



# Charter Schools Institute

*The State University of New York*

## Proposal Transmittal Form

### **1. School Information**

Proposed Name of Charter School

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

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	110
Year 2	K-2	166
Year 3	K-3	222
Year 4	K-4	278
Year 5	K-5	334

Desired School Opening Date  Desired Initial Charter Term

### **2. Proposed Affiliations**

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

### **3. Lead Applicant Contact Information**

Lead Applicant Name

Mailing Address

City  State  Zip Code

E-Mail Address  Home Phone #

Cell Phone #  Office Phone #  Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

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# Charter Schools Institute

## *The State University of New York*

### Proposal Summary Form

1. Charter School Name

East Harlem Scholars Academy Charter School II

2. Charter School Location

Community School District 4, East Harlem, New York City

3. Anticipated Opening Date

August 26, 2013

4. Management Organization Name (if applicable)

Not Applicable

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

East Harlem Tutorial Program

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2013-2014	K-1	110
Year 5	2017-2018	K-5	334

7. Applicant(s)

	Name	Bio
X	Jeff Ginsburg	Jeff is the Executive Director of East Harlem Tutorial Program and the Chair of the Board of East Harlem Scholars Academy Charter School. Prior to his service at the East Harlem Tutorial Program, he was the Development Director at the United Way of Massachusetts Bay and the founding director of the United Way's Math, Science & Technology initiative (MSTi), a statewide after-school program that served nearly 10,000 youth at 40 after-school sites across Massachusetts. Jeff is representing East Harlem Scholars Academy Charter School which is the lead Applicant for East Harlem Scholars II in his capacity as Chair of the Board of Trustees of East Harlem Scholars Academy Charter School.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
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X	Carlos Morales	Carlos is the Chief Compliance Executive-North America with Banco Espirito Santo, S.A. Carlos has an extensive professional experience providing financial services organizations with solutions that further business objectives while satisfying legal and compliance requirements. Prior to his current position, he was counsel to Schiff Hardin LLP. He is a board member of East Harlem Tutorial Program.
X	Thomas L. Webber, PhD	Tom is Special Advisor to the President of Bank Street College. Prior he was Acting Director for the Center of Educational Leadership and Substitute Guest Lecturer at Hunter College Graduate School of Education. During his 40 year career, Tom has worked in a variety of educational programs serving students of all age ranges. He is a board member of East Harlem Tutorial Program.
X	Michael Brown	Mike is the Partner of Dynasty Financial Partners and the Director Wealth Management. Mike began his career as a financial consultant at Merrill Lynch and later moved to Bear Stearns where he formed the Special Equity Transactions Group. He is a board member of East Harlem Tutorial Program.
X	Lili Lynton	Lili is Senior Vice President of the New York City Investment Fund. Prior to her current position, she was a partner with chef Daniel Boulud as co-founder of Dinex Group which has fourteen Boulud branded restaurants in NYC and internationally. Prior she was a financial analyst at Sanford C. Bernstein. Lili is a Board member of East Harlem Tutorial Program.
X	Ilana Ruskay-Kidd	Ilana is the Director of the Saul and Carole Zabar Nursery School at the JCC in Manhattan at JCC in Manhattan, a position she has held for the last 11 years. After being trained at Central Park East in Harlem, she became a co-founding teacher at the Ella Baker School, an alternative public school in Manhattan. She then went on to work as an Early Childhood Curriculum Consultant for the Children's Aid Society where she developed curricula with directors and teachers in day care, Head Start and private nursery school programs throughout the city.
X	Iris Chen	Iris is the Executive Director of the I Have A Dream Program. Prior to this role, she served as Teach For America's New York City Executive Director, where she led a major expansion and grew the local corps from 250 to 1,000 teachers. Previously, she worked as a management consultant with McKinsey & Company.

X	Joan Solotar	Joan is the Senior Managing Director in the Public Markets group of Blackstone Group where she is responsible for managing Blackstone's relationships with its public investors, industry analysts and the general investment community. Before joining Blackstone in 2007, Ms. Solotar was with Banc of America Securities where she was a Managing Director and Head of Equity Research. She started her career in equity research at The First Boston Corporation and prior to joining Bank of America was part of the financial services team at Donaldson, Lufkin & Jenrette and later with CSFB as a Managing Director. She is the Chair of the board of East Harlem Tutorial Program.
X	Brian Gavin	Brian is the Chief Operating Officer of BAAM and a Senior Managing Director of The Blackstone Group. Prior, Brian was a Partner in Arthur Andersen's Hedge Fund Advisory and Capital Markets Group. He is a Certified Public Accountant.
X	Jeff Ginsburg	Jeff is the Executive Director of East Harlem Tutorial Program and the Chair of the Board of East Harlem Scholars Academy Charter School. Prior to his service at the East Harlem Tutorial Program, he was the Development Director at the United Way of Massachusetts Bay and the founding director of the United Way's Math, Science & Technology initiative (MSTi), a statewide after-school program that served nearly 10,000 youth at 40 after-school sites across Massachusetts.

Add New Trustee

## 9. Overview of the Proposed Program

### Mission Statement

Founded upon the 53 year-old legacy of the East Harlem Tutorial Program, the mission at East Harlem Scholars Academy Charter School II is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

### Rationale

East Harlem Scholars II is a proposed replication of East Harlem Scholars Academy Charter School currently serving Kindergarten and Grade 1 students in East Harlem's CSD 4 in Manhattan. East Harlem Scholars Academy Charter School was founded by East Harlem Tutorial Program (EHTP), a long-standing highly-regarded community-based organization in East Harlem that was established in 1958 and continues to have a mission to prepare students with the academic skills, strength of character and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves. Not only does East Harlem Scholars Academy Charter School have a school design steeped in the philosophy, culture and values of EHTP, its academic program and operations are being implemented in partnership with EHTP which serves as the school's Partner Organization. The academic achievement data of children living in CSD 4 clearly demonstrates the need for quality educational options in the community. East Harlem Scholars II's school design is one that is responsive to the needs of children and families living in East Harlem, particularly for English language learners for whom the school has an admissions preference. The school is committed to ensuring that its students meet or exceed state performance standards, and that they develop and strengthen the study, research and self-motivation skills and behaviors needed to succeed in middle/high school and to gain admission into

and excel in college.

### **Key Design Elements and Unique Characteristics**

#### **Student-Centered Approach to Teaching and Learning**

Consistent with the core beliefs, East Harlem Scholars II embraces the idea that each child is unique, and its instructional model will employ differentiated learning strategies to help all students learn. East Harlem Scholars II's approach to teaching supports its student-centered approach, its goal to promote individualized instruction, and its concern for the growth and development of the whole child.

#### **Co-Teaching**

East Harlem Scholars II will have two certified teachers in each classroom of 27 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

#### **Gradual Release of Responsibility**

The overarching instructional model that East Harlem Scholars II will employ further leverages the co-teaching model in differentiating and promoting individualized instruction particularly with the student body it expects to serve. East Harlem Scholars II will employ the Gradual Release of Responsibility (GRR) method in all subjects. GRR shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner. By gradually assuming increasing responsibility for their learning, students become competent, independent learners. Importantly, the peer learning aspect of this methodology is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD), English language learners (ELLs) and Title I students. East Harlem Scholars II's comprehensive assessment program will include a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performances that will inform classroom instruction.

#### **Comprehensive Academic and Social/Emotional Instructional Support**

Classroom teachers will be joined by instructional and student support professionals to ensure the academic and social/emotional needs of all students are met. This will allow each student to develop their strength of character and social/emotional well-being, in addition to thriving academically. East Harlem Scholars II will have instructional intervention specialists, including English as a Second Language teachers, special education teachers, reading and math specialists as well as social work staff.

#### **Extended Day and Extended Year**

Recognizing the needs of children from East Harlem to have the necessary time on task to address and to overcome deficits and ultimately achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem will have a longer school day (7:30 am-4:30 pm) and school year (190 days) than the district public schools. Students will have at least 90 minutes of math instruction and 110 minutes of ELA instruction daily.

#### **Family Engagement**

The School views parents as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars II will draw on the expertise of EHTP which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it serves for more than 50 years and of Scholars Academy I which has had enormous success this year. East Harlem Scholars II will engage parents in the life of the school in a variety of EHTP's tried and true ways to ensure that all parents—including those who

are hard-to-reach or reluctant to communicate with the School—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

**Instructional Materials:** East Harlem Scholars II has replicated the choices of its sister school for commercial instructional materials and assessments that are aligned to New York State Standards, inclusive of the Common Core to deliver its rigorous curriculum. The application has proposed commercial texts for the core subjects in the K-5 span and in addition to administering all New York State Assessments in ELA, Math and Science in the Grade 3-5 span and utilizing the curriculum's benchmark assessment to monitor student progress on a four to six week basis, the school will also administer the Terra Nova assessment in reading and math, nationally-normed measure, the results of which would provide information for national and school-to-school comparisons as well as providing year-to-year growth information for each student and the Fountas and Pinnell Benchmark Assessment System. Teachers and administrators should be able to use the information from this assessment to inform instruction as well as measure the success of the School.

**Management & Instructional Leadership:** East Harlem Scholars will be led by a Principal who has overarching responsibility for successful implementation of the academic program and the school's operational and fiscal health. The Principal will be supported instructionally by the Assistant Principal/Director of School Culture who will report to the Principal. East Harlem Scholars II approach to teacher supervision and support is grounded in building the instructional capacity of the teacher to support high student achievement. As such it is an integral part of the teacher evaluation process which is a tool for professional development and a means to provide teachers with support on an individual as well as collective basis in order to improve and enhance student learning. On the business side, the Principal will be supported by the Director of Operations and a contracted Accounting Professional who will manage and implement the school's day-to-day finances. In addition there will be a East Harlem Scholars Academy Charter School superintendent to whom both principals of the East Harlem Scholars schools report. The Superintendent has a centralized supervisory and oversight role including overall instructional responsibility for both schools. However, each school principal retains site-based control of his or her respective school.

