIONS	**49,367**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	Insurance for 2 months
Janitorial	1,500	2 weeks of cleaning in July before opening
Building and Land Rent / Lease / Facility Finance Interest	22,272	rent 2 months
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**28,772**	
DEPRECIATION & AMORTIZATION	3,346	10 years depreciation on furniture and setup costs , 3 years on It
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**288,922**	
NET INCOME	**261,078**	

OLEAN ACADEMY

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	20	20	20	20	20	
1st Grade	Elementary School	20	20	20	20	20	
2nd Grade	Elementary School	20	20	20	20	20	
3rd Grade	Elementary School	20	20	20	20	20	
4th Grade	Elementary School	20	20	20	20	20	
5th Grade	*Elementary School*	15	20	20	20	20	
6th Grade	Middle School	15	15	20	20	20	
7th Grade	Middle School	15	15	15	20	20	
8th Grade	Middle School	15	20	15	15	20	
9th Grade	High School		15	20	20	20	
10th Grade	High School			20	20	20	
11th Grade	High School				20	20	
12th Grade	High School					20	
Ungraded							
TOTAL		160	185	210	235	260	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	1	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School	1	1	1	1	1
4th Grade	Elementary School	1	1	1	1	1
5th Grade	Elementary School	1	1	1	1	1
6th Grade	Middle School	1	1	1	1	1
7th Grade	Middle School	1	1	1	1	1
8th Grade	Middle School	1	1	1	1	1
9th Grade	High School		1	1	1	1
10th Grade	High School			1	1	1
11th Grade	High School				1	1
12th Grade	High School					1
Ungraded						
TOTAL		9	10	11	12	13

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	20	20	20	20	20
1st Grade	Elementary School	20	20	20	20	20
2nd Grade	Elementary School	20	20	20	20	20
3rd Grade	Elementary School	20	20	20	20	20
4th Grade	Elementary School	20	20	20	20	20
5th Grade	Elementary School	15	20	20	20	20
6th Grade	Middle School	15	15	20	20	20
7th Grade	Middle School	15	15	15	20	20
8th Grade	Middle School	15	15	15	15	20
9th Grade	High School	0	20	20	20	20
10th Grade	High School	0	0	20	20	20
11th Grade	High School	0	0	0	20	20
12th Grade	High School	0	0	0	0	20
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	115	120	120	120	120
Total Middle School Enrollment	45	50	50	55	60
Total High School Enrollment	-	15	40	60	80
Total Ungraded Enrollment					
Total Enrollment	**160**	**185**	**210**	**235**	**260**
Change in Net Enrollment from Prior Year (Count)	160	25	25	25	25
Change in Net Enrollment from Prior Year (Percent)	100.0%	15.6%	13.5%	11.9%	10.6%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS
Class of 20 students K-4, 15 6-8 with the expansion of an incoming 20 students in Kindergarten and addition of 5 students at Grade 9 until maximum of 20 per class.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	160	185	210	235	260
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	OLEAN CITY SD	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 47,334,987	$ 47,334,987	$ 47,334,987	$ 47,334,987	$ 47,334,987
ENROLLMENT (*Charter School*)		160	185	210	235	260
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		*From Olean City School Districts 2022-2023 Buget Hearing https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

PRE-OPENING CASH FLOW 1-YEAR

OLEAN ACADEMY

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2023 - June 30, 2024

Total Revenue		**50,000**	**-**	**-**	**-**	**-**	**-**	**500,000**	**-**	**-**	**-**	**-**	**-**	**550,000**
Total Expenses		**-**	**-**	**-**	**-**	**-**	**-**	**26,879**	**26,879**	**26,879**	**31,879**	**53,835**	**122,571**	**288,922**
Net Income		**50,000**	**-**	**-**	**-**	**-**	**-**	**473,121**	**(26,879)**	**(26,879)**	**(31,879)**	**(53,835)**	**(122,571)**	**261,078**
Cash Flow Adjustments		**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(67,433)**	**(67,433)**	**(64,088)**	**(243,954)**
Beginning Cash Balance		**-**	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**-**
Net Income		**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**17,123**	**17,124**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	500,000	-	-	-	-	-	500,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	500,000	-	-	-	-	-	500,000
LOCAL and OTHER REVENUE														
Contributions and Donations		50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
TOTAL REVENUE		**50,000**	-	-	-	-	-	**500,000**	-	-	-	-	-	**550,000**
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	5,417	32,500
Deans, Directors & Coordinators	3.50	-	-	-	-	-	-	10,833	10,833	10,833	10,833	10,833	16,667	70,833
CFO / Director of Finance	1.00	-	-	-	-	-	-	-	-	-	-	5,417	5,417	10,833
Operation / Business Manager	1.00	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	5,417	32,500
Administrative Staff	2.50	-	-	-	-	-	-	-	-	-	-	-	8,333	8,333
TOTAL ADMINISTRATIVE STAFF	9.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	27,083	41,250	155,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	9.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	27,083	41,250	155,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	2,373	2,373	2,373	2,373	2,966	4,517	16,973
Fringe / Employee Benefits		-	-	-	-	-	-	1,467	1,467	1,467	1,467	1,833	2,933	10,633
Retirement / Pension		-	-	-	-	-	-	1,300	1,300	1,300	1,300	1,625	2,475	9,300
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	5,139	5,139	5,139	5,139	6,424	9,925	36,906
TOTAL PERSONNEL SERVICE COSTS	9.00	-	-	-	-	-	-	26,806	26,806	26,806	26,806	33,507	51,175	191,906
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	15,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	73	73	73	73	92	147	532
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	73	73	73	5,073	5,092	5,147	15,532
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	13,400	13,400
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	23,750	23,750
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture			-	-	-	-	-	-	-	-				-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	600	600	1,200
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	4,017	4,017
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	1,600	47,767	49,367
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	2,500	2,500	5,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	1,500	1,500
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	11,136	11,136	22,272
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	13,636	15,136	28,772
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	3,346	3,346
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL EXPENSES	-	-	-	-	-	-	26,879	26,879	26,879	31,879	53,835	122,571	288,922
NET INCOME	50,000	-	-	-	-	-	473,121	(26,879)	(26,879)	(31,879)	(53,835)	(122,571)	261,078
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	3,346	3,346
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	**3,346**	**3,346**
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	(62,433)	(62,433)	(62,433)	(187,300)
Other (development team full year)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(60,000)
Total Investment Activities	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(67,433)**	**(67,433)**	**(67,433)**	**(247,300)**
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(67,433)	(67,433)	(64,088)	(243,954)
NET INCOME	**45,000**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**(5,000)**	**468,121**	**(31,879)**	**(31,879)**	**(99,313)**	**(121,268)**	**(186,658)**	**17,124**
Beginning Cash Balance	-	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	-
ENDING CASH BALANCE	**45,000**	**40,000**	**35,000**	**30,000**	**25,000**	**20,000**	**488,121**	**456,242**	**424,363**	**325,050**	**203,782**	**17,123**	**17,124**

OLEAN ACADEMY

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160	185	210	235	260

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	**FTE**					**Description of Assumptions**
Executive Management						
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principal/head of school ($65K) annual average gross salary
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	3.0	Director of student services ($65K) & director of programs and aftercare ($65K) and
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Director of finance ($65K) annual average gross salary
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Director of operations ($65K) annual average gross salary
Administrative Staff	2.5	2.5	2.5	2.5	3.5	Secretary school office ($35K) - bookeeper/HR admin ($45K) - technology support
TOTAL ADMINISTRATIVE STAFF	8.5	8.5	8.5	8.5	9.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	9.0	8.0	8.0	8.0	8.0	Assumes 9 teachers for elementary school - average annual gross salary of $40K
Teachers - SPED	2.0	3.0	4.0	4.0	4.0	Assumes 1 SPED teacher & 1 reading AIS- average annual gross salary of $40K
Substitute Teachers	1.0	0.0	0.0	1.0	1.0	Assumes 12 days /$100 per day/ 24 FTE (this includes all personal - not only
Teaching Assistants	1.0	1.0	2.0	2.0	2.0	Assumes 1 teaching assistant - average annual salary $35k
Specialty Teachers	5.0	13.0	13.0	15.0	16.0	Specials (art, music, PE, Spanish, Agriculture program, PE) - 5 FTE - average annual
Aides	1.0	1.0	1.0	1.0	1.0	after school liaison $(20K)
Therapists & Counselors	1.0	1.0	1.5	2.0	2.0	social worker ($45K) - conselor/guidance college (45K)
Other	1.0	1.0	1.0	1.0	1.0	grant writer (20K)
TOTAL INSTRUCTIONAL	21.0	28.0	30.5	34.0	35.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	1.0	1.0	1.0	1.0	1.0	Asumes 1 nurse (40K)
Librarian	0.0	1.0	1.0	1.0	1.0	
Custodian	2.0	2.0	2.0	2.0	2.0	Assumes 2 resources for maintenance and cleaning (35K)
Security	0.0	0.0	0.0	0.0	0.0	
Other	1.0	1.0	1.0	1.0	1.0	cafeteria manager (40K) annual average gross salary
TOTAL NON-INSTRUCTIONAL	4.0	5.0	5.0	5.0	5.0	
TOTAL PERSONNEL SERVICE FTE	33.5	41.5	44.0	47.5	49.5	

OLEAN ACADEMY

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160	185	210	235	260

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-9	K-10	K-11	K-12
	Enrollment	160.00	185.00	210.00	235.00	260.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management		$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Principal/head of school ($65K) annual average gross salary - 1FTE
Deans, Directors & Coordinators	$ 56,667	$ 170,001	$ 175,101	$ 180,354	$ 185,765	$ 191,338	Director of student services ($65K) & director of programs and aftercare ($65K) and
CFO / Director of Finance	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Director of finance ($65K) annual average gross salary - 1FTE
Operation / Business Manager	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Director of operations ($65K) annual average gross salary - 1FTE
Administrative Staff	$ 40,000	$ 100,000	$ 103,000	$ 106,090	$ 109,273	$ 152,551	Secretary school office ($35K) - bookeeper/HR admin ($45K) - technology support
TOTAL ADMINISTRATIVE STAFF		$ 465,001	$ 478,951	$ 493,320	$ 508,119	$ 563,363	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 41,000	$ 369,000	$ 337,840	$ 347,975	$ 358,414	$ 369,167	Assumes 9 teachers for elementary school - average annual gross salary of $40K+
Teachers - SPED	$ 41,000	$ 82,000	$ 125,460	$ 170,224	$ 175,331	$ 180,590	Assumes 1 SPED teacher & 1 reading AIS- average annual gross salary of $40K -
Substitute Teachers	$ 28,800	$ 28,800	$ -	$ -	$ 28,800	$ 29,664	Assumes 12 days /$100 per day/ 24 FTE (this includes all personal - not only
Teaching Assistants	$ 35,000	$ 35,000	$ 36,050	$ 72,132	$ 74,295	$ 76,524	Assumes 1 teaching assistant - average annual salary $35k - 1FTE
Specialty Teachers	$ 41,000	$ 205,000	$ 539,150	$ 555,325	$ 653,984	$ 714,604	Specials (art, music, PE, Spanish, Agriculture program, PE) - 5FTE - average annual
Aides	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	after school liaison $(20K) 1FTE
Therapists & Counselors	$ 45,000	$ 45,000	$ 46,350	$ 70,241	$ 94,848	$ 97,693	social worker ($45K) - 1FTE
Other	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	grant writer (20K) - FTE
TOTAL INSTRUCTIONAL		$ 804,800	$ 1,126,050	$ 1,258,332	$ 1,429,381	$ 1,513,263	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 35,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	Assumes 2 resources for maintenance and cleaning (35K) - 2FTE
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 40,000	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020	cafeteria manager (40K) annual average gross salary - FTE
TOTAL NON-INSTRUCTIONAL		$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826	
TOTAL PERSONNEL SERVICE WAGES		$ 1,419,801	$ 1,759,501	$ 1,910,786	$ 2,101,410	$ 2,245,452	

YEAR 1 BUDGET AND ASSUMPTION			OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS
									*NOTE: State assumptions that are being made for the 1-Year
Total Revenue			**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses			**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income			**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment			**160**					**160**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition							
PRIMARY School District:	OLEAN CITY SD	12,650	2,032,000					2,032,000	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	2,032,000					2,032,000	
Special Education Revenue				272,000				272,000	Assumes 16 special Ed students (less than 20%) at $12K ? And 8
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,032,000	272,000	-	-	-	2,304,000	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	28,800	-			28,800	Assumes for IDEA, 24 special Ed students at $1200 per
Title I			-	46,400	-			46,400	Assumes Title 1 % at 58% of the population (free lunch 28% ,
Title Funding - Other			-	3,712	-			3,712	Assumes Title 2 % at 58% of the population (free lunch 28% ,
School Food Service (Free Lunch)			-	-	-			-	
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-		-	
Other			-	-	-	-	28,860	28,860	Parents contribution for lunch & snacks (full & reduced) - 185
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	78,912	-	-	28,860	107,772	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-		-	
Fundraising			-	-	-	-	-	-	we strongly believe that the school can easily raise 25K the first
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	
TOTAL REVENUE			**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	

YEAR 1 BUDGET AND ASSUMPTION		OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS
								*NOTE: State assumptions that are being made for the 1-Year
Total Revenue		**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses		**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income		**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment		**160**					**160**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of							
Executive Management			-	-	-	-	-	Head of School (65K) annual average gross salary
Instructional Management	1.00	65,000	-	-	-	-	65,000	Principal ($65K) annual average gross salary
Deans, Directors & Coordinators	3.00	170,001	-	-	-	-	170,001	Director of student services ($65K) & director of programs and
CFO / Director of Finance	1.00		-	-	-	65,000	65,000	Director of finance ($65K) annual average gross salary
Operation / Business Manager	1.00	-	-	-	-	65,000	65,000	Director of operations ($65K) annual average gross salary
Administrative Staff	2.50	-	-	-	-	100,000	100,000	Secretary school office ($35K) - bookeeper/HR admin ($45K) -
TOTAL ADMINISTRATIVE STAFF	8.50	235,001	-	-	-	230,000	465,001	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	9.00	369,000	-	-	-	-	369,000	Assumes 9 teachers for elementary school (8 FTE)- average
Teachers - SPED	2.00	-	82,000	-	-	-	82,000	Assumes 1 teacher SPED @45K and 1k signing bonus paid in
Substitute Teachers	1.00	28,800	-	-	-	-	28,800	
Teaching Assistants	1.00	35,000	-	-	-	-	35,000	
Specialty Teachers	5.00	205,000	-	-	-	-	205,000	Specials (art, music, PE, Spanish, Agriculture program) - 5 FTE -
Aides	1.00		-	-	-	20,000	20,000	after school liaison $(20K) 1FTE
Therapists & Counselors	1.00	-	-	-	-	45,000	45,000	social worker ($45K) - 1FTE
Other	1.00	-	-	-	-	20,000	20,000	grant writer (20K) - FTE
TOTAL INSTRUCTIONAL	21.00	637,800	82,000	-	-	85,000	804,800	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	-	-	-	-	40,000	40,000	
Librarian	-	-	-	-	-	-	-	
Custodian	2.00	-	-	-	-	70,000	70,000	Assumes 1 custodian & one maintenance resources (see other
Security	-		-	-	-	-	-	
Other	1.00	-	-	-	-	40,000	40,000	cafeteria manager (40K) annual average gross salary
TOTAL NON-INSTRUCTIONAL	4.00	-	-	-	-	150,000	150,000	
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	872,801.00	82,000	-	-	465,000	1,419,801	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		95,572	8,979	-	-	50,918	155,468	FICA 6.2%, Medicare employer 1.45%, State unemployment
Fringe / Employee Benefits		79,200	8,800	-	-	55,000	143,000	health $3250, Dental $600, life $100, long terme disability $150,
Retirement / Pension		52,368	4,920	-	-	27,900	85,188	NYS teacher retirement program at 6% of total annual gross
TOTAL PAYROLL TAXES AND BENEFITS		227,140	22,699	-	-	133,818	383,656	
TOTAL PERSONNEL SERVICE COSTS	33.50	1,099,941	104,699	-	-	598,818	1,803,457	
CONTRACTED SERVICES								
Accounting / Audit			-	-	-	10,000	10,000	1 accounting company for establishing the financial
Legal			-	-	-	5,000	5,000	Assumes $2K retainer and $3K reserve
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	6,380	6,380	Assumes payroll processing at $220 per employee per year
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	18,750	18,750	Grants writer for 9 months - contrator
TOTAL CONTRACTED SERVICES		-	-	-	-	40,130	40,130	

YEAR 1 BUDGET AND ASSUMPTION	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year
Total Revenue	**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment	**160**					**160**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	48,000	-	-	-	-	48,000	agriculture program (exlcuding field trip)
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	22,500	-	-	-	-	22,500	$125 per student
Supplies & Materials other	13,500	-	-	-	-	13,500	$75 per student (180)
Equipment / Furniture	-	-	-	-	-	-	
Telephone	5,000	-	-	-	-	5,000	
Technology	12,000	-	-	-	-	12,000	
Student Testing & Assessment	16,000	-	-	-	-	16,000	$100 assessment per student
Field Trips	18,000	-	-	-	-	18,000	Field trips ostly for agriculture & engineering studies
Transportation (student)	80,000	-	-	-	-	80,000	After school program - 160 days - 1 route - $500 per day/per
Student Services - other	-	-	-	-	-	-	
Office Expense	12,300	-	-	-	-	12,300	photocopie lease 6K - postage & printing copying $35 per
Staff Development	10,000	-	-	-	-	10,000	Staff & admin training & development
Staff Recruitment	3,000	-	-	-	-	3,000	
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	57,720	57,720	160 students -185 days - lunch ($2 full -$0.5 reduced & free) -
Travel (Staff)	3,900	-	-	-	-	3,900	$150 per employee per year
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	19,500	19,500	Membership - Assumes 10% interest rate on a 250K bridge loan
TOTAL SCHOOL OPERATIONS	244,200	-	-	-	77,220	321,420	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	30,000	30,000	General liability/umbrella/ directors and officers - request a
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	153,600	153,600	Assumes 80 square feet per student (12,800 sqft) - monthly net
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	12,000	12,000	assume $1000 per month
Utilities	-	-	-	-	18,576	18,576	Assumes 80 square feet per student (12,800 sqft) - average of
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	214,176	214,176	
DEPRECIATION & AMORTIZATION	-	-	-	-	40,150	40,150	10 years (upgrade $10K, 160 student desk at $300, 17 teacher
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	25,000	25,000	escrow funded monthly
TOTAL EXPENSES	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	

YEAR 1 BUDGET AND ASSUMPTION	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year
Total Revenue	**2,032,000**	**350,912**	**-**	**-**	**28,860**	**2,411,772**	160 student @12K,
Total Expenses	**1,344,141**	**104,699**	**-**	**-**	**995,494**	**2,444,333**	
Net Income	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
Budgeted Student Enrollment	**160**					**160**	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
NET INCOME	**687,859**	**246,213**	**-**	**-**	**(966,634)**	**(32,561)**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: OLEAN CITY SD	160					160	
Other District 1:							
Other District 2:							
Other District 3:							
Other District 4:							
Other District 5:							
Other District 6:							
Other District 7:							
Other District 8:							
Other District 9:							
Other District 10:							
Other District 11:							
Other District 12:							
Other District 13:							
Other District 14:							
All Other School Districts	-					-	
TOTAL ENROLLMENT	**160**					**160**	
REVENUE PER PUPIL	**12,700**					**15,074**	
EXPENSES PER PUPIL	**8,401**					**15,277**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			OLEAN ACADEMY PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue			**386,405**	**2,405**	**386,405**	**2,405**	**386,405**	**2,405**	**436,517**	**2,405**	**386,405**	**2,405**	**386,405**	**31,205**	**2,411,772**
Total Expenses			**230,950**	**193,300**	**193,300**	**200,957**	**205,157**	**203,280**	**215,422**	**204,622**	**197,149**	**201,600**	**193,800**	**204,800**	**2,444,333**
Net Income			**155,455**	**(190,895)**	**193,105**	**(198,552)**	**181,248**	**(200,875)**	**221,095**	**(202,217)**	**189,256**	**(199,195)**	**192,605**	**(173,595)**	**(32,561)**
Cash Flow Adjustments			**53,346**	**3,346**	**3,346**	**3,346**	**3,346**	**1,013**	**1,013**	**1,013**	**1,013**	**1,013**	**1,013**	**3,346**	**76,150**
Beginning Cash Balance			**17,124**	**225,925**	**38,376**	**234,827**	**39,621**	**224,215**	**24,353**	**246,460**	**45,256**	**235,525**	**37,343**	**230,961**	**17,124**
Ending Cash Balance			**225,925**	**38,376**	**234,827**	**39,621**	**224,215**	**24,353**	**246,460**	**45,256**	**235,525**	**37,343**	**230,961**	**60,712**	**60,712**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition													
PRIMARY School District:	OLEAN CITY SD	12,650	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	2,032,000
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	338,667	-	2,032,000
Special Education Revenue			45,333		45,333	-	45,333	-	45,333	-	45,333	-	45,333	-	272,000
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			384,000	-	384,000	-	384,000	-	384,000	-	384,000	-	384,000	-	2,304,000
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	28,800	28,800
Title I			-	-	-	-	-	-	46,400	-	-	-	-	-	46,400
Title Funding - Other			-	-	-	-	-	-	3,712	-	-	-	-	-	3,712
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation															-
Other			2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	28,860
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			2,405	2,405	2,405	2,405	2,405	2,405	52,517	2,405	2,405	2,405	2,405	31,205	107,772
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE			**386,405**	**2,405**	**386,405**	**2,405**	**386,405**	**2,405**	**436,517**	**2,405**	**386,405**	**2,405**	**386,405**	**31,205**	**2,411,772**

EXPENSES	No. of Positions													
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Deans, Directors & Coordinators	3.00	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,001
CFO / Director of Finance	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Operation / Business Manager	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Administrative Staff	2.50	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
TOTAL ADMINISTRATIVE STAFF	8.50	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	38,750	465,001
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	9.00	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	369,000
Teachers - SPED	2.00	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	82,000
Substitute Teachers	1.00	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	28,800
Teaching Assistants	1.00	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Specialty Teachers	5.00	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	205,000
Aides	1.00	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
Therapists & Counselors	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Other	1.00	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
TOTAL INSTRUCTIONAL	21.00	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	67,067	804,800
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	2.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL NON-INSTRUCTIONAL	4.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	118,317	1,419,801
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	12,956	155,468
Fringe / Employee Benefits		11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	143,000
Retirement / Pension		7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	7,099	85,188
TOTAL PAYROLL TAXES AND BENEFITS		31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	31,971	383,656
TOTAL PERSONNEL SERVICE COSTS	33.50	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	150,288	1,803,457
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	2,500	2,500	-	-	-	-	5,000	10,000
Legal		2,000	-	-	-	-	-	3,000	-	-	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		532	532	532	532	532	532	532	532	532	532	532	532	6,380
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	18,750
TOTAL CONTRACTED SERVICES		2,532	532	532	2,615	2,615	5,115	8,115	2,615	2,615	2,615	2,615	7,615	40,130
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		11,250	-	-	-	5,625	-	-	5,625	-	-	-	-	22,500
Supplies & Materials other		6,750	-	-	-	3,375	-	-	3,375	-	-	-	-	13,500
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Technology		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
Student Testing & Assessment		8,000	-	-	-	-	-	8,000	-	-	-	-	-	16,000
Field Trips		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	7,000	18,000
Transportation (student)		6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		6,150	-	-	-	-	3,075	-	-	3,075	-	-	-	12,300
Staff Development		-	-	-	3,500	-	-	2,500	-	-	4,000	-		10,000
Staff Recruitment		1,500	-	-	-	-	-	-	-	-	500	500	500	3,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	57,720
Travel (Staff)		-	-	-	1,300	-	-	1,300	-	-	1,300	-	-	3,900
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		4,083	2,083	2,083	2,083	2,083	2,083	2,500	-	-	2,500	-	-	19,500
TOTAL SCHOOL OPERATIONS		55,627	19,977	19,977	24,777	28,977	23,052	32,193	26,893	20,968	26,193	18,393	24,393	321,420