East Harlem Scholars II will have EHTP as its Partner Organization and will work in close collaboration with EHTP and East Harlem Scholars Academy Charter School to create a charter school environment that embodies these entities' shared vision, mission, and guiding principles. As the Partner Organization, EHTP will support the East Harlem Scholars II academic program in two general and critical areas:

- It will provide academic support in the form of: a) access to tutors who, under the direction of the school's certified teachers, will provide supplemental support during designated periods of the school day; b) support in academic planning; c) access to the educational experts and institutions with which EHTP has established relationships over its 50 year history; and d) such additional and appropriate academic support and assistance that the school may require.
- It will provide a variety of non-academic supports that will have the effect of freeing the leadership and staff of East Harlem Scholars II to focus their efforts on implementing and continuously improving the instruction and academic programs. These supports range from financial management and human resources/talent to fundraising.

**Facility:** East Harlem Scholars II seeks to secure a facility within a NYCDOE building in CSD 4. It has also identified an alternative plan should NYCDOE space in CSD 4 not materialize. The space is in a former Catholic grammar school in East Harlem. East Harlem Tutorial Program is in final stages of negotiation with the Archdiocese of New York to lease this space and if necessary, this

building could house the school.

## **1. Community Need**

### **(a) Community Description**

**Describe the community from which the proposed school will recruit and draw its students. This response should include:**

- Community demographics;**

East Harlem Scholars II will be located in and draw students from CSD 4—the East Harlem community in Manhattan, New York City. East Harlem, all of which lies within Manhattan’s Community Board (CB) 11, is one of the largest predominantly Latino communities in New York City.<sup>1</sup> The East Harlem Latino community is mainly made up of Puerto Ricans; however, in recent years there has been an influx of Dominican and Mexican immigrants and others from Central and South America all of whom are making up an increasing part of East Harlem’s Latino community. 2000 Census figures indicate that 52.1% of CB 11 residents are of Hispanic origin while 35.7% are non-Hispanic Black.

The community of East Harlem is rich in diversity, culture and history. Known throughout the years as “Spanish Harlem” or “El Barrio” (and in the 1920’s and 30’s as “Italian Harlem”), East Harlem is now a diverse multicultural community. Located within East Harlem’s borders are such stellar cultural institutions as El Museo del Barrio, the Museum of the City of New York, and the future Museum of African Art. It has been the birthplace of creative and musical artists ranging from Al Pacino to Tito Puente, Eddie and Charlie Palmieri and Ray Barretto. For the founders of East Harlem Scholars II who represent the collective people who have worked for, volunteered with or been served by the East Harlem Tutorial Program over the last 50 years, East Harlem is a vibrant and inspirational community.

There is no question, however, that East Harlem is faced with tremendous challenges. Data from *The Statement of District Needs Fiscal Year 2012 for Community Board 11*<sup>2</sup> provides the following snapshot of East Harlem and illustrates the persistent crises that continue to negatively impact the community and its residents:

- 33% of families in East Harlem live below the poverty line making the community one of the densest in all of Manhattan in terms of concentration of poverty.<sup>3</sup>
- 46.5% of the population receives some form of public assistance (TANF, SSI, Medicaid).
- The median household income of \$21,480 in CB 11 was 45.7% of the median income of all of Manhattan (\$47,030).
- 26% of households are led by single parents.
- 31% of residents are 19 years of age or younger (which is a large percentage compared with the populations of other Community Boards in New York City).
- 1/3 of East Harlem youth are unemployed.
- East Harlem has the second highest concentration of public housing in the United States, closely following Brownsville, Brooklyn.
- Gentrification is making its way into East Harlem threatening to displace the long-time residents of East Harlem whose incomes are not aligned with the sales and rental price points set by real estate developers.
- There are 8 homeless shelters in the district—including family shelters where 196 adults and children are housed—and 3 privately operated Methadone clinics, 37 drug and alcohol treatment facilities and 37 mental health treatment facilities representing the highest concentration of

<sup>1</sup> [http://www.nyc.com/visitor\\_guide/el\\_barrio\\_spanish\\_harlem.75851/editorial\\_review.aspx](http://www.nyc.com/visitor_guide/el_barrio_spanish_harlem.75851/editorial_review.aspx)

<sup>2</sup> [http://www.nyc.gov/html/dcp/pdf/pub/mnneeds\\_2012.pdf](http://www.nyc.gov/html/dcp/pdf/pub/mnneeds_2012.pdf)

<sup>3</sup> [http://www.cccnewyork.org/publications/CCC\\_Concentrated\\_Poverty\\_2012-04.pdf](http://www.cccnewyork.org/publications/CCC_Concentrated_Poverty_2012-04.pdf)

shelters and facilities of any community in the Borough of Manhattan and the 2<sup>nd</sup> largest in the City. CB 11's leadership feels it is "overwhelmed with more than [its] 'FAIR SHARE' of shelter and treatment facilities."<sup>4</sup>

- Asthma in CB 11 is 5 times higher than the national average and East Harlem is cited with the highest rates of childhood obesity, asthma hospitalization and diabetes in NYC.<sup>5</sup>
- East Harlem has one of the highest populations of Adult AIDS cases in Manhattan and the City of New York.
- According to crime statistics from the NYPD for the year 2007, the two police precincts within the jurisdiction of East Harlem had the combined highest violent crime rate in Manhattan.<sup>6</sup>

- **Rationale for selecting that community;**

This data clearly demonstrates that East Harlem is a community in crisis. The characteristics of the neighborhood described above cannot but have a negative impact on the educational trajectory of the children who call East Harlem their home. It is imperative that the East Harlem's children have access to high quality educational alternatives that will allow them to rise above the circumstances into which they were born. The founders of East Harlem Scholars Academy Charter School and the proposed East Harlem Scholars II are committed to providing such public school alternatives for the children growing up in this community, particularly for ELLs who make up a significant percentage of children in CSD 4.

The overarching rationale for selecting CSD 4 as the district of location for East Harlem Scholars II, however, is the fact that East Harlem Scholars II, like East Harlem Scholars Academy Charter School, is a natural extension of the work of East Harlem Tutorial Program, the Partner Organization for both schools, has been providing in East Harlem. For more than 50 years, East Harlem Tutorial Program has transformed the lives of children, youth and families in East Harlem through a comprehensive array of academic and youth development programs, services and resources. East Harlem Tutorial Program serves more than 500 students, ages 5 -19 (grades K -12), and their families year round through comprehensive academic, youth development and family support activities. It is a staple of the community, having been located at the same East 105<sup>th</sup> Street address since it first opened its doors in 1958. More than 85% of its students live in East Harlem, and for many East Harlem families East Harlem Tutorial Program has been a lifeline to literacy and academic success for multiple generations. The organization's programs and services range from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on arts, culture, creative writing, reading, technology, science and college readiness. Students who have participated in its after-school, summer and other programs have excelled in their school-day elementary, middle and high school programs and proceeded onward to higher education. Among the most recent highlights are:

- Of the elementary school students who began this year below grade level, 82% saw an improvement in their reading score averaging 14 months of progress
- In a community where less than half of adult residents have a high school diploma and only 11% have college degrees, 100% of the East Harlem Tutorial Program's past-year seniors graduated on time and were accepted into two and four-year colleges. In all this year's class received 106 acceptance letters to 106 distinct colleges and were awarded 1.6 million dollars in scholarships

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<sup>4</sup> [http://www.nyc.gov/html/dcp/pdf/pub/mnneeds\\_2012.pdf](http://www.nyc.gov/html/dcp/pdf/pub/mnneeds_2012.pdf)

<sup>5</sup> NYC Dept. of Health, "The Health of East Harlem," 2003

<sup>6</sup> <http://nymag.com/docs/08/01/080114crimemaps.pdf>

Both East Harlem Scholars charter schools represent an expansion of East Harlem Tutorial Program's mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support after-school instruction for decades, the organization is committed to leveraging its experience, its reputation and relationships in the community and its effective teaching and learning model to support the development and implementation of a school-day program through the creation of a second charter school it will support in the community—the proposed East Harlem Scholars II.

- **Existing educational options including local public (including charter) and private schools and their grade configurations.**

There are currently 20 traditional public schools serving the elementary grades with configurations that include the K-5 span or K-8 span. In addition, there are 5 elementary charter schools (not including the New York Center for Autism Charter School) and four Catholic grammar schools. As discussed below, the traditional public schools do not have a strong record of supporting high student achievement. According to its 2010-11 School District Report Card, CSD 4 has been designated a District in Need of Improvement (Year 1), and has failed to meet AYP for at least 2 accountability groups in both ELA and math. Thirty-seven percent of all traditional public schools in CSD 4 are in some stage of Improvement status. While many parents find a quality alternative in the local Catholic schools in East Harlem for their children, the tuition is prohibitive for many poverty-level families who are unable to pursue these schools as an option for their children. Finally, parental demand for seats in East Harlem's charter schools significantly outnumbers the open seats that are available. The establishment of East Harlem Scholars II in the community will make 108 new seats in a high quality charter school available for elementary school children in Harlem in its first year of operations. Over the course of its first five year charter term, East Harlem Scholars II will add 324 elementary school seats to the community.

**(b) Target Population**

**Describe the specific population of students that the proposed charter school intends to serve.**

East Harlem Scholars II will have offer an admissions preference for ELLs and children who reside in CSD 4. According to the *2010-11 School District Report Card* for CSD 4, 13% of its student population is designated as ELLs. As would be expected given the overall make-up of the East Harlem community described above in response to *1(a) Community Description*, additional demographic information from the District Report Cards reveals that students in CSD 4 are overwhelmingly minority with 62% Hispanic or Latino and 29% Black or African American and low-income with 83% eligible for free or reduced-priced lunch.

**(c) Need for the Proposed Charter School**

**Explain the need for the proposed charter school in the identified community, including the performance of the local schools and the extent to which that performance supports that need.**

The traditional public schools have not succeeded in meeting the needs of the children of East Harlem. According to the *2010-11 School District Report Card* only 37.8% of students across all tested grades met proficiency standards on the 2011 New York State ELA Assessment in CSD 4. Further, the achievement gap between ELLs, who make up 13% of this district, and their English proficient peers is striking. At each tested grade level, the percentage of English proficient students who met proficiency standards on the 2011 ELA test was *at least twice* the percentage of ELLs who met proficiency. By middle school years, the gap significantly widens and the performance of ELLs drops precipitously. In 2011, 5.1%, 7.7% and 2.9% of ELLs in Grades 6, 7 and 8 respectively received a Level 3 or 4 on the

ELA exam. While performance on the 2011 New York State Math exam is significantly higher than that on the ELA exam with 65.7% of all tested students scoring at Level 3 or 4, there is a persistent achievement gap between the ELLs and English proficient students across all grade levels. The average percentage of ELLs who scored at proficiency in all tested grades was more than 20 percentage points lower than English proficient students.