FACILITY OPERATION & MAINTENANCE													
Insurance	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
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	12,800	153,600
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	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
Utilities	774	774	774	1,548	1,548	3,096	3,096	3,096	1,548	774	774	774	18,576
TOTAL FACILITY OPERATION & MAINTENANCE	17,074	17,074	17,074	17,848	17,848	19,396	19,396	19,396	17,848	17,074	17,074	17,074	214,176
DEPRECIATION & AMORTIZATION	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	230,950	193,300	193,300	200,957	205,157	203,280	215,422	204,622	197,149	201,600	193,800	204,800	2,444,333
NET INCOME	155,455	(190,895)	193,105	(198,552)	181,248	(200,875)	221,095	(202,217)	189,256	(199,195)	192,605	(173,595)	(32,561)
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	40,150
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	-	(14,000)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	(2,333)	-	(14,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Total Cash Flow Adjustments	53,346	3,346	3,346	3,346	3,346	1,013	1,013	1,013	1,013	1,013	1,013	3,346	76,150
NET INCOME	208,801	(187,549)	196,451	(195,206)	184,594	(199,862)	222,108	(201,204)	190,269	(198,182)	193,618	(170,249)	43,589
Beginning Cash Balance	17,124	225,925	38,376	234,827	39,621	224,215	24,353	246,460	45,256	235,525	37,343	230,961	17,124
ENDING CASH BALANCE	225,925	38,376	234,827	39,621	224,215	24,353	246,460	45,256	235,525	37,343	230,961	60,712	60,712

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be								*NOTE: State assumptions that are being made in the section provided
Total Revenue			**2,411,772**	**2,825,781**	**3,202,966**	**3,570,319**	**3,944,287**	
Total Expenses			**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
Net Income (Before Cash Flow Adjustments)			**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	
Budgeted Student Enrollment			**160**	**185**	**210**	**235**	**260**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.4%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**	per rate per year (12,600 - 12,650, 12700, 12750, 12800,..)
Per Pupil Revenue		Basic Tuition						
PRIMARY School District:	OLEAN CITY SD	12,650	2,032,000	2,358,750	2,688,000	3,019,750	3,354,000	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	12,650	2,032,000	2,358,750	2,688,000	3,019,750	3,354,000	
Special Education Revenue			272,000	316,948	349,860	370,440	395,136	4 additional students per year - assume 0.4% rate increase
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,304,000	2,675,698	3,037,860	3,390,190	3,749,136	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			28,800	32,105	34,574	37,044	39,514	2 additional students per year - assume 2.9% rate increase
Title I			46,400	53,714	59,682	65,650	71,618	20 more student per year - assume 2.9% rate increase
Title Funding - Other			3,712	4,297	4,775	5,252	5,729	20 more student per year - assume 2.9% rate increase
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			28,860	32,468	36,075	39,683	43,290	Parents contribution to lunches/snaks
Other			-	-				
TOTAL REVENUE FROM FEDERAL SOURCES			107,772	122,583	135,106	147,629	160,151	
LOCAL and OTHER REVENUE								
Contributions and Donations			-			-	-	
Fundraising			-	27,500	30,000	32,500	35,000	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	27,500	30,000	32,500	35,000	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
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Total Expenses		**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
Net Income (Before Cash Flow Adjustments)		**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	
Budgeted Student Enrollment		**160**	**185**	**210**	**235**	**260**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
TOTAL REVENUE		**2,411,772**	**2,825,781**	**3,202,966**	**3,570,319**	**3,944,287**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of*
Executive Management		-	-	-	-	-	See staffing plan
Instructional Management	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Deans, Directors & Coordinators	3.00	170,001	175,101	180,354	185,765	191,338	See staffing plan
CFO / Director of Finance	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Operation / Business Manager	1.00	65,000	66,950	68,959	71,027	73,158	See staffing plan
Administrative Staff	2.50	100,000	103,000	106,090	109,273	152,551	See staffing plan
TOTAL ADMINISTRATIVE STAFF	8.50	465,001	478,951	493,320	508,119	563,363	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	369,000	337,840	347,975	358,414	369,167	See staffing plan
Teachers - SPED	2.00	82,000	125,460	170,224	175,331	180,590	See staffing plan
Substitute Teachers	1.00	28,800	-	-	28,800	29,664	See staffing plan
Teaching Assistants	1.00	35,000	36,050	72,132	74,295	76,524	See staffing plan
Specialty Teachers	5.00	205,000	539,150	555,325	653,984	714,604	See staffing plan
Aides	1.00	20,000	20,600	21,218	21,855	22,510	See staffing plan
Therapists & Counselors	1.00	45,000	46,350	70,241	94,848	97,693	See staffing plan
Other	1.00	20,000	20,600	21,218	21,855	22,510	
TOTAL INSTRUCTIONAL	21.00	804,800	1,126,050	1,258,332	1,429,381	1,513,263	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	40,000	41,200	42,436	43,709	45,020	
Librarian	-	-	-	-	-	-	
Custodian	2.00	70,000	72,100	74,263	76,491	78,786	
Security	-	-	-	-	-	-	
Other	1.00	40,000	41,200	42,436	43,709	45,020	
TOTAL NON-INSTRUCTIONAL	4.00	150,000	154,500	159,135	163,909	168,826	
SUBTOTAL PERSONNEL SERVICE COSTS	33.50	1,419,801	1,759,501	1,910,786	2,101,410	2,245,452	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		155,468	192,665	209,231	230,104	245,877	FICA 6.2%, Medicare employer 1.45%, State unemployment 1.5%, state
Fringe / Employee Benefits		143,000	182,600	193,600	204,600	213,400	health $3250, Dental $600, life $100, long terme disability $150, short
Retirement / Pension		85,188	105,570	114,647	126,085	134,727	NYS teacher retirement program at 6% of total annual gross salaries
TOTAL PAYROLL TAXES AND BENEFITS		383,656	480,835	517,478	560,789	594,004	
TOTAL PERSONNEL SERVICE COSTS	33.50	1,803,457	2,240,336	2,428,264	2,662,199	2,839,456	
CONTRACTED SERVICES							
Accounting / Audit		10,000	10,500	10,815	11,139	11,474	assume 5% first year - then 3% (inflation going down)
Legal		5,000	5,250	5,408	5,570	5,737	assume 5% first year - then 3% (inflation going down)
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	assume 5% first year - then 3% (inflation going down)
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		6,380	6,699	6,900	7,107	7,320	assume 5% first year - then 3% (inflation going down)
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		18,750	26,250	27,038	27,849	28,684	Grant writer - assume 5% first year - then 3% (inflation going down)
TOTAL CONTRACTED SERVICES		40,130	48,699	50,160	51,665	53,215	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OLEAN ACADEMY PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
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	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	48,000	48,000	55,000	60,000	75,000	agriculture program
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	22,500	23,625	24,334	25,064	25,816	assume 5% first year - then 3% (inflation going down) - no
Supplies & Materials other	13,500	14,175	14,600	15,038	15,489	assume 5% first year - then 3% (inflation going down)
Equipment / Furniture	-	-	-	-	-	
Telephone	5,000	5,250	5,408	5,570	5,737	assume 5% first year - then 3% (inflation going down)
Technology	12,000	12,600	12,978	13,367	13,768	assume 5% first year - then 3% (inflation going down)
Student Testing & Assessment	16,000	16,800	17,304	17,823	18,358	assume 5% first year - then 3% (inflation going down)
Field Trips	18,000	18,900	19,467	20,051	20,653	assume 5% first year - then 3% (inflation going down)
Transportation (student)	80,000	84,000	86,520	89,116	91,789	assume 5% first year - then 3% (inflation going down)
Student Services - other	-	-	-	-	-	
Office Expense	12,300	12,915	13,302	13,702	14,113	assume 5% first year - then 3% (inflation going down)
Staff Development	10,000	12,500	20,000	25,000	35,000	increase quality of staff and focus on school program
Staff Recruitment	3,000	3,150	3,245	3,342	3,442	assume 5% first year - then 3% (inflation going down)
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	57,720	64,935	72,150	79,365	86,580	add 20 students per year meal costs above current NYC food tables
Travel (Staff)	3,900	4,000	4,500	5,000	5,500	
Fundraising	-	4,000	6,000	7,000	8,000	fundraising costs to support revenue
Other	19,500	2,000	3,000	3,000	3,000	bank fees
TOTAL SCHOOL OPERATIONS	321,420	326,850	357,807	382,437	422,244	
FACILITY OPERATION & MAINTENANCE						
Insurance	30,000	31,500	32,445	33,418	34,421	assume 5% first year - then 3% (inflation going down)
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	153,600	179,200	203,034	232,566	259,505	3% per year - adding space for one additional classe per year (80qft
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	12,000	12,600	12,978	13,367	13,768	assume 5% first year - then 3% (inflation going down)
Utilities	18,576	20,434	22,477	24,725	27,197	assume 10% energy costs increase yoy in this environment
TOTAL FACILITY OPERATION & MAINTENANCE	214,176	243,734	270,934	304,076	334,891	
DEPRECIATION & AMORTIZATION	40,150	40,150	39,954	12,700	12,700	desks/chairs 10 years - IT material 3 years depreciation rule
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	25,000	25,000	
TOTAL EXPENSES	**2,444,333**	**2,924,769**	**3,172,119**	**3,438,077**	**3,687,506**	
NET INCOME	**(32,561)**	**(98,988)**	**30,847**	**132,242**	**256,781**	

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Budgeted Student Enrollment	**160**	**185**	**210**	**235**	**260**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: OLEAN CITY SD	160	185	210	235	260	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**160**	**185**	**210**	**235**	**260**	
REVENUE PER PUPIL	**15,074**	**15,274**	**15,252**	**15,193**	**15,170**	
EXPENSES PER PUPIL	**15,277**	**15,810**	**15,105**	**14,630**	**14,183**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	40,150	40,150	39,954	12,700	12,700	desks/chairs 10 years - IT material 3 years depreciation rule
Other	-	-	-	-	-	
Total Operating Activities	40,150	40,150	39,954	12,700	12,700	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(14,000)	(14,000)	(14,000)	(14,000)	(14,000)	adding equipment for 1 additional classe per year (3 computers @1.5K, 1
Other	-	-	-	-	-	
Total Investment Activities	(14,000)	(14,000)	(14,000)	(14,000)	(14,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	50,000	50,000	-	-	(100,000)	Volpe foundation loan - no interest
Other	-	-	-	-	-	
Total Financing Activities	50,000	50,000	-	-	(100,000)	
Total Cash Flow Adjustments	**76,150**	**76,150**	**25,954**	**(1,300)**	**(101,300)**	
NET INCOME	**43,589**	**(22,838)**	**56,801**	**130,942**	**155,481**	
Beginning Cash Balance	17,124	60,712	37,874	94,675	225,617	
ENDING CASH BALANCE	**60,712**	**37,874**	**94,675**	**225,617**	**381,099**	looking from lease to own - if not cut in SUNY funding

R-21g - Non-SUNY Financials

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, “Request is not applicable” in response to this Request. Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out-of-state school that is currently associated with a replicating applicant: • IRS Forms 990; • Audited financial statements; and, • Management or Advisory Letters from the independent auditor (if applicable).

This section is not applicable to Olean Academy Charter School.

R-22 - Action Plan

Category	Task	Notes	Timeline	Complet
Facilities	Finalize facility location		**Immediately but no later than February 1**	☐ Yes ☐ No
	Finalize lease (if applicable)		**Immediately but no later than February 1**	☐ Yes ☐ No
	Obtain a Certificate of Occupancy	*Contact appropriate local agencies for inspections and reviews*	**No later than April**	☐ Yes ☐ No
	Obtain evidence of all necessary inspections and develop set systems for future inspections	*State Department of Health, County Health Department, State Fire Marshall, local fire department, city building*	**No later than June**	☐ Yes ☐ No
	Obtain a School Code once the facility is approved if necessary	*Contact the Facilities Services Division*	**No later than June**	☐ Yes ☐ No
	Prepare a Safety and Emergency plan	*Submit the plan to your local emergency management*	**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Evidence of insurance as stipulated in the charter agreement	*Certificates of Insurance for all required insurance coverage*	**August 1, or 10 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Create a plan and procedures to control access to the building		**Prior to the first day of school**	☐ Yes ☐ No
	Ensure adequate signage; ensure that the building is numbered for emergency response		**Prior to the first day of school**	☐ Yes ☐ No
	Order necessary furniture, supplies, and technology supplies		**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Provide office furniture, supplies, and technology to support school administration		**Prior to the first day of school**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***

School Personnel	Establish health insurance availability		**No later than February**	☐ Yes ☐ No
	Hire qualified school directors		**No later than Apr**	☐ Yes ☐ No
	Ensure the school leader receives access to the NYS data portal and can provide necessary data provisioning rights to school personnel in a manner consistent with the school's student data policy		**No later than April**	☐ Yes ☐ No
	Finalize teacher contracts and salary schedules		**March 25 after**	☐ Yes ☐ No
	Finalize a personnel policy manual	*Legal consultation included*	**No later than June**	☐ Yes ☐ No
	Contact the Teachers Retirement System to establish necessary accounts		**No later than June**	☐ Yes ☐ No
	Based on job descriptions, further identify individuals that will serve key roles (i.e. Testing Coordinator, Title I Coordinator, DASA Coordinator, etc.) and have them set up in the NYS Portal		**No later than June**	☐ Yes ☐ No
	Recruit and hire adequate number of teachers and support personnel to match assignments and staffing	*Ensure teachers are highly qualified*	**No later than July**	☐ Yes ☐ No
	Ensure that personnel records are adequately safeguarded		**No later than July**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
School Personnel	Ensure all staff is appropriately trained: Include SWD, DEI, State regs		**No later than July**	☐ Yes ☐ No
	Ensure that all personnel have criminal background checks and fingerprinting. This information must be secured and ready for inspection by state officials.		**Prior to the first day**	☐ Yes ☐ No
	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing		**Prior to the first day**	☐ Yes ☐ No

Category	Tasks	Notes	Timeline	Complete
Students & Parents	Adopt a policy for enrollment lotteries in preparation for student enrollment exceeding capacity	*If any enrollment is significantly below projections, the charter school must revise its budget accordingly*	**No later than February**	☐ Yes ☐ No
	Execute preset marketing plan		**Jan-August**	☐ Yes ☐ No
	Establish intake process to identify students with special needs		**No later than Mar**	☐ Yes ☐ No
	Evaluate and execute community engagement plan if necessary		**No later than May**	☐ Yes ☐ No
	Provide parents and students the school handbook	*Include school's discipline plan*	**Prior to the first day**	☐ Yes ☐ No
	Ensure provisions have been made for required health services and screenings, including immunization records		**1 month prior to the first day**	☐ Yes ☐ No

Category	Task	Notes	Timeline	Complete
Education & Instruction	Establish a Student Handbook and related policies	*Legal consultation included*	**No later than March**	☐ Yes ☐ No
	Establish and implement student data and record policies to promote student confidentiality		**No later than March**	☐ Yes ☐ No
	Adopt a school calendar and daily scedule		**No later than April**	☐ Yes No
	Choose a Student Information System	*Review suggested within plan*	**No later than May**	☐ Yes ☐ No
	Clearly communicate teachers to include goals and monitoring for		**No later than August**	☐ Yes ☐ No
	Finalize curriculum and support materials	*Ensure that chosen curriculum is aligned to state standards*	**No Later than July**	☐ Yes ☐ No
	Choose appropriate norm-referenced and/or benchmark assessments		**1 month prior to the first day**	☐ Yes ☐ No

	Choose and purchase textbooks and instructional materials	*Ensure the school is well-stocked with classroom supplies and materials*	**March, to order July 1**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Operations & Fiscal	Establish an official school email system in conjunction with website		**Immediately after approval**	☐ Yes ☐ No
	Finalize reporting timelien with important dates	https://docs.google.com/document/d/1waMJ_ah4ai0O	**Immediately after approval**	☐ Yes ☐ No
	Sign contract for supplemental and after school transporatation		**March 1**	☐ Yes ☐ No
	Determine food service systems		**Immediately**	☐ Yes ☐ No
	Identify legal counsel		**February 1**	☐ Yes ☐ No
	Establish internal controls and fiscal policies that ensure board oversight over financial management		**March 1**	☐ Yes ☐ No
	Finalize a budget based on expected enrollment		**No later than May**	☐ Yes ☐ No
	Finalize any potential grant application program		**No later than May**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Governance	Participate in initial governance training with a		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Participate in financial governance training		**Immediately after approval but no later than May**	☐ Yes ☐ No
	By-laws have been ratified		**Approval Date**	☐ Yes ☐ No
	Provide current board member listing and contact information		**Immediately after approval but no later**	☐ Yes ☐ No

	Formally approve board policies including grievance and criminal background		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Maintain evidence and regular board meetings and minutes	*Indicates understanding of key laws and best practices. Post all meeting schedules and agendas to the public*	***Ongoing***	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
OACS Program Specific	Programs Block Set Up		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize affiliation with Pitt-Bradford for Sociology Course		**Immediately after approval but no later than May**	
	Finalize necessary CTE Paperwork for approval		**Immediately after approval but no later than October**	
	Finalize 4 H Afterschool Program	*Determine if a designated facilitator is necessary through the school*	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Identify Afterschool Sports Calendar, Hire PE teacher/Coordinator	*Contact* [redacted]	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Professional Development Course Catalog		**Immediately after approval but no later**	☐ Yes ☐ No
	Finalize School, Parent, Student Surveys		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize Value Cards for Morning Meeting		***Ongoing***	☐ Yes ☐ No
	Print School Rules		**Immediately**	☐ Yes ☐ No
	FinalizeTechnology	(Boundless Connections Contract)	**Immediately**	☐ Yes ☐ No

R-23a - Supplemental Narrative

a. Supplemental Narrative If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

The following does not apply to Olean Academy Charter School

OLEAN ACADEMY CHARTER SCHOOL CURRICULUM

Olean Academy Charter School has developed a project-based, place-based interdisciplinary, standards-based curriculum spring-boarded from the New York State Common Core and Next Generation Learning Standards. The resulting product supports teachers with differentiating their instruction, students with their understanding of the material being delivered, and also supports place-based learning to encourage a global perspective.

As a note, Place-Based Education is founded on the concept of community-based education, education for sustainability, and environmental education. Place-Based Education demonstrates clear value for local and regional history that surround the learner, as well as the dynamics of the natural world specific to that location. This process creates a deeper perspective, ownership, and understanding of the complex natural, social, and cultural frameworks needed to successfully address the needs of the community system.

At Olean Academy Chater School, we strive to ensure that teachers, students, and parents have a clear understanding of the curriculum being taught, as well as the ways teachers monitor student progress. This is completed through the use of a holistic approach that encompasses as many disciplines as possible in a systematic way. The following document is arranged by grade level and offers the teachers flexibility to effectively plan for projects and the Outdoor Education component.

We believe that students learn best when a consistent and stable environment is built around them. Assessments are a vital component of student, classroom, and a school's success. All teachers use a holistic approach to assessing students. This means that the entire student profile is considered when a teacher performs an assessment.

Students participate in a benchmark assessment in every subject at the beginning of the year. This provides the teachers with vital information necessary to develop a program that meets students' needs, and also easily informs parents of their child's strengths and areas of needed improvement. This benchmark assessment is placed in the student's portfolio for ongoing review.

We use a universal grading system from Grades 1-8, combined with individual class rubrics. This system is designed to raise the level of education in such a way that students achieve their highest potential. Though there is no listed option for failure, student assessment is individualized and based on achievement completed to the best of his or her ability. Our high expectations are set to ensure that every child reaches his or her maximum potential while attending Olean Academy.

Throughout the year, teachers use a variety of assessment scoring methods that include rubrics, teacher anecdotal notes, self and peer anecdotal notes, as well as point/percentage based. Teachers will use embedded projects, journals, drama and presentations, group work, multiple choice activities, pictorial assessments, verbal assessments, and anecdotal notes. Elementary students will use a standards-based report card.

The universal grading scale is as follows:

Rubric or Anecdotal Grade	Percentage Grade	Understood Requirements Met to Be Used Universally
4	90%-100% A	The student has achieved the stated expectation **to the best of his or her ability**. This means that he or she has completed the stated task on or above his or her basic capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Maths: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing. ● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
3	80%-89% B	The student has achieved the stated expectation **to the best of his or her ability, but with errors that are natural and age appropriate**. This means that he or she has completed the stated task using his or her capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Maths: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing. ● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
2	70-79% C	The student has achieved the stated expectation **to the best of his or her ability, but with errors that exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task slightly below his or her capabilities. ● Reading: The student did not have used a clear voice, or did not demonstrate confidence with verbal expression, and January not be able to answer comprehension questions with a full grasp of the material. ● Writing: The student did not use correct punctuation and/or grammar. He or she was not able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Math: The student did not be able to complete the stated problems or was not be able to demonstrate a clear understanding orally or in writing. ● Sciences: The student was not be able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.

1	60-69% D	The student has not achieved the stated expectation **to the best of his or her ability, and errors exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task below his or her capabilities and the teacher will intervene and/or communicate with the student's parents.

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Elementary

Overall Expectations

During Elementary School, students are beginning their transition into formal education. Students' abilities and exposure to a formal classroom environment will vary. The teachers who facilitate learning through Elementary have a global understanding of learning through interactive and guided play. The teachers consistently question the students using a variety of vocabulary to increase the amount of information being exposed to the students. Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs.

Overall, by the end of Elemetnary, all students will be able to:

*demonstrate a joy for learning, a respect for their classmates, and a sense of enjoyment while at school.

*verbally ask questions when something is not understood.

*display confidence when speaking about a topic that they understand.

*identify at least one area of education that excites them.

*express themselves in writing and speech using English.

*recognize beginning site words and use them in context.

*utilize phonics to 'sound out' simple words.

*utilize reading strategies to determine the meaning of a sentence.

*identify key points in a story.

*write clear and descriptive sentences and small paragraphs .

*use patterns and systems, such as addition, to solve problems.

*count, read, and write numbers to 100 .

*understand and use time, money, and the related vocabulary when applicable.

*recognize key mathematical strategies to problem solve.

*recognize patterns and use a pattern as a means of problem solving.

*analyze and utilize existing systems (such as alphabetical order) and charts as a way to locate information.

*demonstrate a clear ability to question, observe, analyze, and classify both objects and information.

Specifically in Kindergarten

Monthly Themes
Class Project: Video Yearbook
Outdoor Education: Plant and Manage Orchard
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Kindergarten: Major Skill Used	**Theme Used**
Identifying-Patterning	Friendship and the New Year (September)
Patterning	The World Around Me (October) **(Olean History: Trains and Transportation)**
Connecting	Life Cycles and Food (November) **(Visit: Pfeiffer Nature Center)** **(Visit: Cattaraugus County SPCA)**
Cause and Effect	Making Good Choices (December)
Compare and Contrast	Exploring the World and our Senses (January)
Expanding	Our Community and Animals within it (Feb.) ([redacted] **Visit)**
Application	Feelings (March)
Sequencing	Healthy Eating (April) **(Speaker: Olean Arborist/ Tree Leaf ID Book)**
Summarizing	The Earth (May) **(Plant and Manage Orchard)**
Informing	Water and Review of all Units (June)

September Goals – Skill: Identifying

Theme: Friendship and the New Year

Language Arts

- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student utilizes direction words to reach a target.
- The student will demonstrate the ability to observe the world around.

Outdoor Education (Plan into the school year accordingly)

- Students will be able to explain the parts of a plant.
- Students will be able to explain the functioning of a plant and tree.
- Students will be able to explain the interdependence of an ecosystem.
- Students will be able to plant, take care of, and prune fruit trees.
- Students will be able to explain traits to identify local trees (Bonaventure Trail Walk)

Video Yearbook (Drama)

- The student will be able to introduce him or herself privately or publicly, independently or in pairs, in front of a camera.
- The student will state one aspect of Kindergarten he or she is excited about.

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

October Goals – Skill: Patterning- International Bird Feeder’s Month

Theme: The World

Language Arts

- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify question words to make discoveries.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Kindergarten.
- The student demonstrates an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

November Goals – Skill: Connecting- World Environment Day

<u>Theme: Life Cycles and Food</u>

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify basic similarities and differences between two objects.

Video Yearbook (Drama)

- The student will verbally describe similarities and differences between himself or herself and his or her "best" friend.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will demonstrate rhythmic patterns.

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will create movements that represent characters, themes, and topics

Visual Arts

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

December Goals – Skill: Cause and Effect- Human Rights Day

Theme: Making Good Choices

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to observe and identify points on a graph

Video Yearbook (Drama)

- The student will be able to verbally predict what would happen if…

Music/Performing Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will use puppets to express thoughts and emotions in a creative way.

Visual Arts

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

January Goals – Skill: Compare and Contrast- World Education Day

Theme: Exploring the World and our Senses

Language Arts

- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Introduce (compare and contrast circles): The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.

Video Yearbook (Drama)

- The student will be able to “interview” his or her best friend with 1-3 questions requiring descriptive words.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.

- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
  The student will be able to experiment with a variety of materials, technologies, and processes to make images.

February Goals – Skill: Expanding- International Games Day

Theme: Our Community and Animals within it

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to make observations about their community and its environment.