Research has shown that “a student who [cannot] read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peers.”<sup>7</sup> Furthermore, according to the U.S. Department of Education, 89% of students growing up in low-income households are reading below grade level. The low performing elementary and middle schools that poverty-level children in East Harlem attend have devastating impact on their educational trajectories. The data from Community Board 11 bear out this relationship. According to *The Statement of District Needs Fiscal Year 2012 for Community Board 11*, “the drop-out rate for African-Americans and Hispanics has reached overwhelming proportions. Recent statistics show only one-third of the total population in the district has a high school education (less than 10% are college educated). We need to devote more resources to ensuring more residents of our community not only finish high school but are given the opportunity to attend college.”

**Explain any lack of quality public school alternatives for the community or the target population, and how access to the proposed charter school would provide a new alternative that would offer the greatest educational benefit to students.**

Based on a review of 2010-11 New York State ELA assessment results for individual traditional public schools that serve the K-5 grade span, it is fair to say that no one traditional public school is supporting high student achievement as measured by proficiency rates for Grades 3 -5. Further, ELLs—a target population for East Harlem Scholars II—are very much underserved in the traditional public schools in CSD 4 as demonstrated by the NYS assessment data for this subgroup provided above. ELLs continue to struggle as they move to higher grades. Five-year high school graduation data from CSD 4’s *2010-11 District Report Card* indicates that only 49% of ELLs in the 2006 Graduate Rate Cohort in CSD 4 graduated from high school after five years versus 74% of the entire 2006 Graduation Rate Cohort in CSD 4. It is important to note that the State Standard for the five year graduation rate is 80% for all accountability groups. CSD 4 failed to meet AYP for ELLs and students with disabilities for the five year graduation rate.

The need for the East Harlem Scholars II is underscored by the fact that parental demand for the current charter school alternatives for students in CSD 4 far exceeds the capacity of these schools. Currently, there are 6 charter elementary schools operating in CSD 4 (not including the charter school that serves children with autism). This means that families in CSD 4 seeking to enroll their elementary-aged children in a charter school must vie for spaces in only a few charter schools. By establishing another elementary charter school option in East Harlem, East Harlem Scholars II will expand opportunities for families, particularly families for whom English is not the home language, to enroll their elementary aged children in a high-quality charter school.

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<sup>7</sup> [http://blogs.edweek.org/edweek/inside-school-research/2011/04/the\\_disquieting\\_side\\_effect\\_of.html](http://blogs.edweek.org/edweek/inside-school-research/2011/04/the_disquieting_side_effect_of.html)

**2. Addressing the Needs**

**(a) Mission and Vision**

**Provide the mission statement and vision for the proposed charter school.**

*Mission Statement*

Founded upon the 53 year-old legacy of the East Harlem Tutorial Program, the mission at East Harlem Scholars Academy Charter School II is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

East Harlem Scholars Academy Charter School II (East Harlem Scholars II), like its predecessor East Harlem Scholars Academy Charter School which opened in August 2011, represents an expansion of East Harlem Tutorial Program's mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support school day instruction for over fifty years, East Harlem Tutorial Program's Board of Directors, through a re-visioning and strategic planning process, concluded that it was in the position to leverage its experience and unique teaching and learning model to dramatically increase its impact on children and youth in East Harlem. Specifically, East Harlem Tutorial Program decided to extend its academic focus and role from that of an organization that delivered instructional, remediation and enrichment services that supplement school-day and school-year academic programs of K-12 schools to include involvement as a full and substantial partner in the design and implementation of a public charter school. East Harlem Scholars Academy Charter School was the first concrete result of this decision. East Harlem Scholars II is proposed as the second charter school that will advance the vision to have an increasing positive impact on the educational trajectories of East Harlem children.

East Harlem Scholars II will be a replication of East Harlem Scholars Academy Charter School and as such will be another high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program. East Harlem Tutorial Program and East Harlem Scholars II, as well as East Harlem Scholars Academy Charter School, are grounded in the following shared guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21<sup>st</sup> century workforce and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21<sup>st</sup> century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

**(b) Addressing the Need**

**Explain how the proposed charter school will address the needs presented in Attachment 01 – Community Need.**

As described below, East Harlem Scholars II's school design is one that is responsive to the needs of children and families living in East Harlem, particularly for English language learners for whom the school has a admissions preference. The school is committed to ensuring that its students meet or exceed state performance standards, and that they develop and strengthen the study, research and self-motivation skills and behaviors needed to succeed in middle/high school and to gain admission into and excel in college.

East Harlem Scholars II and its Partner Organization (along with East Harlem Scholars Academy Charter School), working in close collaboration and with shared purpose, will create a charter school environment that emphasizes student mastery in the core subjects—with particular emphasis on ELA—and that uses assessment data to identify and establish differentiated instructional strategies to address student needs. East Harlem Scholars II will foster a high-performing, student-centered learning environment that shares and furthers the philosophy and values of its partner organization, the East Harlem Tutorial Program. The ongoing collaboration of East Harlem Scholars II and the East Harlem Tutorial Program in implementing the charter school program will be grounded on an agreed-upon set of shared values described previously in *1(a)-Mission and Vision*. The academic program is designed to fulfill the promise inherent in each of the shared values and in doing so provide the kind of educational environment where the children of East Harlem will be able to achieve academic success. Specifically:

### **Academic Excellence**

East Harlem Scholars II believes it is obligated to set positive and high expectations and standards for children at the earliest of ages and that the establishment of a community that has high expectations and standards for all is a first and important step in guiding all students to success. The culture, curricula and staff of East Harlem Scholars II will promote academic excellence and guide each student to achieve his or her academic potential. At the heart of the School's commitment to academic excellence is the setting of high expectations and the belief on the part of all members of the school community that all students can learn.<sup>1</sup> This must be evidenced thoroughly, meaningfully and consistently throughout the school. All too often, adult educators and role models send "mixed signals" to underperforming youth—saying that they believe in them while acting as though they have little confidence in the students' capacity to succeed. East Harlem Scholars II has a commitment to high expectations and an unwavering confidence in its students' ability to learn; these facts will be reflected in curricula, instruction and the interactions between students and adult members of the school community.

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<sup>1</sup> See *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009, <http://www.principalspartnership.com/affiliation.pdf>

## **Student-Centered Approach to Teaching and Learning**

Consistent with the core beliefs, East Harlem Scholars II embraces the idea that each child is unique, and its instructional model will employ differentiated learning strategies to help all students learn. East Harlem Scholars II's approach to teaching supports its student-centered approach, its goal to promote individualized instruction, and its concern for the growth and development of the whole child.

### *Co-Teaching*

East Harlem Scholars II will have two certified teachers in each classroom of approximately 28 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

### *Gradual Release of Responsibility*

The overarching instructional model that East Harlem Scholars II will employ further leverages the co-teaching model in differentiating and promoting individualized instruction particularly with the student body it expects to serve. East Harlem Scholars II will employ the Gradual Release of Responsibility (GRR) method in all subjects. GRR shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner.<sup>2</sup> By gradually assuming increasing responsibility for their learning, students become competent, independent learners.<sup>3</sup> Importantly, the peer learning aspect of this methodology is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD)<sup>4</sup>, English language learners (ELLs)<sup>5</sup> and Title I students. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The use of GRR provides the opportunity for teachers to differentiate instruction through the use of assessment data to identify student needs and tailor instruction with small group compositions. East Harlem Scholars II's comprehensive assessment program will include a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performances.

### *Synthesis of Instructional Best Practices*

While GRR is the overarching instructional model, East Harlem Scholars II instructional staff will be expected to employ and will be supported in executing a variety of instructional methodologies to meet the identified needs and learning styles of their students. At East Harlem Scholars II, this means that teachers must be skilled in and be able to draw from a range of teacher-directed and student-centered instructional best practices that will allow their students to acquire the skills and knowledge necessary to meet or exceed performance expectations.

### *Comprehensive Academic and Social/Emotional Instructional Support*

Classroom teachers will be joined by instructional and student support professionals to ensure the academic and social/emotional needs of all students are met. This will allow each student to develop their strength of character and social/emotional well-being, in addition to thriving academically. East

<sup>2</sup> Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–242). Newark, DE: International Reading Association

<sup>3</sup> Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

<sup>4</sup> Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

<sup>5</sup> Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

Harlem Scholars II will have instructional intervention specialists, including English as a Second Language teachers, special education teachers, reading and math specialists as well as social work staff.

### **Extended Day and Extended Year**

Recognizing the needs of children from East Harlem to have the necessary time on task to address and to overcome deficits and ultimately achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem will have a longer school day (7:30 am-4:30 pm) and school year (190 days) than the district public schools. Students will have at least 90 minutes of math instruction and 110 minutes of ELA instruction daily. The extended day and year will also allow all students at East Harlem Scholars II to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish.

### **Family Engagement**

The School views parents as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars II will draw on the expertise of EHTP which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it serves for more than 50 years and of Scholars Academy I which has had enormous success this year. East Harlem Scholars II will engage parents in the life of the school in a variety of EHTP's tried and true ways to ensure that all parents—including those who are hard-to-reach or reluctant to communicate with the School—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

#### **(c) Programmatic Impact**

**Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.**

Many of the traditional public elementary schools in CSD 4 have a preschool that serves as a feeder into the individual school's Kindergarten class. As a charter school that begins with Kindergarten, East Harlem Scholars II may in fact draw some of these children into its school community for Kindergarten increasing the number of students the public schools must draw from outside its pre-K class to meet its own enrollment targets. Given the fact that in 2010-11, the public schools in CSD 4 served 442 pre-K students and 1,039 students in Kindergarten, it appears that there are a significant number of students attending pre-K outside of public school programs that the establishment of East Harlem Scholars II will not have a significant programmatic impact from this perspective on existing elementary schools in the community. However, from our experience in our first year at East Harlem Scholars Academy Charter School, it is clear there is a significant number of students who could fill Kindergarten seats given how many first grade applicants to our school and first grade students in our school had not attended Kindergarten.