Video Yearbook (Drama)

- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year so far.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.
- The student will participate in music activities from a variety of historical, cultural, and social contexts.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.
- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

March Goals – Skill: Application- Bird Feeders Month

Theme: Feelings

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The students will be able to demonstrate addition and subtraction for numbers up to 30 using manipulatives.
- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to use scientific tools to create a finished product.

Video Yearbook (Drama)

- The student will be able to describe his or her “finished project”.

Music/Visual Arts

- The student will use puppets to express thoughts and emotions in a creative way.
- The student will move in a variety of levels, pathways, and directions using a variety of body shapes.
- The student will move safely in his or her personal space.

- The student will be able to demonstrate appropriate performance skills in a music setting.
- The student will participate in music activities from a variety of historical, cultural, and social contexts.
- The student will demonstrate the ability to distinguish one melody from another.
- The student will respond to a music work.
- The student will respond to beat in music.
- The student will demonstrate rhythmic patterns.
- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.

Visual Arts

- The student will be able to respond to artwork using personal thoughts.
- The student will be able to use 2-D (Graphic organizers, for example) and 3-D (blocks, for example) to represent ideas and concepts, in response to experiences, and in response to other objects and images.
- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

April Goals – Skill: Sequencing- World Environment Day

Theme: Healthy Eating

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- The students will be able to demonstrate addition and subtraction for numbers up to 30 using manipulatives.
- The student will identify and name (CIRCLE, SQUARE, TRIANGLE, RECTANGLE, HEXAGON, CUBE, CONE, CYLINDER, SPHERE).
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, next to.
- The student will be able to demonstrate an understanding of simple graphing.
- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The students will be able to utilize scientific tools to complete a sequence.

Video Yearbook (Drama)

- The student will be able to predict and describe what he or she "wants to be when he or she grows up".

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

May Goals – Skill: Summarizing- World Environment Day

Theme: The Earth

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- Review/Analyze/support students and challenge when necessary

Video Yearbook (Drama)

- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year.

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June/July Goals – Skill: Informing- Space Week/Independence Day

Theme: Water and Review of all Units

Language Arts

- The student will be able to write in complete sentences.
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to respond to questions about key details in complete sentences.
- The student will be able to recognize and name end punctuation.
- The student will be able to participate in shared research and writing projects.
- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.

- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.

Mathematics

- Review/Analyze/support students and challenge when necessary
- The student will be able to reflect on his or her school year using skills he or she has learned throughout the school year.

Music/Visual Arts

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing Throughout the Year

Language Arts

- The student will be able to compare and contrast the adventures of characters in familiar stories.
- With support, the student will be able to identify the characters, setting, and major events of a story.
- The student will be able to recognize common types of texts (storybooks, poems, etc.)

Mathematics

- The student will be able to count with 1:1 correspondence from 0-100.
- The student will be able to demonstrate an understanding of addition with numbers up to 30.
- The student will be able to demonstrate an understanding of subtraction with numbers up to 30.
- The student will be able to tell time hourly and be familiar with time by the half hour.

School Values/Emotional Growth

- The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another’s' feelings.

Sample Day in Kindergarten

February Goals – Skill: Patterning- International Bird Feeder's Month

Theme: The World

Language Arts

- The student will be able to read common high-frequency words by sight.
- The student will be able to answer questions with complete sentences.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to recognize and produce rhyming words.
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- Students will compare and contrast objects by length and properties.
- Students will create complex patterns.
- The student can demonstrate "more" and "less" utilizing objects.

Science

- The student will be able to identify question words to make discoveries.

Outdoor Education

- Students will be able to explain the parts of a plant.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Kindergarten.
- The student demonstrates an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to sing within the classroom repertoire.
- The student will be able to create sounds to accompany nursery rhymes or songs.
- The student will move expressively to a variety of sounds and music.

Visual Arts

- The student will be able to use imagination, observation, and stories to create images.
- The student will be able to experiment with a variety of materials, technologies, and processes to make images.

Sample Day Kindergarten:

Morning Meeting (8:00am): Welcome discussion, songs, and poems. Also, review days of the week, months of the year, colours, numbers, alphabet, phonics, etc. in a systematic way with poems and songs.

Whole Group: Reading a book aloud focusing on question words, vocabulary, and the appropriate responses. For example, "**Who do you think** the main character is?", "**I think** the main character is…"

Stations:

#1: Workbook based on text (Pairs or Individual-student choice)
#2: Addition worksheet with colouring component (Pairs)
#3: 'Guided Reading' with the teacher (5 students)
#4 Use playdough to create letter patterns (Group/Independent Activity)
#5 Floor puzzle of the Earth (Group/Cooperative Learning Activity)
#6 Identify parts of a plant based on pieces students can touch

"Brain Gym" (Example): Used to refocus students in a kinesthetic way

Whole Group: "Counting Up" visually based on whiteboard and tactile pieces

Stations:

#1: Workbook based on text (Pairs or Individual-student choice)
#2: Addition worksheet with colouring component (Pairs)
#3: 'Guided Reading' with the teacher (5 students)
#4 Use playdough to create letter patterns (Group/Independent Activity)
#5 Floor puzzle of the Earth (Group/Cooperative Learning Activity)
#6 Identify parts of a plant based on pieces students can touch

Story Time: "Remember and Reflection" from the morning

Snack/DEAR Time

"Let's Link": Linking the story to a Math Skill such as counting or patterning.

Lunch/Recess
Quiet Time (15 minutes)

Art: Stamping using different leaves
Music: Using parts of a tree to make sounds and music
PE: Digging and exploring to plant the future orchard

Time for Home Routine (2:15pm)

Monitoring Student Progress in Kindergarten

Kindergarten Checklist

Kindergarten	Exceeds Expectations	Meets Expectations	Does not exceed expectations	Requires additional support	Notes
Language Arts					
The student will be able to recognize several words that have the same beginning sound.					
The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.					
The student will be able to read common high-frequency words by sight.					
The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.					
The student will be able to recognize and produce rhyming words.					
The student will be able to answer questions with complete sentences.					
The student will be able to ask questions about key details in class.					
The student will be able to produce and expand complete sentences in shared language activities.					
The student will be able to recognize and name end punctuation.					
The student will be able to distinguish between uppercase and lowercase letters.					
The student will be able to write complete sentences.					
The student will be able to participate in shared research and writing projects.					
The student will be able to capitalize the first word in a sentence and the pronoun I.					
The student will be able to compare and contrast the adventures of characters in familiar stories.					
With support, the student will be able to identify the characters, settings, and major events of a story.					

The student will be able to recognize common types of texts (storybooks, poems, etc.)					
The student will be able to read emergent-reader texts with purpose and understanding.					
Mathematics					
The student will be able to count with 1:1 correspondence from 0 - 30.					
The student will be able to demonstrate an understanding of addition with numbers up to 30.					
The student can demonstrate "more" and "less" utilizing objects.					
The student will be able to compare and contrast objects by length and properties.					
The student will be able to create complex patterns.					
The student will be able to demonstrate an understanding of subtraction with numbers up to 10.					
The student will be able to demonstrate an understanding of simple graphing.					
The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)					
The student will be able to describe relative positions including above, below, beside, in front of, behind, and next to.					
The student will be able to tell time hourly and be familiar with time by the half hour.					
Science					
The student utilizes direction words to reach a target.					
The student will demonstrate the ability to observe and identify.					
The student will be able to identify question words to make discoveries.					
The student will be able to identify basic similarities and differences between two objects.					
The student will be able to observe and identify points on a graph.					

The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.					
The students will be able to make observations about their community and its environment.					
The student will be able to use scientific tools to create a finished product.					
School Values/Emotional Growth					
The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Kindergarten

Reflection Sheet

Name_____ **Date**_____

Name of Piece	**I tried my hardest!**	**I tried pretty hard.**	**I did not try my best.**

Specifically in Grade 1

Monthly Themes
Class Project: Poetry Publication
Outdoor Education: Build Raised Bed Garden
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 1: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Patterning	Animals (October) **(Visit: Canticle Farms/ Seed Packets)**
Sequencing	Senses (November) **(Build Raised Bed Garden)** **(Visit: Cattaraugus County SPCA)**
Expanding	Healthy Eating (December)
Compare and Contrast	Seasons and the Earth (January)
Expanding	Space/Weather (February) [redacted] **Visit)**
Application	Gardening (March) **(Visit: Seneca Nation Museum)**
Summarizing	Local Newspapers (Process) (April) **(Speaker: Olean Times Herald)**
Compare and Contrast	Newspapers in the World (Planning) (May) **(Olean History Visit: Newspapers)**
Informing	Our Newspaper (Production) (June)

September Goals – Skill: Cause and Effect *(Develop a class rubric using the "Smiley System")
Theme: Back to School/Systems
Language Arts:

- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to identify the "Expanded Sentence Pattern" structure and the components necessary to make an expanded sentence.
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- The student will be able to answer questions regarding a story's characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- Poetry Publication: Class Acrostic Poem using name (to help introduce class policies and procedures)

Math:

- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.

Outdoor Education (Plan Into Program For Year)

- Students will be able to find the area and volume of raised garden beds.
- Students will be able to identify and explain the use of simple tools.
- Students will be able to measure and drill pilot holes.
- Students will be able to construct raised bed gardens with mentor supervision.
- Students will be able to use square-foot gardening to develop a planting plan.

Video Yearbook (Drama)

- The student will verbally (using one word, a short phrase, or a sentence) describe "why" they enjoy one aspect of Grade 1.
- The student will demonstrate an understanding of "sentence patterning" by responding systematically to the questions, "What do you enjoy most about _____?" "I enjoy _____." and "Why do you enjoy _____?" "I enjoy _____ because _____."

Music/Dance

- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create images using lines, shapes, colours, and textures.

October Goals – Skill: Patterning-International Bird Feeder's Month

<u>Theme: Animals</u>

Language Arts:

- The student will be able to use the "Expanded Sentence Pattern" structure to verbally, or through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- <u>Poetry Publication:</u> Individual poem that use nouns, verbs, and adjectives (Cinquain as a type of reinforcement)

Math:

- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest)

Video Yearbook (Drama):

- The students will be paired together to develop a list of interview questions about an aspect of their monthly system (Perhaps something regarding animals?).
- The students will interview one another giving each the opportunity to film and also to respond to questions in complete sentences based on a rubric developed by the teacher.

Music/Dance

- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

November Goals – Skill: Sequencing- World Environment Day

***(Possibly develop a class rubric using the "4-point system")**

Theme: Senses

- The student will be able to draft an opinion-based document that uses a system to turn factual text to the student's own opinions.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure, verbally or through writing, to expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual poem that uses what something looks like, feels like, sounds like, smells life, tastes like (Diamante (Free form Cinquain) as a type of reinforcement)

Math:

- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.

- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

December Goals – Skill: Expanding- Human Rights Day

*****<u>(Develop a class rubric using the “4-point system”)</u>

<u>Theme: Healthy Eating</u>

- The student will be able to draft a persuasive document that uses a system to turn factual text to the student’s own words and use factual text in the student’s own words.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.
- <u>Poetry Publication:</u> Individual syllable based form (similar to a Haiku, but not as structured so using Haikus as models would be practical). The student can determine the number of syllables after the poem has been written.

Math

- The student will demonstrate an understanding of place value up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in .New York, or another overseas environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

January Goals – Skill: Compare and Contrast- World Education Day

<u>Theme: Seasons and the Earth</u>

- The student will be able to plan and draft a factual document that uses a system to convert factual text to the student’s own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual Limericks following a specific pattern (using silly examples that were reasonable).

Math

- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify and compare and contrast the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).

Video Yearbook (Drama):

- The students will be paired together to develop a short verbal explanation comparing and contrasting two elements learned about within the monthly theme. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

February Goals – Skill: Expanding- International Games Day

Theme: Space and Weather

- The student will be able to use past, present, and future tenses using correct spelling and written presentation.
- The student will be able to plan and draft a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

- Poetry Publication: Individual Limericks following a specific pattern (not silly).

Math

- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to explain how the water cycle directly affects plant and animal life, as well as the reasons why recycling and conservation should be a focus individually and as a community.

Video Yearbook (Drama):

- The students will individually present their “written presentation” according to a specific rubric created by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.

- The student will be able to create images using lines, shapes, colours, and textures.

March Goals – Skill: Application- Bird Feeders Month

Theme: Gardening

- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Individual ABC poems to create "Poetry Soup"

Math

- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.

- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes.

Science:

- The student will help to plan and design a class garden, based on a system the teacher creates, that includes vegetables that will used for donation at a later time.
- The student will also work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds. The cooperative group letters will then be assembled into one letter for presentation to the Principal.

Video Yearbook (Drama):

- The students will be observed by the teacher preparing components for the class garden.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

April Goals – Skill: Summarizing- World Environment Day

<u>Theme: Local Newspapers</u>

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.

- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Couplet Poem

Math

- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the "Math Ruler" to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will be able to demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will be able to understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will help to physically create the garden.

Video Yearbook (Drama):

- The students will be observed by the teacher preparing components for the class garden.

Music/Dance

- The students will be able to demonstrate an awareness of a variety of dances that exist within and outside of .New York, or another overseas environment.
- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to experiment using a variety of materials and technologies.
- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

May Goals – Skill: Compare and Contrast- World Environment Day

Theme: Newspapers in the World

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Quatrain Poem

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science:

- The student will make written observations and, based on those observations, maintain the school garden.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Our Newspaper

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.

- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".
- Poetry Publication: Editing and Publication

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science:

- The student will make written observations and, based on those observations, maintain the school garden.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year (Introduced by May latest)

Language Arts

- The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.
- The student is able to identify synonyms and antonyms of key vocabulary.
- The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.
- The student will be able to form letters correctly and consistently, as well as practice handwriting patterns.
- The student will be able to locate words within dictionaries and glossaries.
- The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.

Math:

- The student will be able to demonstrate an understanding of addition and subtraction up 1000.
- The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.
- The student will be able to solve simple puzzles, generalise and predict from simple patterns and relationships.
- The student will be able to organize coins of different values and use the proper notation for money.
- The student will be able to recognize odd and even numbers.

School Values/Emotional Growth:

- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 1

February – Skill: Sequencing

*****(Possibly develop a class rubric using the "4-point system")

Theme: Senses

- The student will be able to draft an opinion-based document that uses a system to turn factual text to the student's own opinions.
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences in written form.

- The student will be able to use the “Expanded Sentence Pattern” structure, verbally or through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun “I”.
- Poetry Publication: Individual poem that uses what something looks like, feels like, sounds like, smells life, tastes like (Diamante (Free form Cinquain) as a type of reinforcement)

Math:

- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organise information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science:

- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.

Video Yearbook (Drama):

- The students will be paired together to develop a short dialogue using puppets and a small set created in class. The teacher will use a clear rubric for each portion, as well as clear start and finish times.
- The students will work as a team to record their dialogue again following a portion of the rubric, as well as the guidelines stated specifically by the teacher.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

Sample Day Grade 1

Morning Routine: Welcome discussion, songs, and poems. Also, review days of the week, months of the year, colours, numbers, alphabet, phonics, etc. in a systematic way with poems and songs.

Whole Group: Reading the Book focusing on the water cycle, question words, vocabulary, and the appropriate responses. For example, "**Who do you think** the main character is?", "**I think** the main character is…"

Stations (2 20 minute rotations):

#1: English Workbook based on text (Pairs or Individual-student choice)
#2: a. 10 minutes (With timer) Character Development: Imagine how you would feel about ____ if you were the main character in our story. Write about it on Sheet #1 **b. 10 minutes (With timer)** use the shapes given to design what you think the main character's house should look then take a picture using the tablet. (Individually)
#3: 'Guided Reading' with the teacher (5 students)
#4 Discovery Bag: Feel what is in the bag without peeking. Write down all of the words that come to your head. Write the nouns under "nouns" and the verbs under "verbs" (Pairs)
#5 Repeat the morning "clock game" and write down your answers (Pairs)
#6 Students will be able to identify and explain the use of simple tools.

"Brain Gym": Used to refocus students in a kinesthetic way

Story Time: "Remember and Reflection" from the morning

Snack/DEAR Time

Let's Link: Linking the story to a Math Skill such as counting or patterning.

Stations

Lunch/Recess

Whole Group (10-15 minutes): Counting by 2s, 5s, 10s actively in class

"Music Mondays": Students are exposed to a new song with hand motions

Art/Music: Based on Outdoor Education planning and teacher coordination
PE: Students will be able to measure and drill pilot holes.

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.
Closing Meeting: (3:45 pm)

Monitoring Student Progress in Grade 1

Grade 1 Checklist

Grade 1	Exceeds Expectations 4	Meets Expectations 3	Does not exceed expectations 2	Requires additional support 1	Notes
Language Arts					
The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.					
The student is able to identify synonyms and antonyms of key vocabulary.					
The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.					
The student will be able to locate words within dictionaries and glossaries.					
The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.					
The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to identify the important information existing within a text.					
The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).					
The student will be able to, with guidance and support, use editing tools and strategies to improve writing.					

The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					
The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.					
The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).					
The student will be able to read emergent-reader texts with purpose and understanding.					
The student will be able to write a list of instructions modeling a pattern created by the teacher.					
The student will be able to record factual information, not necessarily using own thoughts.					
The student will be able to write in clear sentences using full stops and capital letters.					
The student will be able to identify syllables and split familiar words in parts.					
The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs.					
The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…					
The student will be able to distinguish between upper and lower case letters.					
The student will be able to capitalize the first word in a sentence and the pronoun "I".					
Mathematics					

The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.					
The student will be able to solve simple puzzles, generalise and predict from simple patterns and relationships.					
The student will be able to organize coins of different values and use the proper notation for money.					
The student will be able to recognize odd and even numbers.					
The student will be able to choose and use multiple math strategies to solve problems.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”. The student will demonstrate an understanding of place value up to 1000.					
The student will understand addition and subtraction with proper signs up to 1000.					
Students will be able to use multiple Math strategies to solve problems.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to tell time by the quarter, half, and full hour.					
The student will be able to use a ruler and the “Math Ruler” to draw and measure.					
The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.					

The student will be able to group up to 100 objects in a variety of ways.					
The student will demonstrate an understanding of place value up to 100.					
The student will be able to count by 2s, 5s, and 10s up to 100.					
The student will understand that subtraction is the inverse of addition.					
The student will be able to solve problems and organise information by using simple lists, tables, pictograms.					
The student will be able to use mathematical vocabulary to describe position, direction, and movement.					
The students will be able to identify 2 and 3 dimensional shapes					
Science					
The student will be able to identify the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest)					
The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.					
The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in .New York, or another overseas environment.					
The student will be able to identify and compare and contrast the properties of plants and animals in .New York, or another overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).					
The student will be able to explain how the water cycle directly affects plant and animal life, as well as the					

reasons why recycling and conservation should be a focus individually and as a community.					
The student will work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds.					
The student will make written observations and, based on those observations, maintain the school garden**.**					
School Values/Emotional Growth					
The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Beginning of Grade 1

Name_____ **Date**_____

Name of Piece	**I tried my hardest!**	**I tried pretty well.**	**I did not try my best.**

Reflection Sheet
Middle to End of Grade 1

Name_____ Date_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Elementary Stage 2

Overall Expectations

During Stage 2, students are solidifying the skills necessary to be independent life-long learners. Students' abilities will vary as they begin to develop likes and dislikes inside, as well as outside, of school. The teachers who facilitate learning in Stage 2 have been trained in a variety of educational methods to ensure that students' learning is individualized. The teachers consistently question the students to guide them to a greater understanding of how education will impact their lives presently, and in the future. Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs.

Overall, by the end of Stage 2 all students will be able to:

Specifically in Grade 2

Monthly Themes
Class Project: Pen Pals (Online and Offline): Videopals: St. Mary's of The Deaf Elementary School (Deaf students)
Outdoor Education: Trash Pick-up
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 2: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Sequencing (Cycles)	Plants: Senses and Observations (October) **Visit: Union and State Street Trash Pick Up**
Compare and Contrast	Animals: Senses and Observations (Nov.) **(Visit: Cattaraugus County SPCA)**
Author's Purpose	Healthy Eating (December) (Hospital Visit)
Analyzing	The Earth (Land and Water) (January)
Expanding	The Earth and Space (Planets) (February)**(Della Moore Visit)**
Application	Baking and Cooking (March) **(Visit: Seneca Nation Museum)**
Summarizing	Occupations and Future (April) **(Olean History Visi/Speaker: Local Government)**
Inferencing	Newspapers in the World (Planning with Grade 1) (May)
Informing	Our Newspaper (Production with Grade 1) (June)

September Goals – Skill: Cause and Effect
***(Develop a class rubric using the existing 4-point System)**
Theme: Back to School/Systems
Language Arts:

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- Pen Pals: The student will be able to identify the main components of a letter and use those components to introduce himself/herself using prewriting and writing strategies linked to general language arts strategies.

Math:

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Outdoor Education (To Plan For The Year)

- Students will be able to explain the larger system of waste in the local area, nationally, and globally.
- Students will be able to interview stakeholders in local waste system management.
- Students will use maps to understand and design a service learning community clean-up.
- Students will be able to address the issues of improper waste management.
- Students will be able to explore solutions to waste.
- Students will be able to design and manage a school-wide recycling program.

Video Yearbook (Drama)

- Students introduce themselves as a benchmark for the beginning of the year: read a story, answer questions about themselves, etc.

Music/Dance

- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

October Goals – Skill: Sequencing-International Bird Feeder's Month
Descriptive Writing
Theme: Plants: Senses
Language Arts:

- The student will be able to respond in complete sentences verbally and in written form.

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will identify the main components of a letter and use those components to introduce himself/herself using prewriting and writing strategies linked to general language arts strategies.

Math:

- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of trees and plants and their purpose.
- The student will be able to demonstrate an understanding of a plant's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softe).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

November Goals – Skill: Compare and Contrast- World Environment Day
Descriptive Writing
Theme: Animal: Senses
Language Arts:

- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).

Math:

- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

December Goals – Skill: Author's Purpose- Human Rights Day
Informative Writing
Theme: Healthy Eating

Language Arts:

- The student will be able to begin to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.

- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably "healthy" recipe to be made inside school.
- Students will be able to explain their reasoning and logic throughout the process.

Video Yearbook (Drama):

- The students will attend a local play practicing theatre etiquette. http://stagekl.com/shows/theatre/#/page/1
- The students will compare and contrast likes and dislikes about the performance extending their understanding and appreciation of theatre productions.

Music/Dance:

- The student will be able to demonstrate an understanding of how dance (aerobic exercise) and healthy living connect.
- The student will be able to create a basic nutritional plan that includes music, dance (aerobic exercise), and healthy eating options.

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.

- The student will be able to create images using lines, shapes, colours, and textures.

January Goals – Skill: Analyzing- World Education Day
Informative Writing
Theme: The Earth (Land and Water)
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.

- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole number to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to explore, using skills such as compare and contrast, the differences between land forms and water in .New York, or another overseas environment and those in other countries incorporating measurement and weight.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- The students will use "Reader's Theatre" on Reading a to z as a guide to design and produce a play with a topic that matches the monthly theme.

Music/Dance

- The students will explore music as a means of understanding history in .New York, or another overseas environment.

Visual Arts

- The students will be able to use previously acquired visual arts skills to design a set for a "Reader's Theatre" play.
- The student will create a visual representation of his or her analysis and interpretation of music.

February Goals – Skill: Expanding- International Games Day
Narrative Writing
Theme: The Earth and Space (Planets)
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- Independently, students will create a visual representation of an imaginary scenario on another planet.
- The students will describe their scenario and/or act out components to be recorded by the teacher or independently.

Music/Dance

- The students will explore music as a means of understanding history around the world.

Visual Arts

- The student will create a visual representation of his or her analysis and interpretation of music.
- The student will use previously learned visual arts skills.

March Goals – Skill: Application- Bird Feeder's Month
Narrative Writing
Theme: Baking and Cooking
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units and make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavour, to select and prepare recipes from countries around the world.

Video Yearbook (Drama):

- The students will systematically analyze a cooking show to determine the displayed strengths and weaknesses of the design, setting, characters, plot, dialogue, etc.
- The students will use the show as a means to identify problem/solution (perhaps the directions are not as specific as they should be), and also identify how they can improve their plan and conduct in the kitchen.

Music/Dance

- The student will systematically analyze and interpret music.

Visual Arts

- The student will create a visual representation of his or her analysis and interpretation of music.
- The student will use previously learned visual arts skills.
-

April Goals – Skill: Summarizing- World Environment Day
Persuasive Writing
<u>Theme: Occupations and Future</u>
Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student’s own words (reinforcing synonyms and antonyms).
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- <u>Pen Pals:</u> The student will be able to identify “fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.

- The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math:

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Science:

- The student will be able to use previously acquired skills and systematic research to predict future global change.
- The students will apply the paragraph writing strategies learned through the penpals project.

Video Yearbook (Drama):

- Individually, the student will be able to describe their desired future occupation and why.
- The student will be encouraged to utilize visual support including puppets and drawings to support their chosen profession.

Music/Dance

- The student will select a piece of music from previously studied units for the background of his or her video yearbook presentation and explain why.

Visual Arts

- The student will use a variety of artistic mediums to create a physical display of his or her future occupation including.

May Goals – Skill: Inferencing- World Environment Day
Persuasive Writing
***You should see a switch in student's confidence due to the "Newspaper Project"**
<u>Theme: Newspapers in the World (Planning with Grade 1)</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance/Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Our Newspaper (Production with Grade 1)

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "fluency" in an author's writing and begin to demonstrate development of it in his or her own writing.
    - The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
    - The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance/Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

Math:

- The student will be able to use appropriate mathematical terms, vocabulary and language.
- The student will be able to recognize patterns and connections with their everyday experiences.
- The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.
- The student will be able to recognize and be able to use RM (Ringgit .New York, or another overseas environment) up to and including 20 RM bills.
- The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and "mental math" based on a 100s chart.

Science:

- The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.
- The student will be able to apply a systematic approach when solving problems.
- The students will evaluate each other's project components and question each other to encourage productive improvement of class activities and projects in a constructive way.

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 2

February Goals – Skill: Compare and Contrast- World Environment Day
Descriptive Writing
Theme: Animal: Senses

- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to identify the important information existing within a text.
- Pen Pals: The student will be able to identify "voice" in an author's writing and begin to demonstrate development of it in his or her own writing. The student will use a systematic way of developing text beyond three sentences

Math:

- The students will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions and decimals.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.

Social Studies/Science:

- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal's life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.

Video Yearbook (Drama):

- In cooperative groups and in a systematic way, students will outline the questions they wish to ask and information they wish to share with their "Videopals" and the reasons why.

Music/Dance

- The student will be able to express personal thoughts regarding types of music and/or dance through observation and a verbal or written illustration of imagery.
- The students will be able to create movements and sounds that represent characters, patterns, and other themes or topics.
- The students will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create 2 and 3 Dimensional shapes for a given purpose and to communicate experiences and/or mood.
- The student will be able to describe and apply visual elements and patterns to an existing piece of art.
- The student will be able to create images using lines, shapes, colours, and textures.

Sample Day Grade 2

Morning Routine: Welcome discussion, songs, and poems. Also, review vocabulary for the day, week, and month including phonics skills, reading strategies, and comprehension strategies. A strong focus on basic numeracy skills is also occurring during this time.

Whole Group: The students listen to a Read-A-Loud chapter book about animals in Africa and complete a descriptive story web as a whole class demonstrating a skill they will need to use during that day.

Stations:

#1: English Workbook based on text (Pairs or Individual-student choice)
#2 Independent Assessment: The students complete an independent activity checking if there is an understanding of a butterfly's life cycle.
#3: 'Guided Reading' with the teacher (5 students)
#4 In a cooperative group, the students work to create a graph representing the number of animals in a given country. If there is time, they answer questions about the graph for additional "points" towards a class party.
#5 Students create a descriptive web similar to the one from the morning based on the story book they are reading in pairs. If there is time, students begin a descriptive paragraph to be added into their penpals project for the following week. (Pairs)
#6 Analyzing graphs of statistical information

"Brain Gym"

Whole Group: The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs on statistics from Africa

Stations

"Let's Link": Addition and Subtraction "Popcorn" Game: Student "pop up" if they know the answer to the fact shown.

Lunch/Recess

Art/Music: Based on Outdoor Education planning and teacher coordination

PE: Students walk to perform trash pick up for city

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.
Closing Meeting: (3:45 pm)

Monitoring Student Progress in Grade 2

Grade 2 Checklist

Grade 2	Exceeds Expectations 4	Meets Expectations 3	Does not exceed expectations 2	Requires additional support 1	Notes
Language Arts					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					
The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)					

The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to identify “fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.					
The student will be able to identify “voice“fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.					
The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).					
The student will be able to, with guidance and support, use editing tools and strategies to improve writing.					
Math					
The student will be able to demonstrate the ability to estimate beyond 99.					
The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.					
The student will be able to group objects by like properties.					
The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.					f
The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.					

The student will be able to use <, >, = to compare numbers up to 1000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2,¼,2/4, ¾, 4/4, 1/10) and decimals(.50, .25, .10)					
The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 1000.					
The student will be able to understand addition and subtraction with proper signs up to 1000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to count by 2s, 3s, 5s, and 10s up to 100.					

The student will be able to use appropriate mathematical terms, vocabulary and language.					
The student will be able to recognize patterns and connections with their everyday experiences.					
The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.					
The student will be able to recognize and be able to use RM (Ringgit .New York, or another overseas environment) up to and including 20 RM bills.					
The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and “mental math” based on a 100s chart.					
Science:					
The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.					
The student will be able to apply a systematic approach when solving problems.					
The students will evaluate each other’s project components and question each other to encourage productive improvement of class activities and projects in a constructive way.					
The student will be able to understand the parts of trees and plants and their purpose.					
The student will be able to demonstrate an understanding of a plant’s life cycle.					
The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.					
The student will be able to understand the parts of animals and their purpose (evolution based on habitat).					
The student will be able to demonstrate an understanding of an animal’s life cycle.					

The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.					
In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably "healthy" recipe to be made inside school.					
Students will be able to explain their reasoning and logic throughout the process.					
The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water in .New York, or another overseas environment and those in other countries incorporating measurement and weight.					
The students will apply the paragraph writing strategies learned through the penpals project with a Science topic.					
The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.					
The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavour, to select and prepare recipes from countries around the world.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					
The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					

The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					

Reflection Sheet
Grade 2

Name_____ Date_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Specifically in Grade 3

Monthly Themes
Class Project: Monthly Newspaper
Outdoor Education: Hatch and Manage Chickens
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 3: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems (September)
Identifying: Main Idea and Details	Ecosystems in Olean and the World (October) **(Visit/Speaker: Visit to John Policastro Farm)**
Inferencing	Human Body and Systems (November) (Hospital) ([redacted] **Visit)**
Compare and Contrast	Healthy Eating (December) : **Hatch and Manage Chickens**
Author's Purpose	Baking and Cooking Electricity and Magnetism (Jan.) ***(Restaurant?)***
Expanding	Matter and Energy (February)
Application	Prehistoric Time Periods (Stone, Bronze, Iron Ages) (March) **(Visit: Seneca Nation Museum)**
Summarizing	Ancient History (April)
Analyzing	Explorers (May) **(Visit: Olean History Museum- Olean Discovery/ Civil War)**
Informing	Modern Era (June) **(Funding Pending Visit: Visit CRCS Turkey and Deer Facility)**

September Goals – Skill: Cause and Effect
***(Develop a class rubric using the existing 4-point System)**
Theme: Back to School/Systems
Language Arts:

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to identify synonyms and antonyms in a variety of contexts.

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- Newspaper: The student will learn the "Expanded Sentence Pattern" in order to master nouns, verbs, adjectives, and question words.
    - The students will design and create an online newspaper to be linked to the school's website as a whole class.

Math:

- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler". and using the "Math Ruler'.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Outdoor Education:

- Students will be able to explain the life cycles of animals.
- Students will be able to discuss food choices and their consequences.
- Students will be able to discuss the concepts of resiliency and sustainability in relation to food.
- Students will be able to explain the process of hatching eggs, raising chicks, and managing egg chickens.
- Students will be able to successfully cook eggs five ways.

Humanities:

- The student will be able to identify systems of government around the world and the advantages and disadvantages of each.
- The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.
- Students will explore the concept of philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.

Video Yearbook (Drama)

- Students introduce themselves as a benchmark for the beginning of the year: read a story, answer questions about themselves, etc.

Music/Dance

- The student will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will identify possible alterations that could be made with supported reasoning.

October Goals – Skill: Identifying-International Bird Feeder's Month

Descriptive Writing

Theme: Ecosystems

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to identify the important information existing within a text.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- Newspaper: The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about ecosystems in and around .New York, or another overseas environment using the Paragraph Pattern System.
    - The student will use a systematic means of collecting data from unfamiliar texts.
    - The student will be exposed to the "Expanded Sentence Pattern" to master nouns, verbs, adj., and question words.

Math:

- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".

- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.
- The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.
- The students will be able to identify natural resources that occur on continents across the world.
- The students will draw conclusions about geographic systems and ecosystems around the world as well as continents.
- The student will be able to identify major similarities and differences between geographic, human, and animal systems within an ecosystem.

Video Yearbook (Drama)

- Improv: The student will be able to use their imagination and sentence frames to describe what it would be like to be a _____ (specific animal) in a _____ ecosystem/habitat.

Music/Dance

- The student will be able to demonstrate the ability to move safely within a personal and general space.
- The student will be able to demonstrate the ability to respond and replicate a rhythmic pattern that follows a specific tempo (faster, slower), dynamic (louder, softer).
- The student will be able to sing and play within the classroom repertoire (system).
- The student will be able to represent personal thoughts, images, and experiences within the classroom repertoire (system)

Visual Arts

- The student will be able to create an imaginary clay representation of a live animal to accompany his or her video yearbook presentation.

November Goals – Skill: Inferencing- World Environment Day

Descriptive Writing

<u>Theme: Human Body and Systems</u>

Language Arts:

- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames by using graphic organizers and sentence frames.
- The student will be able to use a systematic means to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to, verbally and/or through writing, make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why using sentence frames.
- The student will be able to identify important information to identify the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.

- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
    - The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about a work of art featuring human body systems (think DaVinci) using the Paragraph Pattern System.

Math:

- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.

- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.

Video Yearbook (Drama)

- The students will watch the Human Body episode of "Magic School Bus" and, as the teacher stops the video periodically, use inferencing to predict what will happen next as well as reflect on situations throughout the episode. The activity is recorded and reviewed at a later point in the month demonstrating the importance of questioning, using a sentence frame when responding, as well as "thinking" while watching TV.

Music/Dance

- The student will explore dance as a means of linking the human body and motion through research, analysis, and kinesthetic learning.

Visual Arts

- The student will be able to identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.
- The students will be able to write a descriptive paragraph about a work of art considering its elements.

December Goals – Skill: Compare and Contrast- Human Rights Day
Persuasive Writing
Theme: Healthy Eating/Healthy Lifestyle
Language Arts:

- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.

- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will systematically evaluate a variety of persuasive texts to determine the author's purpose as a review and preparation for a persuasive article (Organization of newspaper articles versus books versus magazines, etc.).
    - The student will use the Paragraph Pattern to create a persuasive paragraph(s) supporting a component of a healthy lifestyle learned throughout the month

Math:

- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities (Review Digestive System):

- The student will use prior knowledge to explore ways that humans eat healthy across the world.

- The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.
- The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.
- The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.
- Through the use of writing exercises using persuasive text (Paragraph Pattern), students will identify ways of supporting others' personal growth through improving their lifestyles (physical activity and healthy eating).

Video Yearbook (Drama)

- The student will be able to compare and contrast types of cuisine across the world.
- In a team or independently, the student will be able to write and present a persuasive argument stating why a type of cuisine should be eaten over another.

Music/Dance

- The student will be able to explore and compare and contrast types of music and dance from cultures around the world and link dance as a means of maintaining a healthy lifestyle.

Visual Arts

- In a team or independently, the student will be able to design and create a healthy restaurant menu for the cuisine selected for the video yearbook.

January Goals – Skill: Author's Purpose- World Education Day

Persuasive Writing

Theme: Baking and Cooking/ Matter and Energy

Language Arts:

- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.

- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.

- Newspaper: The student will create and execute a recipe to be used in a persuasive/critique-like newspaper article. (Think a cross between a Food Network TV show and a newspaper critique of a restaurant)
    - The student will use the Paragraph Pattern to create a persuasive paragraph supporting their created recipe

Math:

- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the "Math Ruler" to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.

- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.

Video Yearbook (Drama) (2 month project)

- In a team, students will be able to design, write, and produce a commercial promoting the recipe they created.

Music/Dance

- In a team, the students will be able to select a piece of music to be used during their commercial, as well as express their reasoning behind their choice.

Visual Arts

- In a team, the students will be able to use previously learned vocabulary and skills to create 3-D visual representations of the component of healthy living they intend to use for their commercial. (intro to 3-D objects)

February Goals – Skill: Expanding- International Games Day

Informative Writing

<u>Theme: Baking and Cooking/ Electricity and Magnetism</u>

Language Arts

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.

- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article in support of a position regarding the maintenance of a healthy lifestyle.

Math:

- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the "Math Ruler" to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the "Math Ruler" to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.

- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
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- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).
- The student will demonstrate an understanding of the cooking and baking process in terms of how energy (and electricity as a closed circuit) supports kitchen appliances such as an oven, microwave, etc.
- The student will explore the conservation of matter through the use of the cooking and baking process.

Video Yearbook (Drama) (2 month project)

- In a team, students will be able to design, write, and produce a commercial promoting a component of healthy living they have studied.

Music/Dance

- In a team, the students will be able to select a piece of music to be used during their commercial, as well as express their reasoning behind their choice.

Visual Arts

- In a team, the students will be able to use previously learned vocabulary and skills to create 3-D visual representations of the component of healthy living they intend to use for their commercial. (intro to 3-D objects)

March Goals – Skill: Application- Bird Feeder's Month/Science Fair
Informative Writing

Theme: Prehistoric Time Periods (Stone, Bronze, Iron Ages)

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)

- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
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- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
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- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article about .New York, or another overseas environment Day celebrations throughout the school, community, and country.

Math:

- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.

- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth’s history during Prehistoric Time Period.
- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.

- The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.

Video Yearbook (Drama)

- Students will use a script and sentence frames to describe their Science Fair Projects in preparation for their formal presentations.

Music/Dance

- The student will be able to create a piece of music to accompany a book using basic non-pitched instruments and/or recycled materials, as well explain the reasoning behind the selection.

Visual Arts

- The student will consider visual composition when creating his or her Science Fair project display, ensuring that presentations are both aesthetically pleasing and practical.

April Goals – Skill: Summarizing- World Environment Day

Narrative Writing

Theme: Ancient History

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a 3-paragraph newspaper article informing the public on a historical interest.

Math:

- The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.

- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth's history during the Ancient Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.

Video Yearbook (Drama)

- The students will begin to design the setting for a play based on explorers by researching options and planning how to execute the creation.

Music/Dance

- The students will begin to select a piece of music to accompany their future play based on explorers by researching options.

Visual Arts

- The students will begin to design the set for a lay based on explorers by researching options and planning how to execute the creation.

May Goals – Skill: Analyzing- World Environment Day
Narrative Writing
<u>Theme: Explorers</u>
Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.

- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use previously learned writing strategies to compile a biographical newspaper article on an explorer demonstrating research and writing skills in an imaginative and creative way.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.
- The student will be able to use the summarizing process to write a biography for an explorer.
- The student will be able to identify major points in .New York, or another overseas environment history that have supported the previously learned reasons for exploration.

Video Yearbook (Drama):

- Students will be able to write a play based on explorers using the set previously created through guided writing lessons.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

June Goals – Skill: Informing- Space Week/Independence Day

Theme: Modern Era

Language Arts:

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The students will write summarizing articles about the school year including all grade levels.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- The student will explore timelines and major points throughout the Earth's history during the Modern Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Modern Time.
- The students will identify the major natural resources existing in .New York, or another overseas environment, as well as the modern uses for these resources and where they are currently exported to.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

Language Arts:

- The student will be able to recognize the differences among the genres of stories, poems, and plays.
- The student will be able to evaluate the content of writing for author's purpose, important and unimportant details, events, fact or opinion.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to locate and use library media resources to acquire information and assistance, including the system of "alphabetical order".
- The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.
- The student will be able to explore the different processes of reading silently and reading aloud as systems of learning.
- The student will use graphic organizers to record and interpret components of a variety of texts.

Math:

- The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.
- The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Sample Day in Grade 3

February Goals – Skill: Inferencing- World Environment Day
Descriptive Writing
Theme: Human Body
Language Arts:

- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames by using graphic organizers and sentence frames.
- The student will be able to use a systematic means to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to, verbally and/or through writing, make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why using sentence frames.
- The student will be able to identify important information to identify the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- Newspaper: The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
    - The student will use the "Expanded Sentence Pattern" in order to create a descriptive paragraph about a work of art featuring human body systems (think DaVinci) using the Paragraph Pattern System

Math:

- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science & Humanities:

- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.
- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.

Video Yearbook (Drama)

- The students will watch the Human Body episode of "Magic School Bus" and, as the teacher stops the video periodically, use inferencing to predict what will happen next as well as reflect on situations throughout the episode. The activity is recorded and reviewed at a later point in the month demonstrating the importance of questioning, using a sentence frame when responding, as well as "thinking" while watching TV.

Music/Dance

- The student will explore dance as a means of linking the human body and motion through research, analysis, and kinesthetic learning.

Visual Arts

- The student will be able to identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.
- The students will be able to write a descriptive paragraph about a work of art considering its elements.

Sample Day Grade 3

Morning Routine: Welcome discussion, songs, and poems. Also, review vocabulary for the day, week, and month including phonics skills, reading strategies, and comprehension strategies. A strong focus on basic numeracy skills is also occurring during this time.

Whole Group: The students listen to a Read-ALoud chapter book about the human respiratory system and review the system and process. Students practice taking "notes'' to help understand the information, and also to help them with their stations in the future. Additionally, the students estimate how many seconds each student will be able to hold their breath based on reasoning and logic. The class graphs the results reviewing how to label a graph.

Stations:

#1: English Workbook based on text (Pairs or Individual-student choice)

#2 Independent Assessment: The students complete a tactile respiratory game to demonstrate their understanding of the information discussed earlier in the morning.

#3: 'Guided Reading' with the teacher (5 students)

#4 In a cooperative group, the students analyze a piece of art by an artist who has painted dancers. The student critiques the painting for color, shape/form, texture, space, and value, as well as predict the human body systems necessary to dance in such a way.

#5 Students create a descriptive web based on an information sheet that emphasizes healthy eating. The web is then used the following day to create a paragraph for the class paper. (Pairs)

#6: Fractions and Measurement for Chicken Coup Design

"Brain Gym": Used to refocus students in a kinesthetic way. Students create movements to demonstrate a "feeling" for a piece of music.

Snack/DEAR Time

"Let's Link": Mental Math Game

Lunch/Recess

Art/Music: Based on Outdoor Education planning and teacher coordination

PE: Students will design location of the chicken coop using active/kinesthetic learning

Programs Time (3:25-3:45): School Store, School Bank, Student Government, etc.

Closing Meeting: (3:45 pm)

Monitoring Student Progress **Grade 3**	**Exceeds Expectations** **4**	**Meets Expectations** **3**	**Does not exceed expectations** **2**	**Requires additional support** **1**	**Notes**
Language Arts					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.					
The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)					
The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.					
The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.					
The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.					
The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.					
The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.					

The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.					
The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.					
The student will be able to infer the underlying theme or message of written text and videos.					
The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)					
The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.					
The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify nouns (proper and common), verbs,					

and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.					
The student will be able to use context clues to identify unknown words.					
The student will be able to use prefixes and suffixes to collect, classify, and understand words.					
The student will be able to identify synonyms and antonyms in a variety of contexts.					
The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.					
The student will be able to recognize the differences among the genres of stories, poems, and plays.					
The student will be able to evaluate the content of writing for author's purpose, important and unimportant details, events, fact or opinion.					
The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)					
The student will be able to locate and use library media resources to acquire information and assistance, including the system of "alphabetical order".					
The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.					
The student will be able to explore the different processes of reading silently					

and reading aloud as systems of learning.					
The student will use graphic organizers to record and interpret components of a variety of texts.					
Math					
The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.					
The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.					
The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.					
The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.					
The student will explore using area and perimeter, and the system of formulas, to solve word problems.					
The student will explore the use of tools of measurement for length including those that are metric and imperial.					
The students will use the “Math Ruler” to help determine fractions of the units for length.					
The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.					
The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.					
The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.					
The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.					

The student will be able to estimate up to 500.					
The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).					
The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.					
The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.					
The student will be able to explain his or her mathematical reasoning in written form or orally.					
The student will be able to tell time by the minute and explore elapsed time.					
The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.					
The student will be able to use <, >, = to compare numbers up to 1000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).					
The student will be able to use prefixes to determine the meaning of Math vocabulary.					
The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to discuss conclusions from graphs, compare and					

interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					
The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 1000.					
The student will be able to understand addition and subtraction with proper signs up to 1000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.					
The student will be able to recognize odd and even numbers.					
The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.					
The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.					
The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.					
Science and Humanities					
The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.					
The student will be able to use the summarizing process to write a biography for an explorer.					
The student will be able to identify major points in .New York, or another overseas environment history that have					

supported the previously learned reasons for exploration.					
The student will explore timelines and major points throughout the Earth's history during the Ancient Time Period.					
The student will be able to use the Summarizing Process to identify major differences among cultures of that time.					
The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.					
The student will explore timelines and major points throughout the Earth's history during the Prehistoric Time Period.					
The student will be able to identify simple machines, their uses, and predict the results of their use.					
The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.					
The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).					
The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).					
The students will demonstrate an understanding of the cooking and					

baking process in terms of how energy (electricity) supports an oven, microwave, etc.					
The student will use prior knowledge to explore ways that humans eat healthy across the world.					
The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.					
The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.					
The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.					
The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.					
The student will be able to identify the major parts of the human body, as well as the components of the human body systems.					
The students will be able to identify the major needs of a healthy human body.					
The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behaviour.					
The student will be able to identify major similarities and differences between systems throughout living and nonliving things.					
The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.					
The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.					
The students will be able to identify natural resources that occur on continents across the world.					
The students will draw conclusions about geographic systems and ecosystems around the world.					
The student will be able to identify major similarities and differences					

between geographic, human, and animal systems within an ecosystem.					
The student will be able to identify systems of government around the world and the advantages and disadvantages of each.					
The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					
The student will be able to express his or her personal opinions in a respectful way					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					
The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.					

Reflection Sheet
Grade 3

Name_____ **Date**_____

Name of Piece	**Grade I should receive:** 4: I tried my hardest. 3: I tried hard but some of my answers are incorrect. 2: I did not try my hardest, but most of my answers are correct. 1: I did not try my hardest.	**I earned this grade because….** (Include expanders such as why? when? how?)

Specifically in Grade 4

Monthly Themes
Class Project: Short-Story Publication Online/ Chapters for Full-Length Book
Outdoor Education: Mason Bee Houses
Sign Language Resource: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi and/or Jolly Phonics

Grade 4: Major Skill Used	**Theme Used**
Cause and Effect	Back to School/Systems/Scientific Method (September)
Identifying: Main Idea and Details	Ecosystems in the World (Rocks & Minerals/Matter) (October) **(Speaker/Visit: Cornell Cooperative Extension/Beekeeping)**
Inferencing/Author's Purpose	Government and Citizenship (Nov.) (Local Government Office) **(Della Moore Visit)** **(Visit: Olean History Museum Government)**
Compare and Contrast	Healthy Eating and Community Service (December)
Expanding	Matter, Energy and Light: link to community and natural resources (Jan.)
Application	Baking and Cooking Electricity and Magnetism (Feb.) (Restaurant)
Analyzing	Stone Age (March) **(Create Polinator and Garden Seed Bombs)**
Summarizing (using important information)	Bronze Age (April)
Summarizing (using systematic application)	Iron Age (May)

Informing/Prediction/Foresight Modern Era (June) **(Visit: Seneca Nation Museum)**

September Goals – Skill: Cause and Effect

***(Develop a class rubric using the existing 4-point System)**

Theme: Back to School/Systems

Terry Fox Study: https://terryfoxschoolrun.org/teachers/

Language Arts:

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts, also receiving exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.

- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will recognize the steps of the scientific method, as well as the advantages to using a systematic method of problem solving.
- The student will recognize the Scientific Method as a means of solving everyday problems.

Outdoor Education (To Plan For The Year)

- Students will be able to explain the concept of pollination and plant reproduction.
- Students will be able to explain the role and importance of pollinators in nature and the larger economy.
- Students will be able to explain some of the current threats to local and global pollinators.
- Students will be able to design a 3D plan of a Mason bee house.
- Students will be able to calculate the area and volume of their design.
- Students will be able to use a set of conditions to choose an ideal location for their Mason bee house.
- Students will be able to evaluate the effectiveness of their design and location through bee use of their projects.

Video Yearbook (Drama):

- The student will introduce him or herself for their video yearbook including elements of their learning like his or her goals for the year.