East Harlem Scholars II will join East Harlem Scholars Academy Charter School in serving the children of East Harlem. In terms of the programmatic impact East Harlem Scholars II will have on the original school, we expect the impact to be positive for both entities. As replication schools, East Harlem Scholars II and East Harlem Scholars Academy Charter School will benefit from the synergies that will result from the ability to leverage human and financial resources across schools, to share best practices and to create operational efficiencies (among other benefits), all under the guidance and support of a strong dedicated partner, East Harlem Tutorial Program. The advantages created through replication will translate into two high functioning and high performing educational communities serving the children of CSD 4.

With regard to the programmatic impact on nonpublic schools in East Harlem, there are, in particular, four inner-city elementary Catholic schools located in the East Harlem community and other Catholic schools in neighboring Central and West Harlem. East Harlem Scholars II could conceivably attract parents whose children currently attend these Catholic schools or would otherwise consider enrolling their children in these schools. This could have a negative programmatic impact on their enrollment. However, there has been some positive programmatic efforts being made on behalf of Catholic schools in response to the proliferation of charter schools in the Harlem community. Efforts are being to build capacity in these inner-city Catholic schools to strengthen their ability to offset this competition. Private philanthropists have developed leadership training programs for aspiring Catholic school principals to strengthen the pipeline of current and future leadership of Catholic schools (The Principal Academy) and major philanthropists are making an investment in a region of Catholic schools, including some in East Harlem, through a district structure that would infuse capital into the schools by supporting a set of shared services designed to strengthen the schools programmatically and fiscally. It is hoped that the presence of East Harlem Scholars and other high-performing charter schools will have this kind of positive impact on public and private school competition by encouraging such capacity-building efforts as opposed to forcing them to close their doors.

Ultimately, we hope that the establishment of East Harlem Scholars II will have a positive impact on our traditional public school as well as nonpublic school counterparts in CSD 4. We hope that we will be welcomed to work collaboratively with all schools, encouraging dialogue and sharing of best practices so that our collective mission of serving the children in CSD 4 well will be realized. Given the new requirements of the New York State Charter School Law for charter schools to partner with low performing public schools to share best practices, we will eagerly participate in the movement to facilitate the opening of windows to shine light on exemplary practices both at our school and at schools currently operating in the community. We will endeavor to be an effective facilitator of such an effort; as such, we would seek to galvanize schools to join in a coalition of educators committed to sharing best practices by asserting that every school has something valuable to contribute, that every school can learn from each other and that every school is at once both a teacher and a learner. We are committed to working *in partnership* with our CSD 4 public school and nonpublic school counterparts so that the goal of openness and sharing best practices can be achieved. Indeed this builds on the legacy of our partner East Harlem Tutorial Program who has been partnering with these same schools for more than 50 years.

**(d) 5% Districts**

**If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school.**

This is not applicable as East Harlem Scholars II will not be located in one of the “5%” districts.

**2. Addressing the Needs**

**(e) Draft Accountability Plan.**

**Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.**

The following provides the draft accountability plan for East Harlem Scholars II modeled after the accountability plan of East Harlem Scholars Academy Charter School.

**East Harlem Scholars Academy Charter School II  
Accountability Plan for the Accountability Period 2013-14 TO 2017-18**

**ACADEMIC GOALS**

**GOAL I: ENGLISH LANGUAGE ARTS**

**Goal:** Students will be proficient readers, writers, and speakers of the English language.

**Absolute Measures**

**Elementary**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.
- Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- On the Fall & Spring end-of-year assessment, a minimum of 75 percent of kindergartners and 75 percent of first graders will read at grade level.
- Each year, 75 percent of tested students will perform at grade level on the Terra Nova exam.
- 75% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student's own classroom teachers, specifically the school leadership team members. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

**Comparative Measures**

**Elementary**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

## **Growth Measures**

### **Elementary**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, on a national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, 75 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment.

## **GOAL II: MATHEMATICS**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Absolute Measures**

### **Elementary**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 75 percent of tested students will perform at grade level on the Terra Nova exam.
- Each year, students will demonstrate average mastery of 75% of Mathematics objectives as measured by internal end-of-year assessment.

## **Comparative Measures**

### **Elementary**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

## **Growth Measures**

### **Elementary**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

## **GOAL III: SCIENCE**

**Goal:** Students will demonstrate competency in the understanding and application of Science concepts.

## **Absolute Measures**

### **Elementary**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Performance exam.
- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Written exam.
- Each year, 75 percent of all tested students will perform at the proficient grade level on the Terra Nova exam.

- Each year, students will demonstrate average mastery of 75% of Science objectives as measured by internal formative assessments.

## **Comparative Measures**

### **Elementary**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state Science Performance exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state Science Written exam will be greater than that of students in the same tested grades in the local school district.

## **GOAL V: NCLB**

**Goal:** The school will make Adequate Yearly Progress.

### **Absolute Measure**

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

## **GOAL VI: ELL LEARNERS**

**Goal:** ELL students will speak English proficiently.

- By their second year of enrollment at East Harlem Scholars II, at least 60% of English Language Learner/Limited English Proficient (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSESLAT assessment.

## **GOAL VIII: ATTENDANCE**

**Goal:** East Harlem Scholars II will post strong school attendance data.

- The average attendance in each grade will be 90% or higher.

## **ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS**

### **GOAL I: CORE VALUES**

**Goal:** Students will demonstrate strength of character.

- By the end of each academic year, 75% of East Harlem Scholars II scholars will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core value rubric:

- **Service**  
We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.
- **Courage**  
We challenge ourselves to take risks, to persevere, and to question the status quo.
- **Humility**  
We apologize for our mistakes and seek to improve our shortcomings.
- **Originality**  
We embrace our individuality and celebrate the diversity of all others around us.
- **Leadership**  
We seize opportunities to lead and always demonstrate strong moral character.  
We treat others as we wish to be treated.
- **Achievement**  
We expect the best of ourselves at all times. We pursue knowledge and excellence.
- **Reflection**  
We cherish moments to step back, consider our actions, and plan for a better tomorrow.

## **GOAL II: FAMILY ENGAGEMENT**

**Goal:** Families will be satisfied with their choice to enroll their children at East Harlem Scholars II.

- Each year, families will express satisfaction with the school based on a anonymous survey in which at least 70% of them provide a positive response to each of the survey items.
- Each year, 95 percent of families will participate in at least two family engagement events.

**3. Proposal History**

**(a) Applicant Information**

**Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.**

The Lead Applicant for East Harlem Scholars II is the education corporation East Harlem Scholars Academy Charter School represented by Jeffrey Ginsburg the Chair of its Board of Trustees. East Harlem Scholars Academy Charter School is an education corporation operating an elementary charter school, East Harlem Scholars Academy Charter School in CSD 4.

Jeffrey Ginsburg contact information is as follows:

Jeffrey Ginsburg  
Chair, Board of Trustees  
East Harlem Scholars Academy Charter School  
1573 Madison Avenue, Room 408  
New York, NY 10029  
(Work): 212-831-0650  
Redacted [REDACTED]  
Redacted [REDACTED]  
E-mail: [jginsburg@ehtp.org](mailto:jginsburg@ehtp.org)

Jeffrey Ginsburg also serves as the Media Contact for this application.

The approved minutes from the April 17, 2012 Board meeting of the East Harlem Scholars Academy Charter School Board of Trustees during which the Trustees unanimously voted in favor submitting an application for the East Harlem Scholars Academy Charter School II to the State University of New York Charter Schools Institute in July follows.

**BOARD OF TRUSTEES OF  
EAST HARLEM TUTORIAL PROGRAM  
Meeting of April 17, 2012**

**MINUTES**

Attending: Zanetta Addams-Pilgrim (staff), Cheyenne Batista São Roque (staff), Michael Brown, John Blaney, Don Cornwell\*, Carolina Esquenazi, Bill French, Laurie Giddins, Judith Gold, Steve Hutensky\*, Miki Kagen, Jamie Kiggen, Mary Mackintosh, Tara Murphy, Steve Rabinowitz, Billy Rahm, Joan Solotar, David Walker, David Van Pelt\*, Tom Webber, Bill Wilson

and Andrew Bellas

Excused: Mildred Baez, Lily Lynton, Marilyn Simons,

**I. Call to Order**

Laurie Giddins called the meeting to order. A quorum of directors was present, and the meeting, having been duly convened, was ready to proceed with business. Laurie reviewed the agenda. She noted that EHTP trustees had been present at the East Harlem Scholars Academy trustee meeting where they heard presentations on the capital campaign and the proposal to apply for a charter for East Harlem Scholars Academy II. During that meeting the board deliberated over these issues for several hours and were ready to vote.

**III. Capital Campaign Planning Study**

The board unanimously voted to endorse the recommendations put forth in the report presented by CCS.

**V. Growth Strategy**

During the Scholars Academy meeting, Jeff reviewed the proposal for submitting an application for Scholars Academy II. He explained the proposed legal structure stating that there would be a single board to act as a governing board for the two schools ("system" of schools). He said that staff, operations, etc. would be very similar to Scholars Academy. The plan is to hire a Principal in Residence (PIR) to shadow Cheyenne Batista Sao Roque in FY 13. THE PIR would then become the principal of the new school. Cheyenne would become the superintendent overseeing the system. Ideally, Scholars II would co-locate with Scholars Academy I until Scholars Academy I moves to its new building. Scholars Academy II would then have more room in the Jackie Robinson Educational Complex.

Cheyenne gave the Scholars Academy Quarter 3 Report highlighting some critical data. She stated that 6% of kindergartners came to Scholars Academy on grade level, and now 91% are on grade level. In first grade, 24% of scholar came in on grade level, and now 77% are on grade level. She stated the third quarter results indicate that the kindergartners have made .95 years of growth, and first graders have made 1.32 years of growth. She also stated that 16 staff members have stated that they intend to return next year. One staff member has not yet been asked, and one staff member is undecided.

The Boards then asked staff to leave the room and both boards discussed the proposal. Jeff and Laurie asked Trustees to review the comments made by Executive Committee members of both boards at the Executive Committee meeting on April 5, 2012 - minutes of which meeting were distributed to all board members. Laurie asked for those not present at the Executive Committee meeting to voice questions and invited those present at the Executive Committee meeting to elaborate or add to comments already noted in the minutes. Laurie and Jeff reminded all members that the Executive Committee had endorsed the Scholars II proposal subject to Management's development and successful implementation of a "check list" that would satisfy concerns about the proposal prior to submission of the full Scholars II application in July 2012.

Comments included:

- Scholars I (and Scholars II upon opening) should report information about family retention year over year; staff retention year over year; and non-academic goals year-end goals as well as 4th Quarter, final YE academic goals.
- information about social/emotional functioning and physical well-being needs to be captured, as well.
- There was a concern about capturing too much information, cautioning that placing too significant an emphasis on data collection could strain management and teaching staff.
- An alternative point was raised: "what we measure is what we pay attention to - and what we do" showing support for the call for greater collection of data.
- A question was raised about the integration of EHTP's out of school time programs with Scholars Academy and how the Board would be able to measure and monitor mutual benefits.
- One trustee felt that since the facilities plans vis a vis the new building are very aggressive, contingent space planning is required.
- the approved Strategic Plan calls for EHTP and Scholars together to have a "transformative effect" on the East Harlem community: there was a request for concrete planning from Management that would demonstrate activities to make this happen.

In light of that discussion, EHTP trustees unanimously agreed to apply to SUNY CSI to open a second public charter school, East Harlem Scholars Academy II. Trustees asked management to develop and implement a plan to address issues raised by the board around the proposal.

There being no further business to come before the meeting, the meeting was adjourned.

**(b) Founding Members**

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

East Harlem Scholars II is a replication of East Harlem Scholars Academy Charter School and seeks to open under the authority of the existing charter of the East Harlem Scholars Academy Charter School education corporation. As such, the founding members of East Harlem Scholars II are the existing Board of Trustees of the East Harlem Scholars Academy Charter School education corporation. They will be the same Board providing oversight to East Harlem Scholars II if approved. The members of the Board of Trustees are included in the chart that follows.

Jeff Ginsburg was the primary Board member involved in the development of the East Harlem Scholars II proposal.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
1. Michael Brown	Finance, Charter School Governance	Member, Finance Committee
2. Iris Chen	Education, Charter School Governance	Member, Education and Accountability Committee
3. Brian Gavin	Finance, Charter School Governance, Accounting	Treasurer of the Board, Member, Finance Committee
4. Jeff Ginsburg	Nonprofit management, Education, Fundraising, Charter School Governance	Chair of Board, Member of Executive Committee
5. Lili Lynton	Charter School Governance, Finance	Member, Finance Committee
6. Carlos Morales	Finance, Law, Compliance, Charter School Governance	Member, Finance Committee
7. Ilana Ruskay-Kidd	Charter School Governance, early childhood education, curriculum and instruction, school management	Secretary of the Board, Member Education and Accountability Committee, Executive Committee, Integration Committee
8. Joan Solotar	Charter School Governance, Finance	Vice Chair of the Board, Member of the Executive Committee
9. Thomas Webber, PhD	Educational Leadership, Charter School Governance, youth development, fundraising	Member of Education and Accountability Committee

No new Trustees or Members of Committees that would have a governance role for the additional school are currently being proposed. The founding group consists solely of the current governing board for the education corporation, East Harlem Scholars Academy Charter School.

**(c) Proposal Development**

**Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.**

The Board of Trustees of East Harlem Scholars Academy Charter School education corporation decided earlier this year that they wished to create a second charter school in the East Harlem CSD 4 community based on the original school model. This decision was supported by the Board of Directors of East Harlem Tutorial Program, which serves as the Partner Organization for East Harlem Scholars Academy Charter School and would be the Partner Organization for the replication school, East Harlem Scholars II should it be approved. The decision was officially ratified by unanimous vote at the April 17, 2012 meeting of the East Harlem Scholars Academy Charter School Board of Trustees and at the April 17, 2012 meeting of the East Harlem Tutorial Program Board of Trustees.

The Board of East Harlem Scholars Academy Charter School retained a consultant to develop the proposal that would be based not only on the original charter school application of the school but reflect any modifications that were made to the model in the school's first year of operations and any adjustments that were informed by the strengths and challenges apparent in the original model after having the experience of one full year of operation. The Board engaged Mary Grace Eapen who was one of the authors of the original East Harlem Scholars Academy Charter School application, who has also written other successful charter applications that were authorized by the Charter Schools Institute, the New York State Education Department and the NYCDOE.

The Board also identified an East Harlem Tutorial Program staff member who coordinated the process of community engagement and outreach, solicitation of community input and securing of signatures on the parent petitions.

To develop the charter application Mary Grace Eapen worked closely with Jeff Ginsburg, the Chair of the East Harlem Academy Charter School Board of Trustees as well as the school's Principal, Assistant Principal/Director of School Culture, and Director of Operations and with East Harlem Tutorial Program staff including its Director of Planning and Administration. They contributed to, reviewed and edited charter application drafts and the final application is the product of that review process.

**(d) Community Outreach**

**Explain:**

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**

**Community Outreach Tools**

The following tools were developed to support the community awareness campaign and to meet the requirements of actively soliciting community input in the proposed school design:

- Information on the proposed East Harlem Scholars II has been available on both the EHTP ([www.ehtp.org](http://www.ehtp.org)) and the East Harlem Scholars Academy Charter School ([www.eastharlemscholars.org](http://www.eastharlemscholars.org)) websites. The East Harlem Scholars II portion of each of these entity's websites will continue to provide updated information for the proposed charter school including

information on public forums about the school as well as informational meetings at such places as day care centers, Head Start programs and other organizations that serve families with children who would be eligible to attend East Harlem Scholars II when it opens. It also will continue to serve as a repository for East Harlem Scholars II marketing documents, which people can access, download and disseminate. The community feedback survey was available on the website both as a downloadable PDF as well as an online survey. The information on the website was accessible to Spanish speaking community members.

- The EHTP Facebook page was used to disseminate information on the proposed East Harlem Scholars II and to request community input and feedback through the survey.
- A simple flyer was created about East Harlem Scholars II highlighting in particular the following elements delineated on p.23 of the SUNY Charter Schools Institute's *January 2012 RFP to Establish NYS Charter Schools*:
  - ✓ An application will be submitted to the SUNY Trustees to open a new charter school
  - ✓ Intended location
  - ✓ Target population
  - ✓ Proposed grades and enrollment
  - ✓ Mission
  - ✓ Description of academic program
  - ✓ The manner in which comments can be submitted (at a meeting, by email, in writing, etc).
- A survey was created to solicit community input regarding the proposed East Harlem Scholars II. The survey was available online and in hard copy and was translated into Spanish. Individuals had multiple ways to complete the survey and return it to East Harlem Scholars II. The Applicant Team set a date of June 4, 2012 as the deadline by which surveys should be submitted in order for input to be considered for possible inclusion in the school design. The date was selected in order to give the Applicant Team sufficient time in which to collect the data from the survey, analyze trends in responses and evaluate which inputs add educational or operational value to the school design and how and why they should be or should not be incorporated. The survey was always included as part of the distribution of the flyer.
- A Parent Petition was created and the Applicant Team has been actively engaged in seeking evidence of parental support through the signing of the petitions; any time parents were asked to sign the petition, they were provided with a survey so that they could provide us with their input and feedback about the school.

### **Informational Outreach to Date**

The Communications Plan for East Harlem Scholars II community outreach is included as part of *Response 03 (g)-Evidence of Community Outreach*. The Communications Plan provides a detailed record of all the community outreach that took place. Please note those outreach activities that took place after May 25, 2012 represent the continued outreach that the Applicant engaged in after the May 25, 2012 submission of its Letter of Intent. The following is a narrative of each of those outreach activities that took place with East Harlem stakeholders:

- Letters informing East Harlem Scholars Academy Charter School and EHTP families about the plan to create East Harlem Scholars II and the desire to have parents provide feedback and input on the school design have been sent home with students and mailed to homes.
- Surveys, letters and/or petitions were distributed during already scheduled family events held at East Harlem Scholars Academy Charter School and EHTP, including:
  - ✓ Academic Showcase
  - ✓ Family Film Night
  - ✓ Coffee and Pastry Morning

- ✓ ESL Class
- ✓ New Family Orientation
- ✓ Spring Potluck
- ✓ 3<sup>rd</sup>/4<sup>th</sup> and 6<sup>th</sup>/7<sup>th</sup> Grade Parent Workshops
- ✓ Scholars Spring Spectacular
- Surveys and letters were sent to current and incoming families of EHTP's out of school time (OST) elementary, middle and high school programs.
- Surveys and letters were sent to East Harlem Scholars applicant and incoming families.
- Surveys, letters and petitions were made available at the local branch of the New York Public Library—Aguilar Library.
- Presentation at Community Board 11 meeting at Hunter College during which representatives from EHTP and East Harlem Scholars Academy Charter School informed the community board about the proposed East Harlem Scholars II. Petitions, flyers and surveys were distributed.
- Two community meetings for the broader East Harlem community (May 30 and June 15) where a presentation was made, surveys, petitions and flyers were distributed and the floor was opened up to questions from the attendees (while surveys were distributed at the latter meeting, responses were not received in time for input, if any, to be included in the application)
- Materials were distributed to the following Head Start programs in the community to inform parents of preschool children about the school and seek their input. In addition, flyers on the June 15<sup>th</sup> East Harlem Community Meeting were included.
  - ✓ Franklin Plaza Head Start
  - ✓ Union Settlement House Head Start
- Multiple visits were made to the following Head Start and preschool programs to inform parents of the school and distribute informational materials:
  - ✓ James Weldon Johnson Head Start
  - ✓ East Harlem Bilingual Head Start
  - ✓ Thomas Jefferson Houses Head Start
  - ✓ Susan Patricof Head Start Center
  - ✓ East Harlem Head Start/Children's Aid Society
  - ✓ East Harlem Block Nursery Parent Visit
- East Harlem Scholars II presented at the June 13 meeting of CEC 4. The CEC has formally endorsed the establishment of East Harlem Scholars II (the support letter is contained in *Response 16(d)-Evidence of Community Support*.)
- East Harlem Scholars II was on the agenda at the CB 11 Education Committee meeting on June 20. A resolution in support of the establishment of East Harlem Scholars II was secured.