Music/Dance:

- Students will be exposed to the advantages of consistently, and systematically stretching as a means to focus.

Visual Arts

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will use graph paper and the concept of fractions (Math Ruler) to reproduce a picture (thematic based) systematically.

October Goals – Skill: Identifying: Main Idea and Details-International Bird Feeder's Month
Descriptive Writing

<u>Theme: Ecosystems in the World (Rocks & Minerals/ Matter)</u>

Language Arts:

- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.

- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will use printed materials (thematic based: Science) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The students will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.

- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify the Rock Cycle in the context of different continents around the world.
- The student will be able to identify what minerals and crystals including how and where they are created, as well as identify a variety of descriptions (properties: luster, hardness, streak, cleavage, etc.) regarding different types of minerals and crystals in a systematic way.
- The student will be exposed to classifications of minerals (native elements, oxides, sulfides, silicates, sulfates, halides, carbonates, phosphates, mineraloids) in applicable and useful contexts.
- The student will be able to identify the types of rock that exist (metamorphic, igneous, and sedimentary) including where these types exist and how they are created.
- The student will be able to identify a variety of landforms and where they exist in the world according to the continents and oceans.
- The student will review seeds and the parts of a plant in the context of rocks, soil, and other parts of landforms around the world.

Video Yearbook (Drama)

Music/Dance

- During the student's stretching time, he or she will be exposed to a variety of genres of music.
- After the student's stretching time, he or she will use the systematic means of identifying "Main Idea and Details" to support his or reasoning for why certain genres of music elicit a certain type of response from the body.

Visual Arts:

- The student will be able to identify components of a piece of artwork and/or illustration according to composition.
- The student will identify details in a work of art (thematic based), and then draw conclusions about the author's purpose.
- The student will be able to identify possible alterations to a piece of art using supported logic.

November Goals – Skill: Inferencing and Author's Purpose- World Environment Day

Descriptive Writing

<u>Theme: Government and Citizenship</u>

Language Arts:

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list too develop a single sentence) to identify the author's purpose.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.

- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
    - The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.

- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The student will identify the components of the New York, or another overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.
- The student will compare and contrast the New York, or another overseas environment system of the Federal Government with England, America, and Australia.
- The student will identify the positives and areas of weakness in the New York, or another overseas environment system of the Federal Government.
- The student will identify the components of the New York, or another overseas environment state and local governments, as well as the names of the individuals in office.
- The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviours.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.

Video Yearbook (Drama)

Music/Dance

- The student will explore musical lyrics as a means of self-expression.
- The student will identify a song which, by demonstrating an understanding of figurative and literal text, he or she identifies with.

Visual Arts:

- The student will analyze political cartoons, in a systematic way, to identify the author's purpose.
- The student will select a topic in recent political debate (after researching current media) to create a political cartoon mimicking the standard set by those analyzed previously in the month.

December Goals – Skill: Compare and Contrast- Human Rights Day

Persuasive Writing

<u>Theme: Healthy Eating and Community Service (Cooking for the Poor)</u>

Language Arts:

- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.

- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - Using thematic materials as a guide, the student will explore the author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>

- The student will write a 3-paragraph persuasive essay highlighting a topic chosen based on reasoning, logic, and following a previous learnt theme.
- The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
- The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.
- The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the "Math Ruler".
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.

- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.
- The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months
- The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
- The student will recognize that volunteering requires freedom of choice.
- The student will name an example of a civil society charitable organization.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.
- The student will use the skills of compare and contrast and fact and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.

Video Yearbook (Drama)

Music/Dance

- The student will use previously studied genres of music to identify a piece that elicits a similar emotion to a piece of art being studied simultaneously.
- The student will offer reasoning and logic to explain his or her selection following the systematic means of creating a persuasive argument.

Visual Arts:

- The student will compare and contrast still-life works of art (fruit) created by Jean-Baptiste Siméon Chardin and Claude Monet to identify and describe the elements in the works of art, emphasizing line, color, shape/form, texture, space, and value.

January Goals – Skill: Expanding- World Education Day

Persuasive Writing

<u>Theme: Matter, Energy and Light: link to community and natural resources</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.

- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list too develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a 3-paragraph persuasive essay highlighting a topic chosen based on reasoning, logic, and following a previous learnt theme.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a preset system of note taking to support the understanding of organizational patterns.

Math:

- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.
- The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.
- The student will explore light reflection, refraction, and absorption.
- The student will explore properties of the three forms of matter including changes of state.
- The student will observe and analyze chemical reactions and develop logical conclusions.

Video Yearbook (Drama)

Music/Dance

- The student will be able to draw a direct parallel between the physical representation of geometric shapes and certain positions during his or her stretching exercises.

Visual Arts:

- The student will research a “Geometric Abstraction Artist” and analyze his works.
- The student will select a Geometric Abstraction work and recreate a similar drawing using geometric shapes previously studied, as well as skills acquired previously.

February Goals – Skill: Application- International Games Day

Informative Writing

Theme: Baking and Cooking/ Electricity and Magnetism

Language Arts:

- The student will understand the concept of “two-titles” and “criss-cross multiply” as a means of conversion.
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a 3-paragraph informative newspaper article for a local subscription highlighting the effects of human impact on the environment.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will create a simple circuit to cook an egg.
- The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.
- The student will explore temperature and the ways in which temperature is measured currently, and in the past.
- The student will continue cooking for families in need and progress through the set volunteer plan previously developed.

Video Yearbook (Drama)

Music/Dance

- The student will track and monitor his or her core body temperature to understand the necessity of daily exercise.
- The student will understand different forms of exercise and the advantages of each.

Visual Arts:

- The student will design a mock menu based on an analysis of restaurant menus from around the world.
- The resulting menus will be accompanied by an explanation of why each technique was used, as well as any reasoning used for marketing (informative & persuasive) purposes.

March Goals – Skill: Analyzing- Bird Feeder’s Month/Science Fair

Informative Writing

<u>Theme: Stone Age</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
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- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.

- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore the author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write an (at least) 3-paragraph informative work (fiction or nonfiction) to be included in a compilation published regarding the Science Fair.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.

- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of the main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.

- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will explore energy and motion in terms of interactions and simple machines
- The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts

- The student will be able to use previously studied techniques to create a Science Fair display board that is both appealing and functional.

April Goals – Skill: Summarizing: Using Important Information- World Environment Day

Narrative Writing

<u>Theme: Bronze Age</u>

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author’s purpose.

- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write a fictional short story set in the Bronze Age.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of author's voice.

- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the "Math Ruler" to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)

- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Humanities:

- The student will study the major components of the Bronze Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth’s movements.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts:

- The student will use their study of The Bronze Age to understand pieces of art and their function during those time periods.
- The student will use available materials to recreate a piece of art discovered in their study of The Bronze Age.

May Goals – Skill: Summarizing: Using Important Information- World Environment Day

Narrative Writing

Theme: Iron Age

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author’s purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.

- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).
- <u>Writing Skills (Short-Story Publication):</u>
    - The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
    - The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math:

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Humanities:

- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.

Video Yearbook (Drama)

Music/Dance

- End of the Year Production Preparation

Visual Arts

- The student will use their study of The Iron Age to understand pieces of art and their function during those time periods.
- The student will use available materials to recreate a piece of art discovered in their study of The Iron Age.

June Goals – Skill: Informing/Prediction/Foresight- Space Week/Independence Day

Theme: Modern Era

Language Arts:

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses o verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- Vocabulary Skills:
    - The student will expand his/her vocabulary through daily exercises on voice and word choice.
    - The student will explore adjectives and adverbs that directly impact informative text.
    - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
    - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.
    - Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
    - Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
    - The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
    - The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phoneme and graphemes (ea, ei, oo, ou, etc.), etc.).
- Writing Skills (Short-Story Publication):
    - The student will select an international cause to research and write an informative piece about including, but not limited to Amnesty International, Global Rights, and the Advocacy Project, as well as participate in a letter writing campaign.
    - The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
    - The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
    - The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
    - The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math

- Assess skills and develop individualized plans for students who lack strengths in designated areas.

Science and Humanities:

- End of the Year Production Preparation
- The student will explore the extensive development of the Modern Era in comparison to previously studied periods of time, as well as the Earth's movements.

Video Yearbook (Drama):

- The students will reflect on their year demonstrating a clear understanding of their learned skills.

Music/Dance

- End of the Year Production Preparation

Visual Arts

- End of the Year Production Preparation

Ongoing throughout the Year

School Values/Emotional Growth:

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.

Monitoring Student Progress **Grade 4**	**Exceeds Expectations** **4**	**Meets Expectations** **3**	**Does not exceed expectations** **2**	**Requires additional support** **1**	**Notes**
Language Arts:					
The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.					
The student will be able to infer the underlying theme or					

message of written text and videos.					
The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.					
The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)					
The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)					
The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.					
The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.					
The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.					
The student will be able to use summarizing strategies (identifying					

only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.					
The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.					
The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).					
The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.					
The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.					

The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.					
The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.					
The student will be able to respond in complete sentences verbally and in written form.					
The student will be able to identify the important information existing within a text.					
The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.					
The student will be able to use prefixes and suffixes to collect, classify, and understand words.					
The student will be able to identify synonyms and antonyms in a variety of contexts.					
The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.					
The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).					
The student will be able to make					

predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.					
<u>Vocabulary Skills:</u>					
The student will expand his/her vocabulary through daily exercises on voice and word choice.					
The student will explore adjectives and adverbs that directly impact informative text.					
The student will specifically explore “tenses” that directly impact informative text in a systematic way.					
The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.					
Using thematic materials as a guide, the student will explore author’s purpose through word choice/vocabulary understanding, as well as reader’s interpretation.					
Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.					
The student will use printed materials (thematic based) to identify new or unknown vocabulary					

words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.					
The student will be able to identify the need to use of phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).					
Writing Skills (Short-Story Publication):					
The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.					
The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.					
The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.					
The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.					
The student will be able to use a pre-set system of note taking					

to support the understanding of organizational patterns.					
Math					
The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.					
The student will understand and explain decimals to the thousandths, as well as add and subtract them.					
The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.					
The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.					
The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.					
The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45					

degrees, 180 degrees, and 360 degrees.					
The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.					
The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.					
The student will use the “Math Ruler” to help determine fractions of units for length, mass, and capacity.					
The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.					
The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.					
The student will be able to explain his or her mathematical reasoning in written form or orally.					
The student will use the concept of inferencing to understand the rules of rounding whole					

numbers up to 1000, as well as decimals (money).					
The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.					
The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.					
The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..					
The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.					
The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.					
The student will be able to use <, >, = to					

compare numbers up to 100,000.					
The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)					
The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).					
The student will be able to use prefixes to determine the meaning of Math vocabulary.					
The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.					
The student will be able to make connections between Math principles and text, self, and world.					
The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.					
The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)					

The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.					
The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.					
The student will be able to demonstrate an understanding of place value up to 100,000.					
The student will be able to understand addition and subtraction with proper signs up to 100,000.					
The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.					
The student will be able to count, read and write the whole number to at least one hundred in numbers and words.					
The student will be able to recognize odd and even numbers.					
The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.					
Science:					
The student will be able to identify simple machines, their uses, and predict the results of their use.					
The student will explore energy and					

motion in terms of interactions and simple machines					
The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines.					
The student will create a simple circuit to cook an egg.					
The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.					
The student will explore temperature and the ways in which temperature is measured currently, and in the past.					
The student will continue cooking for families in need and progress through the set volunteer plan previously developed.					
The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.					
The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.					
The student will explore light reflection, refraction, and absorption.					

The student will explore properties of the three forms of matter including changes of state.					
The student will observe and analyze chemical reactions and develop logical conclusions.					
Humanities:					
The student will identify the components of the New York, or another overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.					
The student will compare and contrast the New York, or another overseas environment system of the Federal Government with Canada, England and Australia.					
The student will identify the positives and areas of weakness in the New York, or another overseas environment system of the Federal Government.					
The student will identify the components of the New York, or another overseas environment, state and local governments, as well as the names of the individuals in office.					
The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviors.					

The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.					
The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.					
The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months					
The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.					
The student will recognize that volunteering requires freedom of choice.					
The student will name an example of a civil society charitable organization.					
The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.					
The student will use the skills of compare and contrast and fact					

and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.					
The student will study the major components of the Bronze Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth's movements.					
The student will study the major components of the Iron Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.					
The student will study the major components of the Iron Age throughout the continents of the world.					
The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.					
School Values/Emotional Growth					
The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.					

The student will be able to express his or her personal opinions in a respectful way.					
The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.					
The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.					
The student will be able to express interest and ask relevant questions related to the topic being discussed.					
The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.					
The student will be able to listen and respond to others in a variety of contexts.					

Intermediate Years (Grades 5-8)

Overall Expectations:

During Intermediate Years, students are furthering skills necessary to make connections throughout their studies, as well as encouraging cohesive thinking patterns and relationships between areas of education. Students' decision making skills strengthen, along with an increased awareness of their surrounding environment and the impact they have as individuals in a community. Teachers who facilitate learning in Stage 3 facilitate natural connections that exist throughout the subjects. This allows for students to incorporate various forms of information into a variety of projects, pieces of writing, and presentations. During this process students use analysis and increase their decision making skills. Teachers consistently use higher order questioning, invoke deeper thinking, and support the students in making deeper connections. Students are challenged in their ability to think freely, and are encouraged to step outside of their comfort level and increase self-reflective practices. Students will be prepared to deliver multiple perspectives by working through the comprehension process to prepare them for higher education.

Overall, at the end of the intermediate years, all students will be able to:

- Demonstrate respect and understanding for classmates regardless of socioeconomic and cultural demographics
- Demonstrate a clear ability to ask and answer questions presented
- Use cohesive thinking patterns to express themselves both orally and in writing
- When presented with problems clearly identify solutions using a variety of problem-solving strategies
- Give clear and coherent oral presentations using teacher created rubrics
- Use identified steps to conduct the research process in all areas of study
- Differentiate between primary and secondary sources
- Understand globalization universally, as well as the interconnectedness or its components
- Discuss and express personal opinions using verified information
- Identify key pieces of information and details in both scientific and literary texts
- Construct a thesis statement using logical thinking patterns
- Analyze and Synthesize information regardless of medium
- Use self-reflective strategies to identify areas of strength and needed improvement in all areas of academic study
- Interpret and apply the literary, scientific, and historical analysis processes throughout written work and spoken language

Specifically in Grade 5

Theme: Exploration
Class Project: Creating a Post Office
Outdoor Education: Maple Syrup Harvest

Grade 5 Major Skill Used	**Theme Used**
The Value of Work and The Rights of Workers.	Exploration (September)
Call to Family, Community, and Participation.	Cycles of Life (October) **(Visit: Seneca Nation Museum)**
Caring.	Caring for Earth (November) **(Visit: Olean History Museum City Planning)** **(Della Moore Visit)**
Gratitude.	Changing Seasons (December) **Maple Syrup Harvest**
Empathy for The Poor and Vulnerable.	Human History (January) **(Speaker/Visit: Sprague's and Campbell Sugarbush)**
Rights and Responsibilities.	Environmental Impact (February) **SPCA**
Solidarity.	Community and Responsibilities (March) **Eden Heights**
Self-Analysis and Reflection.	Senses and Observations (April)
Dignity of the Human Person.	Character (May)
Decision Making.	Change and Acceptance (June)

September Goals - Skill: The Value of Work and The Rights of Workers

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify the dependent and independent variables from an equation.
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to maintain consistency with style and tone.
- Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science (Outdoor Education To Plan For The Year)

- Students will be able to identify products and cultural traits specific to WNY.

- Students will be able to describe the process of making maple syrup.
- Students will be able to successfully tap a maple tree and make syrup.
- Students will be able to measure the weather of the local area and compare it to historical records.
- Students will be able to explore the impact of climate change on maple syrup production in WNY.

October Goals - Skill: Call to Family, Community, and Participation.

Theme: Cycles of Life

Math

- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to describe how a text presents information.
- Students will be able to determine the meaning of history / social studies vocabulary.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

November Goals - Skill: Care for The World

Theme: Caring for Earth

Math

- The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to solve real world mathematical problems by graphing points on a

coordinate plane (including all types of graphing).

- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to determine a theme of central ideas and summarize a text.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

December Goals - Skill: Gratitude

Theme: Changing Seasons

Math

- Students will be able to find the unit rate and the part of a whole (given percent)
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea of a text.
- Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.
- Students will be able to write informative / explanatory texts to examine a topic and convey

ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.

Science: **Earth's Systems**

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment

January Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Human History:

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to multiply and divide fractions
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English: Isaiah Dunn Is My Hero

- Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to present historical information in a factual manner.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Space Systems: Stars and the Solar System**

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.

February Goals - Skill: Rights and Responsibilities

Theme: Environmental Impact

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.

Social Studies

- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to present historical information in a factual manner.

Science: **Space Systems: Stars and the Solar System**

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.

March Goals - Skill: Solidarity

Theme: Community and Responsibility

Math

- Students will be able to identify and solve inequalities
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in words and meanings.
- Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.
- Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

Social Studies

- Students will be able to integrate visual information with other information in print and digital texts.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.

Science **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

April Goals - Skill: Self-Analysis and Reflection

Theme: Senses and Observations

Math

- Students will be able to solve word problems using multiplication and division problems (including fractions)
- Students will be able to identify and solve inequalities
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.

Social Studies

- Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.
- Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

May Goals - Skill: Life and Dignity of the Human Person

Theme: Character

Monthly Project: Saving an Endangered Species

Math

- Students will be able to multiply and divide whole numbers
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to maintain consistency with style and tone.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

June Goals - Skill: Decision-Making

Theme: Change

English

- Students will be able to demonstrate understanding of figurative language, word relationships,

and nuances in word meanings.

- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Math

- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time- dependent/independent variable)

Social Studies

- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary resources.
- Students will be able to describe how a text presents information.

Science: **Matter and Energy in Organisms and Ecosystems**

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Checklist Sheet

Math	**Exceeds Expectation**	**Meets Expectation**	**Approaching Expectation**	**Does not Meet Expectation**	**Notes**

Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
Students will be able to find the unit rate and the part of a whole (given percent)					
Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time-dependent/independent variable)					
Students will be able to multiply and divide whole numbers					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					
Students will be able to identify and solve inequalities					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will be able to multiply and divide fractions					

The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to identify absolute value					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to identify the dependent and independent variables from an equation.					
Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.					
Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.					
Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					
The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					

The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					
Students will be able to find the unit rate and the part of a whole (given percent)					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Students will be able to solve word problems using multiplication and division problems (including fractions)					
English					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able to maintain consistency with style and tone.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.					

Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.					
Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.					
Students will be able to determine the meaning of words, phrases, and figurative language.					
Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to maintain consistency with style and tone.					
Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to write an argument to support claims with clear reasons and relevant evidence.					
Students will be able to determine the meaning of words, phrases, and figurative language.					
Students will be able to determine a theme of central ideas and summarize a text.					

Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea of a text.					
Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.					
Social Studies/Humanities					
Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.					
Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.					
Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.					
Students will be able to integrate visual information with other information in print and digital texts.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					

Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					
Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.					
Students will be able to present historical information in a factual manner.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.					
Students will be able to describe how a text presents information.					
Students will be able to determine the meaning of history / social studies vocabulary.					
Students will be able to interpret words and phrases based on the historical context.					
Students will be able to identify renewable able and nonrenewable resources.					
Science:					
Outdoor Education To Plan For The Year: Students will be able to identify products and cultural traits specific to WNY.					
Students will be able to describe the process of making maple syrup.					
Students will be able to successfully tap a maple tree and make syrup.					

Students will be able to measure the weather of the local area and compare it to historical records.					
Students will be able to explore the impact of climate change on maple syrup production in WNY.					
Earth's Systems: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact					
Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth					
Obtain and combine information about ways individual communities use science ideas to protect the environment					
Space Systems: Stars and the Solar System					
Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth					
Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.					
Support an argument that the gravitational force exerted by Earth on objects is directed down.					
Space Systems: Stars and the Solar System					
Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth					

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.					
Support an argument that the gravitational force exerted by Earth on objects is directed down.					
Matter and Energy in Organisms and Ecosystems					
Support an argument that plants get the materials they need for growth chiefly from air and water.					
Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.					
Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.					
Social and Emotional Learning					
Demonstrate self-awareness to the best of his/her/their ability					
Demonstrate self-management and self-regulation regarding space, resources, and person					
Use responsible decision making including social awareness					
participate in Community service and community involvement					
demonstrate Accountability for one's actions					
maintain Respect for community and self					
show Empathy towards others, including personal and global issues					

Specifically in Grade 6

Theme: Service and What It Means
Yearly Project: Public Speaking Presentation/ Student Restaurant
Outdoor Education: Fall Harvest Community Meal/Spring Celebration

Grade 6 Major Skill Used	**Theme Used**
Dignity of the Human Person.	Call to Justice (September)
Solidarity.	Community Callings (October)**(Visit: Olean History Museum Police and Fire Department)**
Caring	Self Respect (November) **Visit: Olean Food Pantry/Fall Harvest Community Meal/Spring Celebration**
Rights and Responsibilities	Thought Processes (December) **(Visit: Seneca Nation Museum)**
Call to Family, Community, and Participation.	The Earth / Our Land (January) **Toad's Butcher Shop-CIA Trained Chef VIsit**
The Value of Work and The Rights of Workers.	Space Exploration (February)
Gratitude.	Planets Around Us (March)
Self-Analysis and Reflection.	Human Impact (April) [redacted] **Visit) (Eden Heights)**
Decision-Making	Composition (May)
The Value of Work and The Rights of Workers	Friendship (June)

September Goals - Skill: Life and Dignity of the Human Person

Theme: Call to Justice

Math

- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.

Social Studies:

- Students will be able to write arguments focused on discipline-specific content.

- Students will be able to conduct short research projects to answer a question.
- Students will be able to use historical context while conducting focus based research.

Science (Outdoor Education: Plan for the Year)::

- Students will be able to explain the concept of eating seasonally.
- Students will be able to name and utilize basic tools in a kitchen.
- Students will be able to create a seasonally appropriate menu.
- Students will be able to plan and execute a community meal.
- Students will explore the concept of food insecurity.
- Students will be able to practice the basics of food safety.

October Goals - Skill: Solidarity

Theme: Community Callings

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.

Social Studies

- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content

November Goals - Skill: Caring

Theme Used: Self Respect

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English

- Students will be able to cite textual evidence to support an analysis.
- Students will be able to explain how claims in a text are supported by relevant reason and

evidence, identifying which reason and evidence support which claims.

- Students will be able to maintain style and tone appropriate to the writing task.

Social Studies:

- Students will be able to locate geographical landmarks.
- Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Science: **Structure, Function, and Information Processing**

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells
- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system interacting subsystems composed of groups of cells.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

December Goals - Skill: Rights and Responsibilities

Theme: Thought Processes

Math

- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to gather, process, present and understand a set of quantitative data.
- Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)
- Students will be able to identify mean, median, mode and range of a given set of data.

English

- Students will be able to determine a central idea or theme of a text.
- Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.
- Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.

Social Studies

- Students will be able to conduct short research projects to answer a question (including self posed questions).
- Students will be able to draw evidence from informational texts to support analysis, reflection, and research.
- Students will be able to analyze the relationship between primary and secondary sources.

Science: **Structure, Function, and Information Processing**

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells
- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system interacting subsystems

composed of groups of cells.

- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

January Goals - Skill: Call to Family, Community, and Participation

Theme: The Earth / Our Land

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Matter and Energy in Organisms and Ecosystems**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

February Goals - Skill: The Value of Work and The Rights of Workers

Theme: Space Exploration

Math

- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume
- Use area and volume models to explain perfect squares and perfect cubes

- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to understand the role of periodization as a practice in history and social studies.
- Students will be able to identify all regions in the Western Hemisphere.

Science: **Matter and Energy in Organisms and Ecosystems**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

March Goals - Skill: Gratitude

<u>Theme: Planets Around Us</u>

Math

- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including volume

English

- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to use knowledge of language and its conventions when writing, spelling, reading, or listening.

Social Studies

- Students will be able to identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western hemisphere.
- Students will be able to distinguish human activities and human made features from

"environments" or natural events and physical features

Science: **Natural Selection and Adaptations**

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

April Goals - Skill: Self-Analysis and Reflection

Theme: Human Impact

Math

- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).

English

- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to develop ideas based on the central theme of a text.
- Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.

Social Studies

- Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.
- Students will be able to compare and contrast regions throughout the Eastern Hemisphere.
- Students will be able to recognize change throughout the historical narrative.

Science: **Natural Selection and Adaptations**

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed

anatomy

- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

May Goals - Skill: Decision-Making

Theme: Composition

Math:

- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots
- Summarize numerical data sets in relation to their context
- Demonstrate models with mathematics.