### **Media Coverage**

East Harlem Scholars II rolled out a localized media campaign in June. In advance of the two planned informational meetings targeting the broader East Harlem community, a press release was sent to local papers, such as the *Manhattan Times* and *East Harlem Journal*, that discussed the proposed school and highlighted the scheduled community forums. East Harlem Journal did pick up the press release and published an article about the proposed school and the planned community meetings. In addition to the press release, East Harlem Scholars II took out advertisements in *El Diario* and *Metro* to ensure to the greatest degree possible that the community was informed of the opportunity to learn about the school and provide feedback and the second community meetings.

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

Stakeholder feedback from the survey ranking importance of the key features of the school was reviewed and tabulated. In addition, narrative responses were also reviewed to determine any frequency of consistent comments or concerns regarding the proposed school. In addition, at all stakeholder meetings, there was a question and answer period which was documented and reviewed along with feedback from the surveys.

Seventy-one surveys were completed and returned by the June 4<sup>th</sup> deadline. The majority of the respondents (69%) indicated that they were parents of school-aged children, and 89% indicated that they were Latino or African American. The feedback from the surveys indicated that the key features of the school resonated with the stakeholders in the community. The following table shows how respondents ranked the key features of our school in terms of importance:

School Feature	Percent of Respondees who ranked this school feature a 4 or 5 on a Scale of 1 to 5 where 5=Most Important
Length of school year (190 days)	92%
Length of school day (7:30-4:30)	92%
Two teachers in every classroom	100%
Two hours of literacy each day	100%
School community which students of all backgrounds feel comfortable	100%
Caring and nurturing school with devoted, high quality teachers and responsive administration	100%
School community that explores cultural diversity and promotes tolerance and mutual understanding	98%
Daily Spanish language instruction	91%
Instructional strategies and staffing to address needs of ELLs	95%
Promotes leadership, helping others, community involvement, citizenship	97%
Music and physical education daily	95%
Achievement driven, charter school serving elementary grades	97%
Families engaged in their children's learning and in the school	100%

The respondents who added additional comments in the surveys (comments were sought regarding what other school features were important to them that were not included in the survey, what concerns they had about the proposed school and how they felt parents should be involved in the school) supported the plans to create a replication of East Harlem Scholars Academy in the community. Among the comments in support of the school were:

- ✓ “Love the fact that the school is expanding—gives more children the opportunity to get a great education”
- ✓ “New York City needs more high quality schools”
- ✓ “The community needs a new school”
- ✓ “Thank you for having the best interests of students in mind”

There were respondents who expressed concern about replicating the original school so soon because they thought it might take focus and attention away from the original school particularly related to the work to move Scholars I into its permanent new home.

- ✓ Deter from Scholars I getting in new building (too early for second school)
- ✓ Do not think new charter should be a main concern since Scholars I has not moved into new building

The above concern was echoed at the May 30<sup>th</sup> community meeting with the following Q&A exchange:

Q: I'm apprehensive, isn't it too soon?

Q: How will the new school affect Scholars Academy?

Q: I'm concerned it will take Administration's focus away from Scholars Academy.

East Harlem Scholars Academy Charter School I Founding Principal Cheyenne Batista reassured the stakeholders who had these concerns with the following response:

*The decision to propose a second school was not taken lightly. Scholars Academy I will continue to put their children first and while we are a new school, we want to replicate a model that has proven to get results which is documented by Scholars I students' increasing reading levels rising far above the average in East Harlem. Both schools will benefit from the tremendous resources of East Harlem Tutorial Program to make sure that together the two schools will grow and learn from each other. Ms. Batista encouraged parents who put their trust in a founding school, East Harlem Scholars Academy Charter School, to again trust that we are making the best decision for the community, especially its children.*

- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

We considered the input we received not only from the surveys and the people who came to the community and other meetings and asked questions and provided comments, but we also listened to what the elected officials, community leaders, leaders of community-based organizations and others who serve families and children in the community were telling us about the needs they see in their constituents. Upon analysis and reflection we felt the model we have proposed to replicate is one that has the support from the community. The concerns that were expressed were related more to the timing of the replication as opposed to any specific design elements that would better meet the educational and programmatic needs of the children in the community. In fact, the surveys in particular, point to a great alignment between what East Harlem Scholars II will offer academically and programmatically and the importance that stakeholders place on these features. While we respect the concerns of the community regarding the timing of the replication (whether it will detract focus from the original school), we know that not only will there not be any negative impact on East Harlem Scholars Academy scholars with the implementation of East Harlem Scholars II, but there will be opportunities for both schools to benefit from the collegial and supportive relationship that will develop between schools where instructional leaders and teachers will be able to share best practices in order to support the academic achievement of all students in the schools. Also, the addition of a Superintendent leadership role who would oversee and support the principals at each school will ensure that there is no negative impact on East Harlem Scholars Academy Charter School.

**(e) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)**

- Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:
  - The name of the proposed charter school when previously submitted;
  - The date of the previous submission; and
  - A summary of what has changed in the proposal since its previous submission and the reasons therefore.

Indicate whether the applicant and/or founding team has previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If yes, provide:

- The name of the charter entity;
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of those applications; and
- If the application was withdrawn from consideration, provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.
- If the application was denied by a charter entity other than the SUNY Trustees, include a copy of the letter or summary from the charter entity stating the reasons for denial.

This is not applicable as the East Harlem Scholars II application has not been submitted previously to SUNY nor have the applicant and/or founding team previously or currently applied for a charter from a charter entity other than the SUNY Trustees.

**3(f) Founding Resumes**

**Include a resume or biographical statement for each member of the founding group.**

# CURRICULUM VITAE

## JEFFREY R. GINSBURG

EAST HARLEM TUTORIAL PROGRAM  
2050 SECOND AVENUE  
NEW YORK, NY 10029  
212-831-0650

### PROFILE SUMMARY

Jeff currently serves as Executive Director of East Harlem Tutorial Program (EHTP), a 52-year old nonprofit education program for over 500 students and their families. Jeff has an extensive background in nonprofit and for-profit management, as well as in education and urban policy.

Before his tenure at EHTP, Jeff spent five years in fundraising and program development at United Way of Massachusetts Bay. After working as Development Director for two years, he founded United Way's Math, Science & Technology initiative (MSTi), a statewide after-school program serving nearly 10,000 youth at 40+ after-school sites across Massachusetts. To establish MSTi, Jeff led a first of its kind public-private partnership with support from Boston Mayor Thomas Menino, the late Senator Kennedy, as well as for-profit and nonprofit executives from across the life sciences and healthcare sectors. As Founding Director of MSTi, he continues to serve on its advisory board.

Jeff received his Masters Degree in Public Policy from Harvard's Kennedy School of Government, where he studied urban education policy and nonprofit management while serving as a Founding Chair of the Dean's Committee on Public Service.

Jeff has previously held management positions in the for-profit web and telecommunication sectors, and has also recorded several albums as a singer/songwriter and pianist. Jeff has been a small group or one-one math and reading volunteer tutor for various students over the last 15 years.

### PROFESSIONAL AND MANAGEMENT EXPERIENCE

Redacted

[REDACTED]

Redacted

[REDACTED]

Redacted

[REDACTED]

Redacted

[REDACTED]

Redacted

**EDUCATION**

**Harvard University Kennedy School of Government**

**Cambridge, MA**

- Masters in Public Policy, 2008
- Areas of Focus: Education, Public & Nonprofit Management
- Appointed member, Center for Public Leadership Student Advisory Board
- Founding Chair, Student Government Committee on Public Service

**Trinity College**

**Hartford, CT**

- B.A., Political Science, 2000



### **Michael C. Brown**

*Partner, Director of Wealth Management*

Mike joined Dynasty Financial Partners from U.S. Trust, Bank of America/Merrill Lynch's Private Wealth Management division, where he served as a Managing Director and team leader focusing on banking, credit, investment management and trust and estate planning for the bank's ultra-high net worth clients. In 2009, Mike and his team were ranked #28 in the "Top 100 Financial Advisors" list by Barron's. A 30 year financial services industry veteran, Mike began his career as a financial consultant at Merrill Lynch, formed the Special Equity Transactions Group at Bear Stearns and was head of the domestic Private Bank for ING Barings. He is a graduate of Columbia University, where he received All-Ivy honors in football, and serves on the board of the Hope & Heroes Children's Cancer Fund at New York Presbyterian Hospital and the East Harlem Tutorial Program.

IRIS Y. CHEN

New York, NY 10025

## **education**

**1998 - 2002 HARVARD LAW SCHOOL (HLS) AND HARVARD BUSINESS SCHOOL (HBS) BOSTON, MA**  
J.D., *cum laude*, M.B.A., second-year honors. Wire Editor of *Harvard Law RECORD*, certified mediator in MA small-claims court, and assistant to HLS professor. HBS Section Co-Historian and Co-President of JD/MBA Association and HBS Running Club. Awarded Horace W. Goldsmith Fellowship for nonprofit leadership.

1986 - 1990 **YALE UNIVERSITY** NEW HAVEN, CT  
B.A., *magna cum laude*, with distinction in East Asian Studies, U.S.A. Presidential Scholar (one of 141 nationwide). Awarded Duke University scholarship for seven months' study in China. Teacher and administrator for the Ulysses S. Grant Foundation, a student-run nonprofit serving New Haven youth. Appointed Student Representative of Educational Testing Service Visiting Committee for three-year term. Worked 12-22 hrs/wk to help finance education.

### **experience**

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**Brian F. Gavin Biography**

**Brian F. Gavin is Chief Operating Officer of BAAM and a Senior Managing Director of The Blackstone Group.**

Mr. Gavin leads a cross-functional team charged with evaluating the operational and business risks of BAAM's underlying hedge fund managers. He is responsible for business management, administration, operations, and finance of BAAM, and for helping determine the strategic direction and growth of BAAM. He also serves on BAAM's Investment Committee.

Before joining Blackstone in 2002, Mr. Gavin was a Partner in Arthur Andersen's Hedge Fund Advisory and Capital Markets group.

Mr. Gavin received a BS in Accounting from New York University. He is a Certified Public Accountant.