English

- Students will be able to maintain consistency in style and tone.
- Students will be able to write arguments to support claims with clear reasons and relevant information.
- Students will be able to cite textual evidence to support the analysis of what the text says explicitly / implicitly and make logical references.

Social Studies

- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.

Science: **Growth, Development, and Reproduction of Organisms**

- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

June Goals - Skill: The Value of Work and The Rights of Workers

Theme: Friendship

Math

- Full Review

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.
- Students will be able to identify how events are chronologically related to one another.

Science: **Growth, Development, and Reproduction of Organisms**

- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Checklist Sheet

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread,					

and overall shape					
Display numerical data in plots on a number line, including dot plots, histograms, and box plots					
Summarize numerical data sets in relation to their context					
Demonstrate models with mathematics.					
Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).					
Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume					
Use area and volume models to explain perfect squares and perfect cubes					
Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					
The students will be able to draw polygons in the coordinate plane given coordinates for vertices.					

Students will be able to find the unit rate and the part of a whole (given percent)					
Students will be able to gather, process, present and understand a set of quantitative data.					
Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)					
Students will be able to identify mean, median, mode and range of a given set of data.					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)					
The students will be able to identify absolute value					
English					
Students will be able to maintain consistency in style and tone.					
Students will be able to write arguments to support claims with clear reasons and relevant information.					
Students will be able to cite textual evidence to support the analysis of what the text says explicitly /					

implicitly and make logical references.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to use knowledge of language and its conventions when writing, spelling, reading, or listening.					
Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.					
Students will be able to explain how an author's geographic location or culture affects their perspective.					
Students will be able to establish criteria in order to evaluate the quality of a text.					
Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to determine a central idea or theme of a text.					
Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.					
Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a					

subject.					
Students will be able to cite textual evidence to support an analysis.					
Students will be able to explain how claims in a text are supported by relevant reason and evidence, identifying which reason and evidence support which claims.					
Students will be able to maintain style and tone appropriate to the writing task.					
Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.					
Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.					
Social Studies/Humanities					
Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.					

Students will be able to identify how events are chronologically related to one another.					
Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.					
Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.					
Students will be able to compare and contrast regions throughout the Eastern Hemisphere.					
Students will be able to recognize change throughout the historical narrative.					
Students will be able to distinguish human activities and human made features from “environments” or natural events and physical features					
Students will be able to understand the role of periodization as a practice in history and social studies.					
Students will be able to identify all regions in the Western Hemisphere.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					
Students will be able to identify important turning points in history.					
Students will be able to conduct short research projects to answer a question (including self posed					

questions).					
Students will be able to draw evidence from informational texts to support analysis, reflection, and research.					
Students will be able to analyze the relationship between primary and secondary sources.					
Students will be able to locate geographical landmarks.					
Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.					
Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.					
Students will be able to conduct short research projects to answer questions (including self generated questions).					
Students will be able to write arguments focused on discipline-specific content.					
Students will be able to conduct short research projects to answer a question.					
Students will be able to use historical context while conducting focus based research.					
Science					
Outdoor Education: Plan for the Year					

Students will be able to explain the concept of eating seasonally.					
Students will be able to name and utilize basic tools in a kitchen.					
Students will be able to create a seasonally appropriate menu.					
Students will be able to plan and execute a community meal.					
Students will explore the concept of food insecurity.					
Students will be able to practice the basics of food safety.					
Structure, Function, and Information Processing					
Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells					
Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.					
Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.					
Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories					
Matter and Energy in Organisms and Ecosystems					
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and					

out of organisms					
Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.					
Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem					
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem					
Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					

Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					

Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					
Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					

Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					

Grade 7

Theme: Justice and What it Means
Yearly Project: Create a Social Justice Organization
Outdoor Education: Adopt a Section of Union St Rain Garden

Grade 7 Major Skill Used	**Theme Used**
Rights and Responsibilities.	Change and Acceptance (September)
Self-Analysis and Reflection.	Power of Emotions (October)
Decision-Making.	Kindness to Others (November)
Caring	Community and Participation (December) **(Visit: Seneca Nation Museum)**
Gratitude.	Future / Occupations (January)
The Value of Work and The Rights of Workers.	Cities and Towns (February) **Visit/Speaker: Sewage Treatment Plan/Olean Water Treatment Plant**
Solidarity.	Around the World (March)**(Visit: Olean History Museum Architecture)**
Dignity of the Human Person.	Self Care (April) **([redacted]Visit)**
Call to Family, Community, and Participation.	Protecting Our Earth (May) **Adopt a Section of Union St Rain Garden**
Empathy for The Poor and Vulnerable.	Justice (June)

September Goals - Skill: Rights and Responsibilities
Theme: Change and Acceptance
English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

- Students will be able to identify how scarcity necessitates decision making.

Science (Outdoor Education: Plan for the Year):

- Students will be able to explain the hydrologic cycle.
- Students will be able to complete a map that shows local natural and man-made hydrological features.
- Students will be able to explore the dynamics of rural and urban water management.
- Students will be able to explore the changing dynamic of water resources in relation to climate change.
- Students will be able to research and create solutions to local water management challenges.

October Goals - Skill: Self-Analysis and Reflection

Theme: Power of Emotions

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English

- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.
- Students will be able to interpret how information is presented in diverse formats.
- Students will be able to delineate a speaker's argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.

Social Studies

- Students will be able to recognize that boundaries and definition of location are historically constructed.
- Students will be able to construct an argument based on historical evidence.

November Goals - Skill: Decision-Making

Theme: Kindness

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.

Social Studies

- Students will be able to compare and contrast historical events based on informative facts and perspective.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

December Goals - Skill: Caring

Theme: Community and Participation

Math

- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies:

- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.

January Goals - Skill: Gratitude

Theme: Future / Occupations

Math

- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.

English

- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to present information on a text using a digital platform.
- Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.

Science: **Human Impacts**

- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

February Goals - Skill: The Value of Work and The Rights of Workers

Theme: Cities and Towns

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Recognize and represent proportional relationships between quantities.

English

- Students will be able to introduce a topic clearly based on the tone, mood, and theme of a text.
- Students will be able to write arguments focused on discipline specific content.
- Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

Social Studies

- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Human Impacts**

- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

March Goals - Skill: Solidarity

Theme: Around the World

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **History of Earth**

- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion

April Goals - Skill: Life and Dignity of the Human Person

Theme: Self Care

Math

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.

Science: **History of Earth**

- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motionv

May Goals - Skill: Call to Family, Community, and Participation

Theme: Protecting Our Earth

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to understand the author's historical and cultural values.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Weather and Climate**(Global Change Debate)

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

June Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Justice

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

English

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies

- Students will be able to describe the role of competition in economic decisions
- Students will be able to examine the role of job specialization.

Science: **Weather and Climate** (Global Change Debate)

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Checklist

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).					
The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.					

The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.					
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.					
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.					
Recognize and represent proportional relationships between quantities.					
Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.					
The students will be able to be able to identify positive and negative numbers (write, compare, interpret					

and explain)					
The students will be able to identify absolute value					
Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
English					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able to understand the author's historical and cultural values.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to cite textual evidence to strongly support an analysis of what the texts says.					
Students will be able to write arguments focused on discipline specific content.					
Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and					

thematic connections.					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to present information on a text using a digital platform.					
Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.					
Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.					
Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences					
Students will be able to develop central ideas based on the tone, mood, and meaning of a text.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.					
Students will be able to interpret how information is presented in diverse formats.					
Students will be able to delineate a speaker’s argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.					

Students will be able to write an argument to support claims with clear reasons and relevant evidence.					
Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.					
Social Studies/Humanities					
Students will be able to describe the role of competition in economic decisions					
Students will be able to examine the role of job specialization.					
Students will be able to present historical information in a factual manner.					
Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.					
Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.					
Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.					

Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.					
Students will be able to compare and contrast historical events based on informative facts and perspective.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					
Students will be able to recognize that boundaries and definition of location are historically constructed.					
Students will be able to construct an argument based on historical evidence.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to identify important turning points in history.					
Students will be able to identify how scarcity necessitates decision making.					
Science					
Outdoor Education: Plan for the Year					
Students will be able to explain the hydrologic cycle.					
Students will be able to complete a map that shows local natural and man-made hydrological features.					
Students will be able to explore the dynamics of rural and urban water management.					
Students will be able to explore the changing dynamic of water resources in relation to climate change.					

Students will be able to research and create solutions to local water management challenges.					
Human Impacts					
Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.					
Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.					
Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.					
History of Earth					
Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.					
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.					
Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion					
Weather and Climate(Global Change Debate)					

Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.					
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.					
Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					
Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the					

function.					
Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.					
Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories					
Matter and Energy in Organisms and Ecosystems					
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms					
Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.					
Analyze and interpret date to provide evidence for the effects of resource availability on organisms and population of organisms in an ecosystem					
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem					
Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.					
Natural Selection and Adaptations					

Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the					

past.					
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					
Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal					

and global issues					

Grade 8

Theme: Looking Forward in Olean and Beyond
Yearly Project: Portfolio
Outdoor Education: Canticle Farms Internship

Grade 8 Major Skill Used	**Theme Used**
Empathy for The Poor and Vulnerable.	Development (September)
Caring	Plants and Their Environment (October): **Visit/ Speaker/Internship Set-Up Canticle Farms (Visit: Olean History Museum Vegetation and Animal)**
Self-Analysis and Reflection	Our Oceans (November)
Solidarity.	Caring for the Sea (December)
The Value of Work and The Rights of Workers.	Adventure (January)
Gratitude.	Caring for Others (February)
Dignity of the Human Person.	Respecting All (March) **(Visit: Seneca Nation Museum)**
Decision-Making	Judgment (April) **(Della Moore Visit)**
Call to Family, Community, and Participation.	Teamwork (May) **(Visit: Olean History Museum: Manufacturing)**
Rights and Responsibilities.	Self Acceptance (June)

September Goals - Skill: Empathy for The Poor and Vulnerable

Theme: Development

Math

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other
- Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Social Studies

- Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.
- Students will be able to compare and contrast human activities and their effect on society.
- Students will be able to integrate visual information with other information platforms.

Science: **Structure and Properties of Matter**

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

Science: (Plan for the Year):

- Students will be able to explain the financial realities of American farms.
- Students will be able to perform the functional aspects of farming from seed to sale.
- Students will be able to assist in running a farm stand at the local farmer's market.
- Students will be able to discuss the evolution of farming across time, our nation, and within the local area.

October Goals - Skill: Caring

Theme: Plants and Their Environment

Math

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to write arguments that support claims with clear reasons and relevant evidence.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Structure and Properties of Matter**

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

November Goals - Skill: Self-Analysis and Reflection

Theme: Our Oceans

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

English

- Students will be able to use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to use precise language and content-specific vocabulary to explain a topic.

Social Studies

- Students will be able to demonstrate respect for others in discussion and classroom debates.
- Students will be able to describe how government decisions affect economics in case studies.

Science: **Waves and Electromagnetic Radiation**

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

December Goals - Skill: Solidarity

Theme: Caring for the Sea

Math:

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.

Social Studies

- Students will be able to identify regions by describing characteristics.
- Students will be able to explain how regions differ in the historical narrative.

Science: **Waves and Electromagnetic Radiation**

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

January Goals - Skill: The Value of Work and The Rights of Workers

Theme: Adventure

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Summarize numerical data sets in relation to their context.
- Recognize and represent proportional relationships between quantities
- Know and apply the properties of integer exponents to generate equivalent numerical expressions
- Use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that â‹š2 is irrational

- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.
- Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Social Studies

- Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Energy**

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

February Goals - Skill: Gratitude

Theme: Caring for Others

Math

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Summarize numerical data sets in relation to their context.
- Recognize and represent proportional relationships between quantities
- Know and apply the properties of integer exponents to generate equivalent numerical expressions

- Use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Energy**

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

March Goals - Skill: Life and Dignity of the Human Person

Theme: Respecting Others

Math

- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context.
- Reason abstractly and quantitatively
- Model with mathematics.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas,

concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.

Social Studies
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science: **Chemical Reactions**
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes

April Goals - Skill: Decision-Making

Theme: Judgment

Math
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context.
- Reason abstractly and quantitatively
- Model with mathematics.

English
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to interpret figurative language including allusions, in context.
- Students will be able to evaluate the advantages and disadvantages of using different media.
- Students will be able to introduce a precise claim and organize the reasons logically.

Social Studies
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.

Science

May Goals - Skill: Call to Family, Community, and Participation

Theme: Teamwork

Math

- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Social Studies

- Students will be able to identify cause and effect.
- Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.

June Goals - Skill: Rights and Responsibilities

<u>Theme: Self Acceptance</u>

Math

- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

English

- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.

Social Studies

- Students will be able to draw from informational texts to support analysis, reflection, and research.

Checklist

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Does not Meet Expectation	Notes
Math					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.					
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear					

association, and nonlinear association.					
The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)					
The students will be able to understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.					
The students will be able to construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.					
The students will be able to display numerical data in plots on a number line, including dot plots, histograms, and box plots.					
Reason abstractly and quantitatively					
Model with mathematics.					

Students will understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.					
Students will summarize numerical data sets in relation to their context.					
Students will know and apply the properties of integer exponents to generate equivalent numerical expressions					
Students will use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational					
Students will understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.					
Students will recognize and represent proportional relationships between quantities.					
Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.					

Students will understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.					
Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.					
Students will use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other					
Students will understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.					
Students will use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.					
English					

Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.					
Students will be able to interpret figurative language including allusions, in context.					
Students will be able to evaluate the advantages and disadvantages of using different media.					
Students will be able to introduce a precise claim and organize the reasons logically.					
Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to cite textual evidence to strongly support an analysis of what the texts says.					
Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.					

Students will be able to delineate a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.					
Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					
Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.					
Students will be able to use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.					
Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.					
Students will be able to use precise language and content-specific vocabulary to explain a topic.					
Students will be able to write arguments that support claims with clear reasons and relevant evidence.					
Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.					

Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.					
Social Studies					
Students will be able to draw from informational texts to support analysis, reflection, and research.					
Students will be able to identify cause and effect.					
Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.					
Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.					
Students will be able to identify regions by describing characteristics.					
Students will be able to explain how regions differ in the historical narrative.					
Students will be able to demonstrate respect for others in discussion and classroom debates.					
Students will be able to describe how government decisions affect economics in case studies.					
Students will be able to explain how events are related chronologically to one another in time.					
Students will be able to recognize the dynamics of historical continuity and change over periods of time.					

Students will be able to identify important turning points in history.					
Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.					
Students will be able to compare and contrast human activities and their effect on society.					
Students will be able to integrate visual information with other information platforms.					
Science:					
Students will be able to explain the financial realities of American farms.					
Students will be able to perform the functional aspects of farming from seed to sale.					
Students will be able to assist in running a farm stand at the local farmer's market.					
Students will be able to discuss the evolution of farming across time, our nation, and within the local area.					
Structure and Properties of Matter					
Develop models to describe the atomic composition of simple molecules and extended structures.					
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.					

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.					
Waves and Electromagnetic Radiation					
Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.					
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.					
Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.					
Energy					
Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.					
Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.					
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.					

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.					
Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.					
Chemical Reactions					
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.					
Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.					
Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					

The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Natural Selection and Adaptations					
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.					

Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.					
Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy					
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.					
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.					
Growth, Development, and Reproduction of Organisms					
Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively					
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.					

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.					
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					
Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.					
Social and Emotional Learning					
The student will demonstrate self-awareness to the best of his/her/their ability					
The student will demonstrate self-management and self-regulation regarding space, resources, and person					
The student will use responsible decision making including social awareness					
The student will participate in Community service and community involvement					
The student will demonstrate Accountability for one's actions					
The student will maintain Respect for community and self					
The student will show Empathy towards others, including personal and global issues					

High School English Content Sequence and Description: *As demonstrated within the budget, the English teacher will coplan with the History teacher to outline the Next Generation Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher for the incoming Grade 9 class.*

For planning purposes, a unit is equivalent to a single 4 week plan which may be delivered in the way the teacher feels most effective including multiple authors, or an in depth single author study. A "classic" novel will link to the student's history course time period, reflect on previously learned time periods, or preset students for future units of study.[1]

Curriculum Program: 9-12 Next Generation ELA Standards

Course Specific Assessment: NYS Assessment, Standards-Based Portfolio

Training: Beginning of the year training demonstrating how to backwards map based on cross-curriculuar planning and Next Generation Standards will be administered by Shannon McIntyre (elemetnary curriculum development experience), Dr. Jason Eastman (college curriculum development experience), and previous board Joe Franzen (high school curriculum development experience) to ensure consistency within the OACS curriculum.

English 9:

- Literature: 5 classic novel units, 3 units of poetry (approx 8 months)
- Writing: 1 major research project, 6 incorporated minor research projects, weekly journaling
- Speaking: 1 incorporated major speaking presentation, 1 incorporatedresearch supported debate

English 10:

- Literature: 4 classic novel units, 4 units of poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

English 11:

- Literature: 3 classic novel units, 4 units of poetry, 1 unit of European novelists, 1 unit of European poetry
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

English 12:

- Literature: 2 classic novel units, 2 units of poetry, 2 unit of European novelists, 2 unit of European poetry, 1 unit of Asian novelists
- Writing: 2 major research project, 5 incorporated minor research projects, weekly journaling
- Speaking: 2 incorporated major speaking presentation, 1 incorporated research supported debate

<u>Next Generation Learning Standards for English to Incorporate over 4 Years</u>[2]

<u>Key Ideas and Details</u>

[1] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

[2] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
-Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
-Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
-Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.
-Understand and follow a detailed set of directions.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
-Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
-Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
-Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
-Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.
-In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
-Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

Craft and Structure

-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
-Analyze the impact of specific word choices on meaning, tone, and mood.
-Examine technical or key terms and how language differs across genres.
-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
-Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
-Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
-In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
-In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
-Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
- Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
-Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
-Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
-Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
-Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).

-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
-Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.
-Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.
-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

<u>Integration of Ideas and Knowledge</u>

-Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).
- In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
-Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
-Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
-Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
-Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
-Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
-Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.

-Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
-Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
-Compare and contrast treatments of the same topic in several primary and secondary sources.
-Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

<u>Text Types and Purpose</u>

-Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
-Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
-Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
-Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
- Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.
-Maintain a style and tone appropriate to the writing task.
-Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
-Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.

-Maintain a style and tone appropriate to the writing task.
-Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
-Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.
-Write arguments focused on discipline-specific content.
-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
-Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
-Provide a concluding statement or section that follows from or supports the argument presented.

<u>Research to Build Present Knowledge</u>
-Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding of the subject under investigation.
-Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.
-Draw evidence from informational texts to support analysis, reflection, and research.

<u>Comprehension and Collaboration</u>

-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
-Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.
-Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.
-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.
-Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
-Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.
-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

Presentation of Knowledge and Ideas

-Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
- Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate**.**

CORE CONVENTION SKILLS (Grades 9-12)

• Use parallel structure.
• Use various types or phrases and clauses to add variety and interest to writing or presentations.
• Understand that usage is a matter of convention that can change over time.
• Resolve issues of complex or contested usage, consulting references as needed. CORE

PUNCTUATION and SPELLING SKILLS (Grades 9-12)

• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
• Use a semicolon to link two or more closely related independent clauses.
• Use a colon to introduce a list or quotation.

High School Math

Algebra I[3]**:** *Algebra 1 is used as the base for students' Mathematical understanding in high school. At OACS students will expand their previously acquired understanding of mathematical concepts by furthering their processing and application of linear equations, functions, and expressions. Additionally, students will experience the Next Generation Standards support*

[3] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

focusing on base understanding and support spiraled into the opportunity to actively apply learned concepts. The objective is to expand previously learned understanding from the Intermediate Years while connecting the practical application of the determined standards into coursework that supports students with a solid foundation for college level Mathematics Study. This includes linking Algebra 1 and the foundation of the Mandatory Sociology Course, which will be completed through the analysis of graphs information in a variety of algebraic expressions, for example. Using the Next Generation Standards as a guide and support for planning and course development, teachers will arrange and address the following core standards:

Core Standards for Final Course Evaluation: Internal Exam

- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Geometry[4]**:** *OACS Geometry Course follows the NGS and uses the concepts of congruence, similarity, and symmetry and perspective of geometric transformations. Notable vocabulary and the introduction of proofs including those including scale factor, triangles, and correspondence include two and three dimensional shapes and perspective. As noted in the NGS key vocabulary are spiraled to include expansion of mathematical concepts touched-on throughout elementary. OACS Geometry class offers support for students further study in art and the essential components of the agriculture components of other coursework and draws Kindergarten through the mandatory coursework in high school. Key skills that will be mastered by the end of the course include:*

[4] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

Core Standards for Final Course Evaluation: Internal Exam

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems
- Make geometric constructions.
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.
- Apply Trigonometry to general triangles.
- Understand and apply theorems about circles.
- Find arc lengths and area of sectors of circles.
- Translate between the geometric description and the equation of a conic section.
- Use coordinates to prove simple geometric theorems algebraically.
- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.

Algebra II[5]**:** *Based on the existing frame within the NGS OACS Algebra II course builds off of students' existing understanding of Algebraic concepts including polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect the structure inherent in multi-digit whole number multiplication with multiplication of polynomials and similarly connect division of polynomials with long division of integers, polynomials, including complex zeros of quadratic polynomials. Through regularity in repeated reasoning, they make connections between zeros of polynomials and solutions of polynomial equations. Through analysis and integration of previously learned Geometry, students extend trigonometric functions to all (or most) real numbers and are introduced to sine, cosine, and tangent at π/6, π/4, π/3, π/2, etc, as well as exponential and logarithmic functions. Key skills that will be mastered by the end of the course include:*

Core Standards for Final Course Evaluation: Internal Exam

- Extend the properties of exponents to rational exponents
- Perform arithmetic operations with complex numbers
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Understand the relationship between zeros and factors of polynomials
- Rewrite rational expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation.

[5] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Pre-Calculus[6]**:** *The OACS Pre-Calculus Course is grounded in the standards from the Plus(+) Standards within the Next Generation Standards. The OACS Pre-Calculus course extends the Algebra II course to include calculus concepts that will ensure students are college-ready. Algebra and Trigonometry are combined to prepare an extensive pre-study for calculus. Key skills that will be mastered by the end of the course include:*

Core Standards for Final Course Evaluation: Internal Exam

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on the complex plane.
- Use complex numbers in polynomial identities and equations.
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications
- Use polynomial identities to solve problems.
- Rewrite rational expressions.
- Solve systems of equations.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Apply trigonometry to general triangles.
- Understand and apply theorems about circles.
- Translate between the geometric description and the equation for a conic section.

[6] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

- Explain volume formulas and use them to solve problems.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.

High School Science

Earth Science[7]: *The OACS Earth Science course will bridge students from the NGSS and general STEM coursework to the practical analysis of larger STEM concepts. The objective of OACS Earth Science is to support students in exploring areas of Earth Science deeper than previously as well as draw direct links between future employment opportunities and the skills required for them. Students explore global climate, the Earth's atmosphere, space, and natural elements including rocks and minerals.*

Within each core class students direct their learning and understandings to their lives in the Olean community. Embedded in each unit, students develop project based and problem based learning that has direct links to their sense of place in micro and macro communities. In contrast to other ways of learning a blend of each course will be needed to find answers in another. Authentic learning and problem solving will generate lasting teaching and learning experience for staff, students, and community partners.

Core Standards for Final Course Evaluation: Internal Exam

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Evaluate data and communicate information to explain how the movement and interactions of air masses result in changes in weather conditions.
- Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation.
- Construct an explanation of Scientific theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding at an accelerated rate, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars),
- Communicate scientific ideas about the way stars, over their life cycle, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

[7] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Construct an explanation using evidence to support the claim that the phases of the moon, eclipses, tides and seasons change cyclically.
- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the coevolution of Earth's systems and life on Earth.Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Biology[8]: *The OACS Biology course adopts the concepts of the NGSS with exploration. Students are able to learn about life-science including plants and animals, as well as DNA, molecules and natural systems.*

Core Standards for Final Course Evaluation: Internal Exam

- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements such as nitrogen, sulfur, and phosphorus to form amino acids and other carbon-based molecules.
- Use a model to illustrate that aerobic cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in ecosystems.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of various processes in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- Use mathematical and/or computational representations to support explanations of biotic and abiotic factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.Use a model to illustrate cellular division (mitosis) and differentiation.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, (3) mutations caused by environmental factors and/or (4) genetic engineering.

[8] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

[Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs including the relevant processes in meiosis and advances in biotechnology.] Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Use models to illustrate how human reproduction and development maintains continuity of life.Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
- The outermost electrons in an atom are called the valence electrons. In general, the number of valence electrons affects the chemical properties of an element.

Chemistry[9]: *OACS Chemistry includes the NGSS standards and substandards ensuring that students are effectively prepared for the Chemistry Regents Exam, while also understanding major concepts about energy, scientific law, and change, that will be referenced in Physics.*

Core Standards for Final Course Evaluation: Internal Exam

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

[9] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Apply scientific principles and evidence to explain how the rate of a physical or chemical change is affected when conditions are varied.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Plan and conduct an investigation to compare properties and behaviors of acids and bases.
- Use evidence to illustrate that some chemical reactions involve the transfer of electrons as an energy conversion occurs within a system.
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of particles and the rearrangements of particles into new substances, with consequent changes in the sum of all bond energies in the set of substances that are matched by changes in energy.
- In many situations, a dynamic and condition dependent balance between a reaction and the reverse reaction determines the numbers of all types of particles present.
- Acids and bases play an important role in the daily lives of humans and other organisms (e.g. agricultural applications, environmental impacts (acid rain), animal and plant physiology).
- Oxidation-reduction reactions are the prevailing source of power for many of today's modern conveniences.
- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed.

Physics[10]: *OACS is the study of the properties of matter and their relationship with energy and forces, as well as objects, their size, energy concerns and velocity patterns. Additionally students learn about applying a force to an object, as well as the Mathematical concepts that are included throughout these standards.*

Core Standards for Final Course Evaluation: Internal Exam

- Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

[10] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- Analyze data to support the claim that Ohm's Law describes the mathematical relationship among the potential difference, current, and resistance of an electric circuit.
- Use mathematical representations to support a claim regarding relationships among the period, frequency, wavelength, and speed of waves traveling and transferring energy (amplitude, frequency) in various media.
- Evaluate questions about the advantages of using a digital transmission and storage of information.
- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model (quantum theory), and that for some situations one model is more useful than the other.
- Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy
- Use mathematical models to determine relationships among the size and location of images, size and location of objects, and focal lengths of lenses and mirrors.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Environmental Science[11]: In addition to incorporating the Next Generation Science Standards when appropriate, *this course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will be introduced to the scientific study of our environment, as well as the technological, social, political and economic challenges required for the understanding and critical examination of related issues.Students will explore vocabulary for consumers, voters, and decision-makers, as well as address the need to understand human interactions with the Earth, and the limitations that science and technology have in reducing any negative impacts of those interactions. This course will expose the student to potential solutions as well as the limitations of these solutions due to science, technology, cultural beliefs, political systems, and resource availability. As members of society and the Earth, we are collectively responsible for environmental impacts and must also be responsible for making educated decisions when influencing environmental issues, electing policy making officials, and choosing lifestyles. Information learned in this class should aid one in making those decisions.*

Students will master:

- How science and the scientific method address environmental systems and issues.
- The Earth's major natural systems, how these systems function, and how they are affected by human activity.
- The sustainability, and unsustainability, of various interactions between human society and the Earth's natural systems (ie. energy use and generation, resource consumption and economics, food production).
- Define the principles of science, stewardship and sustainability, and recognize their role in evaluating and establishing a viable human society within Earth's systems.
- Apply the scientific method, and recognize that with its use science provides a reliable, rigorous and unbiased way to gain knowledge of the natural world.
- Recognize, describe, and quantitatively describe Earth systems, including the land, water, sea, and atmosphere, and how these function collectively to support life on Earth.
- Describe ecosystems in terms of how they vary, are structured, and function both internally and as part of the larger biosphere.
- Describe human population characteristics and growth, and recognize the impacts of human society on Earth's systems and resources
- Recognize the purpose and assess the effectiveness and feasibility of governmental environmental policy in defining and regulating the role and impacts of human society on Earth.

[11] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

High School Global Studies and History

Grade 9 Global Studies I *The OACS Global Studies 1 course is designed to encompass previously learned topics throughout middle school. The spiraling of these topics affords students the ability to dive deeper into global history and the patterns that have existed throughout time. The 7 unit course is derived from the NYS Common Core Standards and is meant to offer students a clear base for Global Studies II starting from the year 1790 onward.* [12]

Unit 1

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. 9.1 DEVELOPMENT OF CIVILIZATION: THE PALEOLITHIC ERA: The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi sedentary lifestyles. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

Core Standards for Final Course Evaluation: Internal Exam

- Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.
- Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.
- The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.
- Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Students will identify the place of origin, compare and contrast the core beliefsand practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

Unit 2

600 B.C.E. – ca. 900 C.E. 9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.

Core Standards for Final Course Evaluation: Internal Exam

[12] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- Geographic factors encouraged and hindered a state's/empire's expansion and interactions. Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.
- Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.
- A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.
- Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires. Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

Unit 3

500 – ca. 1500 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires

Core Standards for Final Course Evaluation: Internal Exam

- Afro-Eurasian transregional trade networks grew across land and bodies of water. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.
- Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.
- Control of transregional trade and economic growth contributed to the emergence and expansion of political states. Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

- **Highlight:** POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.
- Following the fall of the Roman Empire, divergent societies emerged in Europe. Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.
- Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. Students will examine the locations and relative sizes of post classical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.
- Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.
- **Highlight:** SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.
- Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. Students will examine the development of Sikhism in South Asia during this time period.
- Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development. Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. Students will evaluate the effects of the Black Death on these regions.

Unit 4

1400 – 1750 9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key

centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.

Core Standards for Final Course Evaluation: Internal Exam

- Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere. Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.
- The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations. Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.
- The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. Students will examine Ming interactions with European traders and Christian missionaries. Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

Unit 5

AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

Core Standards for Final Course Evaluation: Internal Exam

- Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas. Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade. Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East Africancity-states.
- Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period. Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.
- Complex societies and civilizations made unique cultural achievements and contributions. Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

Unit 6

TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

Core Standards for Final Course Evaluation: Internal Exam

- The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. Students will examine political ideas developed during the Renaissance, including those of Machiavelli.
- The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society. Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe. Students will trace the discrimination against and persecution of Jews.
- Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society. Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.
- The development of the Scientific Revolution challenged traditional authorities and beliefs. Students will examine the Scientific Revolution, including the influence of Galileo and Newton. 9.9 e The Enlightenment challenged views of political authority and how power and authority were conceptualized. Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.
- **Highlight** INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.
- Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.

- Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenouspopulations. Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.
- The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth. Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved Africanpeoples. Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.
- European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems. Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies. Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas. Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.
- The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires. Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the EasternHemisphere.
- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire. Students will examine the development of European maritime empires and mercantilism.

Grade 10 Global Studies II: *The OACS Global Studies II Course offers perspective of the world post 1750. Students are exposed to patterns that occurred throughout world-governments, as well as the economic growth and population shifts that have occurred over time in some parts. Students develop the ability to compare and contrast on a deeper level throughout Global Studies II which is an example of the cross-curricular planning that will organically occur throughout the delivery of high school classes.*

THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks.

Core Standards for Final Course Evaluation: Internal Exam

- Powerful Eurasian states and empires faced and responded to challenges ca. 1750. Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity. Students will examine efforts to unify, stabilize, and centralize Japan under the rul eof the Tokugawa Shogunate. Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.
- Perceptions of outsiders and interactions with them varied across Eurasia. Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions. Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750. Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.

1750–1914: An Age of Revolutions, Industrialization, and Empires

Unit 2

ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

Core Standards for Final Course Evaluation: Internal Exam

- Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.
- Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots. Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Students will examine enlightened despots including Catherine the Great.
- Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte. Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.
- Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states. Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and AustrianEmpires.

Unit 3

CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

Core Standards for Final Course Evaluation: Internal Exam

- Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale. Students will examine the agricultural revolution in Great Britain.
- Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects. Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will examine the economic theory presented in The Wealth ofNations. Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.
- Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people. Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
- Social and political reform, as well as new ideologies, developed in response to industrial growth. Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society. Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

Unit 4

IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.

Core Standards for Final Course Evaluation: Internal Exam

- European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence inChina.
- Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

- International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).
- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims. 1914–Present: Crisis and Achievement in the 20th Century

Unit 5

UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

Core Standards for Final Course Evaluation: Internal Exam

- International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars. Students will compare and contrast long- and short-term causes and effects of World War I and World War II.
- Technological developments increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.
- The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
- Nationalism and ideology played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.
- Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.

Unit 6

UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

Core Standards for Final Course Evaluation: Internal Exam

- The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade,NATO).

- The Cold War was a period of confrontations and attempts at peaceful coexistence. Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. Students will examine the reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Sovietperspectives.
- The end of the Cold War and the collapse of the communist bloc in Europe had a global impact. Students will investigate the political reforms of glasnost and economic reforms of perestroika. Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

Unit 7

DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.

Core Standards for Final Course Evaluation: Internal Exam

- Independence movements in India and Indochina developed in response to European control. Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.
- African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful. Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.
- Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. Students will examine the creation of the State of Israel and the Arab-Israeli conflict.
- Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic ofChina. Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communistrun People's Republic of China and a nationalist-run Taiwan. Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies. Contemporary Issues

Unit 8

TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.

Core Standards for Final Course Evaluation: Internal Exam

- Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to

be met. Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

- Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions. Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs. Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

Unit 9

GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.

Core Standards for Final Course Evaluation: Internal Exam

- Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.
- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology. Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).
- Globalization is contentious, supported by some and criticized by others. Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: • free market, export-oriented economies vs. localized, sustainable activities • development of a mixed economy in China and China's role in the global economy • multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries) • roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions • economic growth and economic downturns (e.g., recession, depression) on a national and a global scale • economic development and inequality (e.g., access to water, food, education, health care, energy) • migration and labor • ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)
- Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment. Students will examine how the world's population is growing exponentially for numerous reasons and how it is not evenly distributed. Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications). Students will examine strains on the environment, such as threats to wildlife and degradation of the physical

environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

- Globalization has created new possibilities for international cooperation and for international conflict. Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol. Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.

Unit 10

HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.

Core Standards for Final Course Evaluation: Internal Exam

- Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups. Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights. Students will examine the articles contained in the UN Universal Declaration of Human Rights.
- Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries. Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.
- Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of HumanRights. Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine the policy of apartheid in South Africa and the growth of the antiapartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period. Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.

Grade 11 US History and Government*: The OACS US History and Government is a course designed to dive deeper into previously learned material. Students are able to analyze and develop reasons for historical events, as well as analyze perspectives.* Based on the Common Core Curriculum the OACS US History and Government course will reference intermediate studies of historical events that have shaped the United States' most recent growth and change.[13]

Unit 1

COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

Core Standards for Final Course Evaluation: Internal Exam

- Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict. Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish. Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.
- A number of factors influenced colonial economic development, social structures,and labor systems, causing variation by region. Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems. Students will examine the factors influencing variations in colonial social structures and labor systems. Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery asa racial institution.
- Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies. Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience. Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in NewNetherland. * For this document the term "Native American" is used with the understanding that it could say "American Indian."

Unit 2

CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

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[13] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government. Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.
- Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.
- Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the weaknesses and successes of government under the Articles of Confederation. Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery. Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence. Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic. Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.
- Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states. Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address. Students will examine Hamilton's economic plan, the debate surrounding the plan, and its impacts on the development of political parties. Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000. Students will examine Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden, and analyze how these decisions strengthened the powers of the federal government.

Unit 3

EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

Core Standards for Final Course Evaluation: Internal Exam

- American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism. Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy. Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in thecase of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation.
- Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis. Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom's Cabin). Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott,and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.
- Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction. Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war. Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation. Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects.

Unit 4

POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

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- Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. Students will investigate the ways individuals, groups, and government institutions limited the

rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896). Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen's Bureau, the creation of educational institutions, and political participation. Students will examine the impacts of the election of 1876 and the compromise of 1877on African Americans.

- The 14th and 15th amendments failed to address the rights of women. Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B.Anthony.
- Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion. Students will examine the effect of federal policies on Native Americans, including reservation policies, the Dawes Act (1887), and forced assimilation efforts (Carlisle Indian School).
- Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

Unit 5

INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

Core Standards for Final Course Evaluation: Internal Exam

- New technologies and economic models created rapid industrial growth and transformed the United States.
- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures. Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in Wabash, St. Louis & Pacific R.R. v. Illinois (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in Northern Securities Co. v. United States (1904).
- Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. Students will examine

demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe. Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party. Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions. Students will examine Progressive Era reforms, such as the 16th and 17thamendments (1913) and the establishment of the Federal Reserve System (1913). Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment(1920). Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919). Students will trace reform efforts by individuals and the consequences of those efforts, including: • Jane Addams and Hull House • Jacob Riis' How the Other Half Lives • New York Governor Theodore Roosevelt and the Tenement Reform Commission • Upton Sinclair's The Jungle and the Meat InspectionAct • Margaret Sanger and birth control • Ida Tarbell's The History of the Standard Oil Company • Ida Wells and her writings about lynching of African Americans • Booker T. Washington's contributions to education, including the creation of Tuskegee Institute • W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917)

Unit 6

THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

Core Standards for Final Course Evaluation: Internal Exam

- In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world. Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii. Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions. Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines. Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the RooseveltCorollary.
- While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points. Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I. Students will examine

Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations. Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

- World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort. Students will investigate the causes and effects of the Great Migration on American society. Students will examine the Supreme Court decision concerning civil liberties inSchenck v. United States (1919). Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

Unit 7

PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

Core Standards for Final Course Evaluation: Internal Exam

- The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles. Students will examine the impact of Prohibition on American society. Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s. Students will examine the reasons for the resurgence of the Ku Klux Klan. Students will examine the key issues related to the Scopes trial.
- African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture. Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture. Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.
- For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression.President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s. Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression. Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression. Students will examine the human and environmental causes of the Dust Bowl and its effects. Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court packing effort.

Unit 8

WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.

Core Standards for Final Course Evaluation: Internal Exam

- As situations overseas deteriorated, President Roosevelt's leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including "cash and carry" and Lend-Lease. Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands. Students will examine the impact of the Japanese attack on PearlHarbor. Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance. Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targetsand President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.
- United States entry into World War II had a significant impact on American society. Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates. Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in Korematsu v. United States(1944). Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military andworkforce.
- In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

Unit 9

COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.

Core Standards for Final Course Evaluation: Internal Exam

- After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the ColdWar. Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider

how they represent a shift in American foreign policy. Students will examine domestic concerns about the spread of communism and the rise of McCarthyism. Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea. Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting inVietnam. Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair. Students will examine the congressional effort to limit presidential power through the War Powers Act.

- The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race. Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty. Students will examine the policy of détente and its effect on the nuclear arms race.
- American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East. Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.
- A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe. Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

Unit 10

SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

Core Standards for Final Course Evaluation: Internal Exam

- After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change. Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of

Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

- Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern women's movement (e.g., The Feminine Mystique [1963], National Organization for Women , Equal Pay Act and Title IX, Roe v.Wade) Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims) Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers) People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990]) Rights of the accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966]) Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration) Page 43 Grades 9-12 Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights) Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy) Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985]) Students will thoroughly investigate at least one of the efforts above.
- Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government. Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession. Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

Unit 11

THE UNITED STATES IN A CHANGING WORLD (1990 – present): The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.

Core Standards for Final Course Evaluation: Internal Exam

- The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade. Students will examine the decision of President George H. W. Bush to oppose Iraq's invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War. Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
- In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students

will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, theinvasion of Afghanistan, and the passage of the USA PATRIOT Act. Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war. Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

- Globalization and advances in technology have affected the United States economy and society. Students will examine the positive and negative consequences of globalization in relation to the United States economy. Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world. Students will examine the economic relationship and the strategic rivalry between the United States and China.

Grade 12 US Economics and Personal Finance *OACS Economics and Personal finance allows students the opportunity to study capitalism, the free market, as well as the financial expectations for adults as they grow up. Within this year students will explore how to file their taxes, how to manage a basic budget, how to apply for financial aid- including the risks of credit, as well as the ramifications of poor financial decisions. Based on the Common Core Learning Standards, students will be prepared to take the Regents Exam, as well as for life.*[14]

Unit 1

FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

Core Standards for Final Course Evaluation: Internal Exam

- Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.
- The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.
- Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.
- The rule of law is a system in which no one, including the government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

[14] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.
- The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

Unit 2

CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

Core Standards for Final Course Evaluation: Internal Exam

- Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.
- The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic
- An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.
- The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.
- Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.
- Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

Unit 3

RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

Core Standards for Final Course Evaluation: Internal Exam

- Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.
- The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.
- Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.
- Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

Unit 4

POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

Core Standards for Final Course Evaluation: Internal Exam

- Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems, including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.
- Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.
- In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.
- The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.
- Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

Unit 5

PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

Core Standards for Final Course Evaluation: Internal Exam

- Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.
- On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.
- Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.
- Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Unit 6

INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

Core Standards for Final Course Evaluation: Internal Exam

- In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.
- Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.
- Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.
- To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

Unit 7

INDIVIDUALS AND BUSINESS IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

Core Standards for Final Course Evaluation: Internal Exam

- Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one's resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.
- The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.
- Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

Unit 8

THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

Core Standards for Final Course Evaluation: Internal Exam

- As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.
- The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.
- The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing,

generational poverty, income inequality, the challenges of class mobility, negative externalities.).

- A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.
- The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

Unit 9

THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

Core Standards for Final Course Evaluation: Internal Exam

- Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.
- The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.
- The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.
- Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.

Specials

Integrated Art Curriculum Overview (K-12)

The basis for the OACS Art Program is founded on the concept of place-based learning and using historical context to ensure an appreciation for all aspects of art. It is essential for students to value art, art history, and art as a tool for mastering skills in other subjects. Utilizing the art dating throughout history offers students the ability to exercise higher-order thinking to compare and contrast, summarize, evaluate, and describe feelings and emotions that support lifelong learning. Using art from history to educate students today increases the historical perspective of self-awareness, how we interact and consider each other, social justice, and world events.[1]

Periodically, throughout the curriculum students experience transformational projects that integrate the major components of STEM and address classroom themes in a spiraled way. Muralists, printers, and other contemporary artists are explored through Science, Technology, Engineering, ELA, and links to Music, as well. The construction of the culminating contemporary art projects each year reinforces the vocabulary and skills learned throughout the year.

The OACS Art Curriculum incorporates an inquiry-based, critical approach to teaching Art while embedding the context in the homeroom's themes or topics offering students multiple contexts to process the information they are learning in the classroom. Oftentimes, students who are shy or interpersonal will find strength and confidence in analyzing and producing pieces of art that display their feelings and a personal perspective they may not have the confidence to share.[2]

With the increase of technology and connectivity of the world, it has grown smaller. People are regularly interacting and being exposed to other cultures. Providing students with knowledge about art historians within a historical context allows them to have more meaningful interactions and a greater understanding of people outside of their own experiences.[3]

Exploring the arts is a natural way of encouraging and accepting all types of learners, as well. As research reports that students learn best using a variety of Multiple Intelligences, writing poetry, listening and identifying lyrics from music, working collaboratively in groups, as well as working independently are naturally built into this project.

Sample Outlines (Kindergarten and Grade 8)

Kindergarten Sample

September: Theme: Identifying-Patterning	**October: Theme: Patterning, The World Around Me**
Vocabulary: line types, shapes Artist: Jean Miro Medium: crayons and paint SWBT explore, learn about and utilize line and shape to create a piece of art reflecting the artist highlighted. SWBT recall and	Vocabulary for the month: Texture, repetition, pattern, and drawing Artist: Van Gogh sunflowers Medium: oil pastel crayon, Black paint for the background

[1] Suh, Yonghee. (2013). Past Looking: Using Arts as Historical Evidence in Teaching History. Social Studies Research and Practice. 8. 135-159. 10.1108/SSRP-01-2013-B0010.

[2] https://www.ohiohistory.org/using-artwork-to-teach-history-part-ii/

[3] https://www.metmuseum.org/blogs/teen-blog/renaissance-portrait/blog/studying-art-from-the-past

demonstrate the ability to use art supplies in an appropriate way, caring for the environment.	SWBT explores, learns about, and utilizes color to incorporate line and shape to produce a piece incorporating sunflowers using oil pastels.
November: Theme: Connecting, Food Vocabulary for the month: Printing, repetition, pattern, plate, brayer Artist: Gyotaku fish printing Medium: Ink on fabric SWBT identify patterns, lines, and shapes using fish. SWBT produces a piece of patterned art using fish.	**December: Theme Making Good Choices** Vocabulary for the month: collage, mixed media Artist: clip art and books on health Medium Clay, paint SWBT review and identify what a "germ" is and how to avoid germs. Students will plan, develop and create a germ out of clay.
January: Theme: Explore the World Vocabulary of the month: collage, mixed media Artist: Rousseau Medium: collage,mixed media paint,clay SWBT identify and learn about habitats and the production of animals and habitats in art. SWBT create an animal that lives in the rainforest as well as the appropriate habitat.	**February:Theme: Healthy Eating** Vocabulary of the month:weaving, printing Artist: Giuseppe Medium: paint, fruit and vegetables SWBT identify healthy eating and how to eat healthy. Create a weaving of a basket and fruit or vegetables for printing.
March Theme: Community Vocabulary of the month: symbols, painting, mixed media Artist: Romare Beardan Medium:paint, mixed media,collage SWBT identify parts of a community. SWBT create a structure incorporating mixed media for windows, doors etc.	**April** Theme: The Earth Vocabulary of the month: overlap,overlay, Artist: Picasso Medium: paper, SWBT identify components of Picasso's artwork. SWBT replicate the painting of the bouquet of flowers in their hand
May: Theme: Feelings Vocabulary of the month:self portrait Artist: vangogh,picasso Medium:oil pastels SWBT create a self portrait using a mirror to look at themselves and self-select the style they would like to include in their painting (eg.cubist, etc.) and include the appropriate vocabulary.	**June: Review of the Year's Projects** Vocabulary of the month: review, recreate or finish Artist: the students Medium: all of the years choices SWBT create a picture or sculpture in one of the themes from the year

Grade 8 Sample

Grade 8 will be done in units in coordination with Social Studies,Music, ELA and Art

Unit 1

Vocabulary: symbolism, social teaching, and composition
Artist: American artist: Kara Walker
Theme: Self Analysis and Reflection
Medium: Acrylic Painting
SWBT incorporate personal symbolism, as well social justice teachings through the general 8th grade Social Studies curriculum. The student will be able to develop a piece of artwork mirroring key components of Kara Walker's work. The students will be able to reflect and compare artwork, discuss their personal views on the subject area, and present a valid perspective with reasoning.

Unit 2

Vocabulary: poetry in art, balance, imagery, and printing
Artist: David Hammond
Theme: Respecting All/Dignity of the Human Person
Medium: Printing
SWBT study and compare the artwork of David Hammond and his full body printing. The students will be able to identify and verbalize similarities to Hammond's work and social issues in modern day. The students will be able to highlight information identified in an ELA focused poetry exercise titled a"Lantern Poem". The students will be able to develop a form of personal body printing incorporating a lantern poem as a basis for their work.

Unit 3

Vocabulary of the month: mural, perspective
Artist: Thomas Hart Benton
Theme: The Dignity of Work and the Rights of Workers
Medium: acrylic tempera paint on extra large paper
SWBT conduct a full artist study on Thomas Hart Benton. The students will simultaneously study the time period from the 1920s-1940s in Social Studies class and demonstrate the ability to carry over essential information. The students will be able to use the information learned to create a mural of a place in time during the 20's thru the 40's using similar techniques. The students will compare and contrast the time of the art to the time now and demonstrate the ability to support their perspective.

Unit 4

Vocabulary: recycled material, gesso, engineering
Artist: Mark Bradford
Theme: Solidarity/Respecting All
Medium: recyclable materials and gesso
SWBT reflect on the history of Mark Bradford's art during the present time period. The students will be able to create their own theme to reflect their beliefs of modern-day concerns,

problems, or social justice topics. The students will be able to build an artist board to utilize in developing their individual themes incorporation perspective from Bradford's life. The students will demonstrate the ability to reflect and make connections between Social Studies, ELA, and Art.