Lili Lynton is Senior Vice President at the New York City Investment Fund, a not for profit investment fund which is the economic development division of the Partnership for NYC. Prior to joining NYCIF Lili partnered with New York chef Daniel Boulud, as co-founder and operating partner in The Dinex Group, a restaurant business that includes fourteen Boulud branded restaurants in NYC and around the world. Lili worked at Sanford C. Bernstein as a financial analyst in the financial services industry from 1988-92 and at Lehman Brothers as a financial analyst from 1983-85. Lili has been a trustee of the East Harlem Tutorial Program since 1995. Lili has an MBA from the Harvard Business School and a BA from Harvard College.

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## CARLOS M. MORALES

New York, New York 10024

### SUMMARY

*Senior Strategic Counsel* with extensive experience providing financial services organizations with solutions that further business objectives while satisfying legal and compliance requirements. Quickly develops a comprehensive grasp of complex businesses and the critical issues that cut across sectors. Adept working at the intersection of business and regulatory issues, often with cross border implications. Works toward the right strategic solution through understanding principles underlying applicable laws and regulations, weighing risk tolerance, interpreting market precedents, and incorporating culture and political sensitivities. Intellectually curious and driven to consistently expand his universe of knowledge and expertise. Expertise in Securities Exchange Act of 1934, Investment Advisers Act of 1940, Securities Act of 1933, FINRA Rules; experience in Investment Company Act of 1940, ERISA, Bank Holding Company Act .Extensive regulatory and compliance contacts

### PROFESSIONAL EXPERIENCE

Redacted

[REDACTED]

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[REDACTED]

#### EDUCATION

**COLUMBIA UNIVERSITY**, School of Law, New York, NY  
*Juris Doctor*, 1979

**PRINCETON UNIVERSITY**, Woodrow Wilson School of Public and International Affairs, Princeton, NJ  
*Master of Public Administration*, 1979

**YALE UNIVERSITY**, New Haven, CT  
*Bachelor of Arts, Political Science and Latin American Studies*, 1975

#### INDUSTRY GROUPS

**Securities Industry Financial Markets Association:**

*Member*, Compliance and Legal Society  
*Former member* (and past Chair), General Counsel's Committee (formerly Federal Regulation Committee)  
*Former member*, International Committee  
*Former member*, Ad Hoc Committee on Financial Reform

*Member, Board of Advisors*, Securities and Exchange Commission Historical Society  
*Member*, Association of Securities and Exchange Commission Alumni

#### BAR ASSOCIATIONS

*Member*, American Bar Association; Business and International Law Sections  
*Member*, New York City Bar Association  
*Member*, Puerto Rican Bar Association  
*Member*, Hispanic National Bar Association

#### OUTSIDE INTERESTS

*Member, Board of Directors*, (past Chair) Hispanic Federation  
*Member, Board of Trustees*, East Harlem Tutorial Program

#### LANGUAGES/ OTHER

Fluent in Spanish

Admitted to the New York State Bar

**CARLOS M. MORALES**

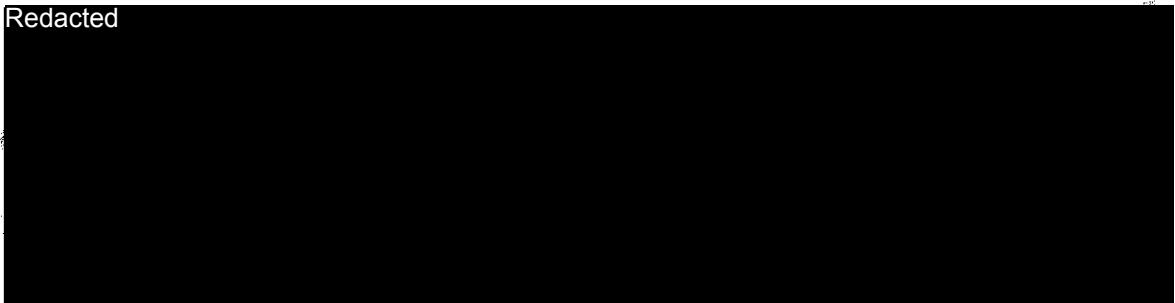
New York, New York 10024

**ADDENDUM**

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**Carlos M. Morales, Addendum (*continued*)**

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**My current employer as of April 2012 is** **Redacted**

**Redacted**

**Ilana Ruskay-Kidd**

Ilana Ruskay-Kidd is the Director of The Saul and Carole Zabar Nursery School at the JCC in Manhattan. She has been working at the JCC since 2001 and has been the Director of the school since 2006. Ilana was born and raised on the Upper West Side of Manhattan and now lives there with her husband and [REDACTED]  
[REDACTED]

Ilana received her BA from Harvard University and a Master's Degree in Education from Bank Street College. After being inspired and trained at Central Park East in Harlem, she became a co-founding teacher at the Ella Baker School, an alternative public school in Manhattan. She then went on to work as an Early Childhood Curriculum Consultant for the Children's Aid Society where she developed curricula with directors and teachers in day care, Head Start and private nursery school programs throughout the city.

At The JCC in Manhattan, Ilana began as Director of Young Families and then became Senior Director of Family Life, supervising programs serving families and children ages newborn-eighteen years old.

**Joan Solotar** is a Senior Managing Director in the Public Markets group.

Since joining Blackstone, Ms. Solotar has been responsible for managing Blackstone's relationships with its public investors, industry analysts and the general investment community. She also guides the firm on analyzing strategic development opportunities and advises Blackstone fund portfolio companies on their positioning in the public equity markets.

Before joining Blackstone in 2007, Ms. Solotar was with Banc of America Securities where she was a Managing Director and Head of Equity Research. She started her career in equity research at The First Boston Corporation and prior to joining Bank of America was part of the financial services team at Donaldson, Lufkin & Jenrette and later with CSFB as a Managing Director.

Ms. Solotar was ranked each year from 1995 to 2002 in the Brokers and Asset Management category on the Institutional Investor All-America Research Team, and consistently ranked highly in the Greenwich Survey of portfolio managers. She also served as Chairperson of the Research Committee for the Securities Industry Association in 2001-2002.

Ms. Solotar received a BS in Management Information Systems at the State University of New York at Albany and an MBA in Finance at NYU. She is currently on the Board of Directors of the East Harlem Tutorial Program.

# CURRICULUM VITAE

## Thomas L. Webber

New York, NY 10029

### Qualifications Summary

For nearly forty years, I have worked in a wide variety of educational programs serving students ranging in age from five to seventy. My jobs have included work with: high school drop-outs; foster care children; older students returning to school after years in the work force; Peace Corps volunteers in Honduras; and graduate level students seeking to become educational leaders. I have extensive experience as the Superintendent and Executive Director of a residential school for young people caught up in the foster care/juvenile justice system. I have also worked as a college dean and faculty member, as an elected school board member in New York City, and as the co-founder of a charter school in East Harlem. My primary area of interest and activity has been the special problems of inner city public schools programs and in creating effective services for underserved, inner-city youth and families. As a scholar, I have applied an interdisciplinary social scientific methodology to the study of both historical and present educational issues. In addition to being a teacher, administrator, school board member, and community activist, I have been a successful fund raiser (having raised over \$15 million for Edwin Gould Academy) and also a teacher trainer, evaluator, consultant, writer, and researcher.

### *Education*

**Teacher's College, Columbia University**  
Degree in Educational Administration  
Additional course work in History, Sociology  
and Anthropology

Ph.D., 1976  
M.Ed., 1973

**Harvard College**  
Government  
(Senior thesis was awarded a summa and was  
published by the Kennedy School of Government)

A.B., 1969

### *Employment*

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**Thomas L. Webber (page 2)**

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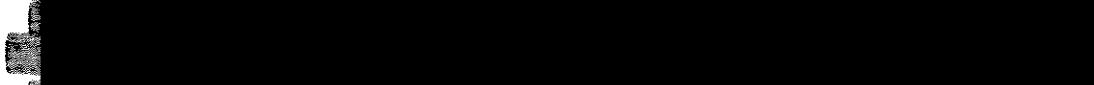
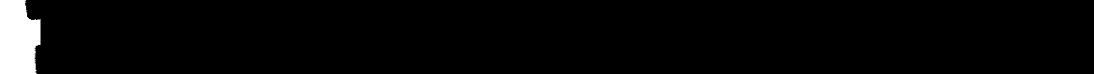
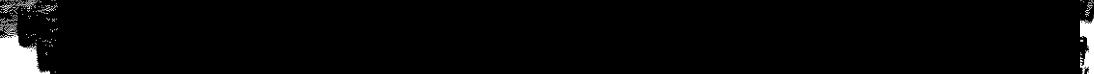


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**Thomas L. Webber (page 3)**

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**Thomas L. Webber (page 4)**

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***Publications***

**Books**

*Deep Like the Rivers: Education in the Slave Quarter Community, 1831 – 1865.* New York: W. W. Norton, 1978.

*Flying over 96<sup>th</sup> Street: Memoir of an East Harlem White Boy.* New York: Scribner, 2004

**Articles**

"Creating Caring Safe Schools" an insert in *Reclaiming Children and Youth: the Journal of Strength-based Intervention*, Volume 9, Number 4, Winter 2001

"Reforming the Educational Reform Debate," with Audrey C. Cohen, 1986.

"Developing a Needs Based In-service Training Program," editor, for the Office of Bilingual Education and Minority Language Affairs, 1982.

"Providing Assistance to Local Bilingual Programs Attempting to Develop a Needs Based In-service Training Program," editor, for the Office of Bilingual Education and Minority Language Affairs, 1982.

"A VISTA Training Manual," co-author, for ACTION, 1980.

"Becoming an Effective Trainer of Human Service Workers," distributed by the College for Human Services, 1978.

"The Real Great Society and the Reformers' War on Poverty," distributed by the John F. Kennedy School of Government, 1969.

Over fifty successful funding proposals, evaluations and Final Reports.