Integrated Music Curriculum Overview (K-12)

(Grade 1 and Grade 5 as sample)

Music Language Theory (MLT) is the basis for the OACS Music Curriculum. MLT was developed by Edwin Gordon who focused on how we learn music when we learn music. MLT focuses on the idea that everyone is musical in some form and uses similar theories to how we learn the language and applies them to understanding and creating music. Gordon developed a word audition (thinking in sound, much like how we think in ideas), which is the goal of MLT. This is done through learning sequences that were developed from research on how we, as humans, develop language abilities and begin to think in words. MLT strives to create an independent musician and an informed listener in every student. All students have musical aptitude. MLT identifies students' strengths and weaknesses and helps boost all areas.[4] The main learning sequences are as follows:

Discrimination learning (determining whether two elements are the same)

- Aural/oral (imitating heard tones and rhythms)
- Verbal association (more imitation, with songs and rhythms in a plethora of time signatures and tonalities)
- Partial synthesis (combination of both aural/oral and verbal association)
- Symbolic association (introduction of notation)
- Composite synthesis (being able to read, write, and identify different rhythms and tonalities)

Inference learning (identity, create, and improvise unfamiliar patterns)

- Generalization (discrimination learning, but with being able to with unfamiliar patterns)
- Creativity/improvisation (students can respond to different patterns with their own responses)
- Theoretical understanding (music theory concepts and placing them in contexts)

The other major part of the curriculum is based in WMP. WMP strives to connect music to its cultural contexts. Music is one of the handfuls of cultural universals, and without the culture in that specific music exists, much of the music's meaning is lost. Understanding the culture helps a student understand the music. WMP exposes students to cultures and music from all over the world. [5]

These two teaching/learning theories are integrated into the classrooms through project-based learning and STEM activities (with a heavy focus on the cross-curricular nature of music).STEM has been an overlooked topic in which music can have a unique place. Sound is based on scientific principles and mathematics which are important for all music students to learn about. A frequently overlooked topic in the subject of music is the creation and design of musical instruments. Designing and building musical instruments uses mathematics,

[4] Gordon, E.E (2012). Learning sequences in music: A contemporary music learning theory. GIA Publications. Shouldice, H. (2022). Weaving it all together. GIA Publications

[5] Coppola, W. J., Hebert, D. G., & Campbell, P. S. (2021). *Teaching world music in higher education*. Routledge.

engineering, and technology. Instruments themselves are technology. This curriculum integrates all these subjects to further students' understanding not only in the subject of music but in all the STEM subjects as well. [6]

Technology also holds a special place in music and has shaped the modern music industry. This curriculum uses technology for recording, composition, and as an instrument in itself. The STEM aspects of this curriculum will connect students to their other subjects, furthers the cross-curricular nature of learning, and gives students a chance to develop their critical thinking abilities through the process. The musical instrument also becomes an important piece for students to learn about other cultures, and how they have chosen to create this technology.[7]

Grade 1

September- Major Skill: Cause and Effect- Theme: Back to School

-Students will demonstrate cause and effect through body movements that correlate to the sounds in the music being listened to.

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a)

October- Major Skill: Patterning- Theme: Animals

Students will develop patterning through rhythm. They will also connect to the theme of animals through a study on Carnival of the Animals and how instruments can reflect the sound of animals.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a)

November- Major Skill: Sequencing- Theme: Senses

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[6] Banerji, N., Stoddard, D., & Dorrio, B.V. (2014). Hands-on conceptual teaching of physics of music. In M. Costa, P. Pombo, & J. Dorrio (Eds.), *Hands-On: Science Communication with and for Society* (pp. 15-18). H-sci.
-https://quod.lib.umich.edu/cgi/p/pod/dod-idx/musical-acoustics-instrument-design-when-engineering-meets.pdf?c=icmc;idno=bbp2372.2015.022;format=pdf
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

[7] Hogenes, M., Diepenbroek, A., Bremmer, M., & Hogerheijde, M. (2021). Designing new, technology-based musical instruments in primary education. *Journal of the European Teacher Education Network*, 1–18.
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

Students will use sequencing both rhythmically and melodically. They will also connect to their senses through a look into how ears work.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a) Character themes to stories (sung) Ears and voice (basic biology explanation)

December- Major Skill: Expanding- Theme: Healthy Eating

Students will expand on the ideas presented in the class so far.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Character themes to stories (instrument selection) Group composition

January- Major Skill: Compare and Contrast- Theme: Seasons and the Earth

Students will use Peter and the Wolf to compare instrument timbres and how a composer can use an instrument to represent different aspects of a story.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection. (MU:Cr2.1.1a) In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b)

February- Major Skill: Expanding- Theme: Space/Weather

Students will build a wind chime(s) which will they will use to observe the wind with.
Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both

a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will build a set of wind chimes with a specific pitch set. (MU:Cr1.1b)

March- Major Skill: Application- Theme: Gardening

Students will apply things learned throughout the year to their compositions, as well as connect a plant growing to how a composition grows.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) (Activity starting from a seed (Single note) and growing a plant (Full composition). Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a)

April- Major Skill: Summarizing- Theme: Local Newspapers

Students will compose a theme for a fictitious news station, connecting them to the theme of newspapers.

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will begin to write a theme for a fictious news station. (MU:Cr1.1.1a)

May- Major Skill: Compare and Contrast- Theme: Newspapers in the World

Students will refine their news station theme, compare news stations to newspapers, and prepare the theme for recording.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and

drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will write a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

June- Major Skill: Informing- Theme: Our Newspaper

Students will record their news station theme. As well articulate the reasoning for their musical decisions.

Students will be able to rehearse and perform repertoire selected by teacher.(Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will record a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

Grade 5

September- Major Skill: The Dignity of Work and the Rights of Workers -Theme: Exploration

-Students will connect worker's rights to worker songs from the 1940s and explore the life of Woody Guthrie. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study the life of Woody Guthrie, and his impact on workers' rights movement. (MU:Re7.1.5a) Students will write their own song about worker's rights. (MU:Cr1.1.5a)

October- Major Skill: Call to Family, Community, and Participation -Theme: Cycles of Life

-Students will connect to family, community, and participation through investigating how other cultures use music to build family and community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will be able to demonstrate the difference between presentational and participatory music, and how these are utilized in different countries. (MU:Pr4.2.5c) Students will participate in West African style drum circles and engage in collective improvisation. (MU:Pr6.1.5a)

November- Major Skill: Caring -Theme: Caring for Earth

-Students will care for the Earth through recycling materials and turning them into musical instruments in which to create art with. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will collect items to be recycled into musical instrument and create class songs to perform on the recycled instruments. (MU:Cr3.1.5a)

December- Major Skill: Gratitude -Theme: Changing Seasons

-Students will connect with the changing seasons through Four Seasons by Vivaldi and write their own song about their favorite season. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study Four Season by Antonio Vivaldi and explain how he represented the different seasons in his music. (MU:Re7.2.5a) Students will identify their favorite season, and write a song (with or without words) that represents that season for them. (MU:Cr2.1.5a)

January- Major Skill: Options for the Poor and Vulnerable -Theme: Human History

-Students will investigate human history through a systematic look through music history. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Greece to Baroque). (MU:Re9.1.5a)

February- Major Skill: Rights and Responsibilities -Theme: Environmental Impact

-Students will investigate the environmental impact the instrument industry has on this planet. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Classical to Romantic). (MU:Re9.1.5a) Students will investigate the environmental impact the instrument industry has on the world.

March- Major Skill: Solidarity -Theme: Community and Responsibility

-Students will connect to solidarity and the community through performing for those less fortunate in the community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the

music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (20 th century classical). (MU:Re9.1.5a) Students will go out into the community to perform for the community. (MU:Pr6.1.5b)

April- Major Skill: Self-Analysis and Reflection -Theme: Senses and Observations

-Students will not only analyze and reflect on their previous work, but investigate how our minds, through our senses, place us into a particular culture. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how we, as humans, interpret sound, and are encultured to the sounds of our culture. (MU:Re7.1.5a) Students will self-analyze and reflect on compositions from this and previous years. (Compositions that were kept in a portfolio). (MU:Cr3.1.5a)

May- Major Skill: Life and Dignity of the Human Person -Theme: Character

-Students will connect to another's life and dignity through a song written for a classmate on their character. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how music is used and functions throughout the world to help humans in various ways. (MU:Re7.1.5a) Students will create a song about a classmate that demonstrates pride in who they are. (MU:Cr3.2.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

June- Major Skill: Decision Making -Theme: Change and Acceptance

-Students will make decisions on their song about a classmate and make appropriate changes. Students will be able to rehearse and perform repertoire selected by the teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will refine their song about themselves and reflect on the process and the content of the song. (MU:Cr3.1.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

Integrated Spanish Curriculum Overview

The OACS Spanish Curriculum is titled Somos and identifies specific standards for mastery at the end of a two-year cycle. Somos incorporates methods of teaching including, but not limited to: Collaborative Storytelling, MovieTalk, Embedded Reading, PictureTalk, TPR (Total Physical

Response), Personalized Questions and Answers, and writing with discussion.[8] Students will acquire practical language skills through the systematic introduction of vocabulary within context. The Spanish teacher will be expected to utilize the same essential skills and vocabulary from the general classroom with delivery of the Spanish lessons, as well. The Somos Curriculum utilizes regular benchmarks to support the Spanish teacher in adjusting his/her/their lesson planning. The Spanish Report will include all standards expected by the end of the two-year cycle with the expectation of 50% mastery at the end of the first year. The high school Spanish Curriculum will be developed with Somos should OACS be granted the ability to open the high school, and will include spiraled elements of the information below.

Units, Vocabulary, and Assessments of Learning for Mastery by the end of Grade 6

UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS
Somos 1 Unit 1 *Dice*	· dice · este/esta es · una persona · un chico · una chica · se llama	Los pollitos dicen children's song	None recommended
Special person interviews	various	N/A	N/A
El calendario The Unfair Game	Seasons, Months, Before/After	Northern vs. Southern Hemisphere	N/A
¿Cúal es la fecha?	· hoy es · ayer fue · calendar vocab	N/A	N/A
Introductions worksheet	· se llama · este es	N/A	N/A
Me llamo Ronaldo embedded reading	· este es, me llamo	N/A	N/A
¿Lo dice o lo dijo? Lotería game	· dice · dijo · este es	N/A	N/A
Hay	· hay	N/A	N/A
¿Qué hay en tu casa? game	· hay	N/A	N/A
The Unfair Game: Hay + animales	· hay · grande/pequeño · este/esta es	N/A	N/A
¿Qué es un ekeko?	· este es	Ekekos	N/A

[8] https://www.somoscurriculum.com/about

	· hay · es de		
¿Qué te gusta?	· le gusta · me gusta · te gusta	N/A	N/A
Somos 1 Unit 2 *Corre*	· camina hacia · corre · ve	La carrera de San Silvestre El encierro de toros	· Presentational writing · Interpretive reading · Interpretive listening

Simple Sentences Game Pack, Units 1-5	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 2.5 *La cumbia*	· no puede · hay · va a	Cumbia & the cultural diversity of Latin America	N/A
Los colores	· lleva	N/A	N/A
Puede/Le gusta Lotería game	· puede · le gusta	N/A	N/A
Somos 1 Unit 3 *El canal de Panamá*	· nunca cierra · abre la puerta · son las (#)	El canal de Panamá	· Presentational writing · Interpretive reading · Presentation speaking OPTIONAL
Somos 1 Unit 4 *La universidad*	· toma · habla · quiere ser	Universities in Spanish speaking countries	· Presentational writing · Interpretive reading · Interpretive listening
Quiero ser diferente storybook	· quiero ser · quieres ser	N/A	
El silbo gomero	· habla · país · idioma	El silbo gomero	
Somos 1 Unit 5 *La corrida de toros*	· tiene · novio · hermano · está enojado · va a	Bullfighting	· Presentational writing · Interpretive reading · Interpretive listening

La corrida de toros: ¿cultura o tortura?	· tiene · está enojado · va a	Bullfighting	N/A
One Word Image Imagination Lab	· tiene · puede · quiere	N/A	N/A

Los pronombres de sujeto	· subject pronouns	Biographies of Spanish speaking individuals	N/A
Sobremesa Episode 1	· camina · dice · hay	La República Dominicana	N/A
Felipe VI	· 'de' for possession	Felipe VI, King of Spain	N/A
Somos 1 Unit 6 *Siéntate*	· se sienta · se levanta · le grita	N/A	N/A
Simple Sentences Game Pack, Units 6-10	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
TPR Sentence Bingo	· se sienta · se levanta · grita	N/A	N/A
Cris se sienta Storybuilder PLUS™ Forms Edition	· se sienta · se levanta · grita	N/A	N/A
La criatura Horizontal Conjugation	· 1st person plural verb conjugations, present tense	N/A	N/A
Somos 1 Unit 7 *Los castells de Tarragona*	· siempre · lo ayuda · simpático · tienes que · no puede	Los castells de Tarragona / España	· Presentational writing · Interpretive reading

Mi Bolivia	· possessive adjectives	Bolivia	
Somos 1 Unit 8 *La comida latina*	· busca · encuentra · sabes	Various	· Interpretive reading
Te amo by Nota	· sabes	Puerto Rico	
Los verbos -ar	· -ar present indicative verbs		
Somos 1 Unit 9 *El Cucuy*	· tiene miedo de · mira · hacia	El Cucuy / Puerto Rico	· Presentational writing · Interpretive reading
El Silbón	· voy, vas, va, vamos, van	El Silbón / Venezuela	N/A
La programación de televisión	· mira · days of the week	TV programming / España	N/A
¿Qué hora es?	· sale	N/A	N/A

	· avión · a las (time) · son las (time)		
Somos 1 Unit 10 *Como agua para chocolate*	· tiene hambre · está triste · llora · come	Como agua para chocolate / México	· Presentational writing · Interpretive reading · Interpretive listening
Lágrimas de cocodrilo	· tiene hambre · está triste · llora	Idiomatic expression	N/A
La rana de boca grande	· come · vive	Amazonian animals	N/A
Gazpacho	· come	Gazpacho / España	N/A
Tener expressions Bingo	· tiene calor, tiene frío, tiene sueño, tiene razón · tiene suerte, ¡Ten cuidado!, tiene hambre, tiene 15 años, tiene miedo		N/A
Los verbos -er	· -er present indicative verb conjugations	Rafael Nadal / España	N/A
La perrita bailarina	· baila	Merengue / La República Dominicana	N/A
Somos 1 Unit 11 *Deportes en los países hispanohablantes*	· eres · juega · un deporte · quiere jugar	· El fútbol / various · El béisbol / La República Dominicana · El básquetbol / México	· Presentational writing · Interpretive reading · Interpretive listening
Simple Sentences Game Pack, Units 11-15	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A

Somos 1 Unit 12 *El cortejo*	· agarra · no conoce · nadie · sale de	Traditional dating customs in Spanish speaking countries	· Interpretive reading · Interpretive listening
El gato cleptómano	Direct object pronouns	N/A	N/A
QAR	N/A	N/A	N/A
Los 6 grados de separación	saber vs. conocer	N/A	N/A
Somos 1 Unit 13 *Piropos / El acoso callejero*	· la mujer · el hombre · comienza a · piensa que	· Piropos · El chico del apartamento 512 · Selena	· Interpretive reading · Interpretive listening

	· verdadero		

Somos 1 Unit 14 *Los derechos de los niños*	· el niño · escucha · lo que hace · debe hacer	· Los niños prisioneros / Bolivia	· Presentational writing · Interpretive reading
Me gustas tú	me gustas	N/A	N/A
Somos 1 Unit 15 *El gaucho*	· vive · solo · trabaja en · necesita	· Los gauchos · El mate · Argentina	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 16 *Las abuelas de Plaza de Mayo*	· miente · dice la verdad · fui / fuiste / fue · le cree · se lleva · siguiente	· Las abuelas de Plaza de Mayo / Argentina · La Guerra Sucia	· Interpretive reading
Simple Sentences Game Pack, Units 16-20	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 17 *La inmigración*	· llega · país · regresa · allí · lleva	La migración y la inmigración / Estados Unidos	· Interpretive reading · Interpretive listening
La inmigración a España	· llega · país · regresa · allí · lleva	España	N/A
Somos 1 Unit 18 *Las supersticiones*	· le da · devuelve · le parece · extraño	Superstitions in various Spanish speaking countries	· Presentational writing · Interpretive reading
Somos 1 Unit 19 *Biblioburro*	· viene · pueblo · toda la gente · pone · encima de	Biblioburro, access to libraries	· Interpretive reading · Interpretive listening
El Desfile de Yipao	· conduce	El desfile de Yipao / Colombia	N/A
Somos 1 Unit 20 *El robo*	· deja · lleva	N/A	· Presentational writing · Interpretive reading

	· camisa · mismo · tienda		
El hábito de San Antonio	· lleva · el mismo · vestido	N/A	N/A
Las botas picudas	· lleva · jóvenes	Las botas picudas / México	N/A
Somos 1 Unit 21 *Una aventura de camping*	· se duerme · durante · la noche · oye · algo	N/A	N/A
Los verbos reflexivos	reflexive verbs	N/A	N/A

El monstruo del armario	· se duerme · durante · la noche · oye algo	"El monstruo del armario" by Pablo Conde / España	· Interpretive reading · Presentational writing
Simple Sentences Game Pack, Units 21-27	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
La receta del amor	· reflexive vs. transitive verbs		
La Tomatina	· empieza · tira	La Tomatina / Buñol	
Somos 1 Unit 22 *Los tres cerditos*	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla		· Presentational writing · Interpretive reading · Interpretive listening
Robarte un beso	· déjame	Colombia	
Huracanes en el Caribe	· teme · construye · con cuidado · toca · feroz · déjame · termina	Puerto Rico, Cuba, La República Dominicana	

	· sopla		

Somos 1 Unit 23 *El Camino de Santiago*	· quiere ir · se queda · sigue	El Camino de Santiago / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 24 *Costa Rica*	· disfrutaron · protegieron · viajaron · se hicieron	El ecoturismo y la sostenibilidad / Costa Rica	
Somos 1 Unit 25 *La lotería de Navidad*	· cuesta · demasiado · compra · vende	El Sorteo Extraordinario de Navidad / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 26 *El sistema solar*	· fue el primer · viajó	Franklin Chang Díaz / Costa Rica	· Presentational writing
Somos 1 Unit 27 *La siesta*	· hay que · poco a poco · se aburre · vuelve a	La siesta / España	· Presentational writing · Interpretive reading

Standards of Learning for Mastery by the end of Grade 8

	Core Vocabulary	**Grammar Focus**
Unit 1: Foundations	fue dijo vio	
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs
Grammar in Context: -AR preterite regular grammar notes		
Reading: Ricitos de oro	se acercó a vio que había se lo llevó	
Unit 3: La madre de Jasón	volvió temprano conoció a un joven se divirtieron	-er/-ir preterite regular verbs
Grammar in Context: -ER/-IR preterite regular grammar notes		
Song:		

Todo cambió by Camila and Nota		
Unit 4: ¿Soy gringo?		preterite stem change verbs
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs
Grammar in Context: I-Y spelling change preterite verbs		

Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs
Grammar in Context: Irregular preterite		
Unit 7: El acosador	era iba veía	imperfect irregular verbs
Reading: José Mujica, el presidente más humilde del mundo		
Unit 8: El hombre feliz		
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs
Grammar in context: -AR imperfect verbs		

Unit 10: El chico ideal	quería tenía olía a	-ER/-IR imperfect regular verbs
Creative Writing Project: El zoológico loco		Imperfect verbs
Unit 11: El que se enoja, pierde		
Unit 12: El lago encantado		

NOVEL STUDY UNIT:

El Nuevo Houdini
El Ketchup
Unit 13: Crime scene investigation
Unit 14: El pretérito perfecto
NOVEL STUDY UNIT Brandon Brown versus Yucatán

Integrated Health/PE Curriculum

Health Curriculum: The OACS health curriculum will cross with major classroom themes and skills whenever possible, utilize the NYS curriculum, as well as the Washington State Health Curriculum[9] and Connecticut State Health Curriculum[10], which aligns with NYS Topics and offers the teacher additional curriculum support. The Cattaraugus County Department of Health, along with Cornell Cooperative Extension intend to support Olean Academy with addressing the following topics. Intermediate Specific Topics will include a request for parents to attend their child's educational opportunity, alon with the option for the child to opt-out of the stated topic to receive an alternative lesson that will focus on the school's core values. The PE Teacher will coplan with the classroom teachers as well as the Community and Parent Engagement Coordinator while using the existing grade-level maps to determine whether the students will receive their bulk instruction from the PE teacher, the classroom teacher, or an affiliate.

<u>The overall topics that will be planned for in a single year include:</u>
Hygiene, Disease Prevention, Analyzing Influences, Accessing Valid Information, Effective Communication, Decision-Making, Goal-Setting, Injury Prevention, First Aid, Violence, Food Groups and Nutrients, Label Literacy, Caloric Intake and Expenditure, Disease Prevention, Nutritional Planning, Anatomy and Physiology, Anatomy and Reproduction, Growth and Development

<u>Intermediate Specific Topics Include:</u> Communicable Disease Prevention (Human Fluid), Self-Identity, Healthy Relationships, Pregnancy, Puberty and Development, Self-Esteem, Body Image, Eating Disorders Health, Stress Management, Expressing Emotions, Harassment, Intimidation, and Bullying, Use and Abuse, Prevention, Legal Consequences

PE Curriculum: The OACS PE Curriculum will rely heavily on the Agriculture program embedded into the K-8 curriculum. When possible, students will execute the necessary standard through the Agriculture lesson including examples such as outdoor planting and gardening, trash collection volunteering , and the Canticle Farms Internship which reinforce safety, self-accountability and management of time and resources. By embedding the PE curriculum throughout the classroom activities students are able to identify value in their PE course, as well as experience multiple standards in a variety of ways. PE Class will be outdoors as often as

[9] https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/hpe-standards.pdf
[10] https://www.madison.k12.ct.us/uploaded/docs/CurriculumGuides/Health_curr.pdf

possible, including in the winter when students will be expected to have weather appropriate clothing. OACS intends to supplement ED students with the necessary clothing to ensure the ability to safely participate in outdoor PE through community donation and the PE curriculum budget. The PE Department will be a major contributor to the school's biannual Career Day and will include components of writing and alternative assessment available to include all learners. The PE Teachers will ensure that a monthly thematic curriculum map is completed encompassing the following NGS:

Demonstrates competency in a variety of motor skills and movement patterns in

- Sports Skills and Games
- Dance, Movement, and Rhythmic Activities
- Fitness Activities
- Lifetime Activities

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance in

- Movement Concepts
- Strategies and Tactics
- Fitness Planning
- Health Enhancing Behaviors

Exhibits responsible personal and social behavior that respects self and others.

- Self-Awareness and Management
- Social Awareness and Relationships
- Responsible Decision Making

Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

- Overall Wellness
- Challenges
- Self-Expression and Enjoyment

Recognize career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

- Personal and Community Resources
- Career Opportunities

D. Sociology of Community, Agriculture and Food Systems: CTE Pathway: Agriculture Design
SUNY Objectives for Learning Derived from Social Science Areas:

During the Four year experience, students receive two years of core knowledge input in order to set a base for the Year 3 and Year 4 practicum. Please note the specific curriculum map included in Attachment 3b.

During Years 1 and 2 students will:

1. Demonstrate knowledge of major concepts selected for the course.
2. Demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical interpretive analysis.

3. Demonstrate knowledge of common institutions, practices, or policies, and how they have affected different social groups or individuals in society.
4. Students will engage in classroom discussion and exercises centering on how various societies perceive questions of identity and/or empowerment, which may include race/ethnicity, sexuality and gender, social class, etc.
5. Demonstrate understanding of cultural similarities and differences and how cultural norms shape each person's experience of the world.
6. Demonstrate awareness of global issues and the impact of individual and collective decisions on life around the world.
7. Weigh diverse perspectives in the face of opposing viewpoints and understand the source of one's own assumptions and biases.

During Year 3 students will assemble a plan for a Career Portfolio and and practicum experience, Year 4 is the intended execution:

Objectives:

Communication and Interpersonal Relationships

Students will

a) List the similarities and differences between personal and workplace communication and the uses of technology in each

b) Describe ways effective communication promotes workplace efficiency

c) Examine a variety of types of reports required of workers in a variety of careers

d) Describe the role of observation in the development of work reports

e) Explain how to give and receive accurate reports in a variety of formats

f) Demonstrate effective communication skills in a group setting to accomplish a task

Career Portfolio

Students will

a) Explain what a career portfolio is and tell how it might be used

b) List the components of a portfolio and describe the importance of each

c) Compile and organize personal materials for use in a portfolio

d) Investigate format options for both physical and e-portfolios

e) Match personal portfolio materials to specific employability skills

f) Revise a general portfolio for use in obtaining a specific position

Application Documents

Students will

a) Extract information from an employment advertisement to discern skills desired by a potential employer

b) Know the purpose for and elements of a resume, cover letter, and letter of reference

c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence

Identify a Problem and Technical Solution

Students will

a) Analyze chosen career field to identify a local or global problem

b) Identify key adults and necessary contacts to execute the developed plan

c) Develop a clear 36 Week plan to study, analyze, develop and test the solution

- Include a list of micro-activities that will lead into final project
- Include self-reflective questions to support growth and development
- Include specific research to support the study, analysis and development of the test for the solution

d) Coordinate Work Experience component to ensure sufficient hours including the development of a self-monitoring sheet

Support Outline:

Investigation **(September)** -Identify research and resources -Inventory components of chosen field -Select component of chosen field	***Preparation*** **(October)** -Write proposal -Review with classmates and advisor -Create a timeline of important dates -Set up a planner for weekly meetings -Set up a planner for micro-activities
Action **(November-March)** -Perform timeline activities -Keep consistent notes -Reflect on progress -Update necessary advisors -Perform necessary work experience	***Reflection & Demonstration*** **(April-June)** -Assemble materials into appropriate presentation -Review presentation with classmates -Review presentation with advisor -Present materials