***Organizational Affiliations***

President, Board of Directors, Edwin Gould Academy

Member, Board of Directors, the East Harlem Tutorial Program

Co-Founder and Board Member, the East Harlem Tutorial Program Scholars' Academy

Member, Board of Trustees, Metropolitan College of New York

Founding Board member, Taller Boricua

Former elected Board member, NYC Local Community School Board #4, Manhattan

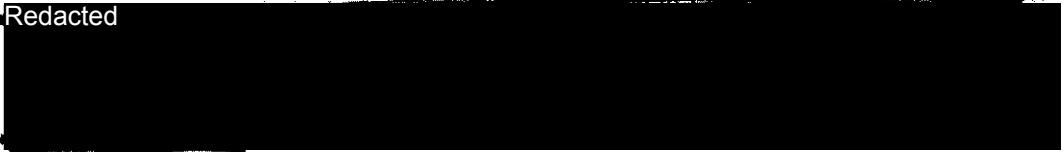
Former Board Member, Franklin Plaza Apartments

Former Board Member, the Fortune Society

Former Board Member, Community Advisory Board, Metropolitan Hospital

**Thomas L. Webber (page 4)**

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***Publications***

**Books**

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**Articles**

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Co-Founder and Board Member, the East Harlem Tutorial Program Scholars' Academy

Member, Board of Trustees, Metropolitan College of New York

Founding Board member, Taller Boricua

Former elected Board member, NYC Local Community School Board #4, Manhattan

Former Board Member, Franklin Plaza Apartments

Former Board Member, the Fortune Society

Former Board Member, Community Advisory Board, Metropolitan Hospital

**Thomas L. Webber (page 5)**

***Miscellaneous***

I was a Harvard Club Scholar for four years as an undergraduate and received a Ford Foundation fellowship for three years of graduate study at Columbia Teacher's College under the Program for Educational Leadership. My doctoral dissertation at Columbia was runner-up for the Bancroft Award. *Deep Like the Rivers*, a study of African-American education under slavery, received excellent reviews from scholars including Eugene Genovese, Herbert Gutman and Lawrence Cremin. It was re-issued in a second paperback printing and has been translated into Japanese. *Flying over 96<sup>th</sup> Street* is a memoir of my childhood growing up in the public housing projects of East Harlem where my family was one of very few white families in El Barrio. For seven years from 1986 – 1993 I served as an elected member of the then Community School Board #4, East Harlem. During this time I was influential in hiring a new Community Superintendent as well as in helping the Board better define its role in the supervision of the fifty plus schools under its jurisdiction. I am a classically trained singer and have sung roles with the Amato Opera Company. In 1985 I ran unsuccessfully for the City Council and have remained active in local and city politics since then. I am conversant in Spanish and French. My wife of over forty years is an attending physician in Internal Medicine at Montefiore Hospital in the Bronx.

***Certification***

Permanent, New York State School District Administrator

**3. Proposal History**

**(g) Evidence of Outreach**

- This response should include concrete evidence that community outreach was conducted.

The following documents represent concrete evidence that community outreach took place.

**The East Harlem Journal****EAST HARLEM CHARTER SEEKS COMMUNITY INPUT!**

May 30, 2012

**News Release by EHTP:**

EHTP currently operates a high-performing public charter school, East Harlem Scholars Academy.

East Harlem Scholars Academy II will have an enrollment preference for English Language Learners in Community School District (CSD) 4 and other residents of CSD 4. If

approved, East Harlem Scholars Academy II will open for the 2013-14 academic year with 108 students in Grades K and 1, ultimately growing to serve K-8.

Like its sister school, East Harlem Scholars Academy, the new school will be an achievement-driven, nurturing environment where students receive intensive literacy, math, and science education to prepare them for a successful college career. The new school will be located in Community School District (CSD) 4 in the East Harlem community. To learn more about East Harlem Scholars Academy II, please visit the "News & Events" tab at [www.eastharlemscholars.org](http://www.eastharlemscholars.org). (see link below)

EHTP is seeking input from the community to help create their proposed charter school. To participate in a public discussion about East Harlem Scholars Academy II, please attend one of the following meetings. EHTP will consider all responses from families and other stakeholders in designing the school.

Community Meeting 1: Wednesday, May 30 at 6:15 pm

Community Meeting 2: Friday, June 15 at 4:00 pm

Both meetings will be open to the public and held at East Harlem Scholars Academy, located at 1573 Madison Avenue (Jackie Robinson Complex) on the 4th floor.

Come let your voice be heard!

**About East Harlem Tutorial Program (EHTP)**

Founded in 1958, East Harlem Tutorial Program prepares students with the academic skills, strength of character and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves. As a vital East Harlem education and enrichment center, EHTP works with students from early childhood through adulthood. EHTP operates high-performing, student-centered K-12 after school programs and a K-8 public charter school, East Harlem Scholars Academy.

**About SUNY Authorized Charter Schools:**

SUNY is the largest charter school authorizer in New York State and the largest university-based charter school authorizer in the country. The Charter Schools Institute (see [www.newyorkcharter.org](http://www.newyorkcharter.org)) was created by the SUNY Board of Trustees to help it carry out its responsibilities under the Charter Schools Act. Guided by the rigorous standards set by the SUNY Board of Trustees, the Institute's oversight of SUNY authorized charter schools is comprehensive. New school applications submitted to SUNY undergo a thorough review by the staff of the Charter Schools Institute and a panel of nationally renowned experts from the fields of education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum.

For more information on EHTP or Scholars Academy II, please contact:

Daniel Tetreault,  
Coordinator,  
New Media & Communications  
Tel: (212) 631-0650 Ext. 147

Email: [REDACTED]  
Website: [www.ehcp.org](http://www.ehcp.org)

East Harlem Charter is always looking for talented and dedicated people to join its team. If you are passionate about making a big difference in the lives of East Harlem students, check out their job openings at <http://www.ehcp.org/careers/>

**Related Links**

- ↳ [East Harlem Scholars](#)
- ↳ [New York Charters](#)
- ↳ [East Harlem Tutorial Program](#)

URL: <http://www.zoomvillage.com/newsStory.cfm?newsID=6294>



East Harlem Tutorial Program  
Comunicado de Prensa- 6/11/12

**Contacto:**

Daniel Tetreault  
[dtetreault@ehtp.org](mailto:dtetreault@ehtp.org)  
P:212.831.0650 x147  
F:212.348.2848

[www.ehtp.org](http://www.ehtp.org)  
[www.eastharlemscholars.org](http://www.eastharlemscholars.org)

## Para divulgación inmediata

### Escuela pública semiautónoma en East Harlem solicita sugerencias de la comunidad

*Programa educativo en East Harlem Invita a comunidad a participar en discusión sobre la propuesta de una nueva escuela pública semiautónoma*

East Harlem Tutorial Program (EHTP) se complace en presentar una solicitud a los administradores de SUNY con el fin de abrir una nueva escuela pública semiautónoma K-8, East Harlem Scholars Academy II el 2 de julio del 2012. East Harlem Scholars Academy II tendrá una preferencia de registración para estudiantes que estén aprendiendo el lenguaje inglés en el distrito escolar 4 y para otros residentes del distrito escolar 4. Si es aprobada, East Harlem Scholars Academy II abrirá sus puertas en el año escolar 2013-2014 con 108 estudiantes en kínder y primer grado, eventualmente crecerá para servir los grados kínder a octavo.

Al igual que su escuela hermana, East Harlem Scholars Academy, la nueva escuela estará basada en resultados, un ambiente acogedor en donde los estudiantes recibirán intensivamente lectura, matemáticas y ciencias para prepararlos para tener éxito en la universidad. La nueva escuela estará localizada en el distrito escolar 4. Si quiere más información sobre East Harlem Scholars Academy II visítenos en la página de internet [www.eastharlemscholars.org](http://www.eastharlemscholars.org) bajo la etiqueta, "News & Events."

EHTP quiere el aporte de la comunidad para crear la propuesta de la nueva escuela pública semiautónoma. Para participar en una discusión pública sobre East Harlem Scholars Academy II, por favor asiste la siguiente reunión. EHTP considerará todas las opiniones de las familias y otras personas interesadas en el diseño de la escuela. También hay una encuesta en nuestra página de internet para la participación del público.

*Reunión Comunitaria: Viernes 15 de junio a las 4:00 pm*

Esta reunión estará abierta para el público y será en East Harlem Scholars Academy, localizada en el 1573 de la avenida Madison (Jackie Robinson Complex) en el 4to piso.

¡Venga para que su voz sea escuchada!

**East Harlem Tutorial Program**  
Comunicado de Prensa- 6/11/12

**Sobre East Harlem Tutorial Program (EHTP)**

Fundada en 1958, East Harlem Tutorial Program prepara a los estudiantes con la habilidad educativa, fuerza de carácter y estabilidad emocional para destacarse en la escuela secundaria y la universidad, ser líderes en su comunidad y alcanzar todas sus metas. Como centro vital de educación y enriquecimiento en East Harlem, EHTP trabaja con los estudiantes desde la infancia hasta la edad adulta. EHTP opera un programa extraescolar exitoso y centrado en estudiantes desde kínder hasta el doceavo grado y una escuela pública semiautónoma K-8, East Harlem Scholars Academy.

**Sobre escuelas públicas semiautónomas autorizadas por SUNY**

SUNY es la más grande entidad autorizadora en el estado de Nueva York y la más grande entidad, basada en una universidad, en el país. El Charter Schools Institute (visite [www.newyorkcharters.org](http://www.newyorkcharters.org)) fue creado por el Consejo de Administración de SUNY para ayudar en la responsabilidad de implementar el Charter Schools Act (Ley de las Escuelas Públicas Semiautónomas). Guiada por unos estándares rigurosos impuestos por el consejo de administración de SUNY, el instituto supervisa las escuelas públicas semiautónomas que autoriza. Nuevas aplicaciones sometidas a SUNY son escrutinadas y revisadas por el personal del Charter School Institute y un panel nacional de expertos en educación (semiautónomas y tradicional), administración escolar, pólizas de escuelas semiautónomas y tradicionales, finanzas y currículo.



East Harlem Tutorial Program  
Press Release- 6/11/12

**Contact:**

Daniel Tetreault  
[dtetreault@ehtp.org](mailto:dtetreault@ehtp.org)  
P:212.831.0650x147  
F:212.348.2848

[www.ehtp.org](http://www.ehtp.org)  
[www.eastharlemscholars.org](http://www.eastharlemscholars.org)

## For Immediate Release

### East Harlem Charter School Seeks Community Input

*Educational Nonprofit in East Harlem Asks Community to Participate in Discussion on New Charter School Proposal*

East Harlem Tutorial Program (EHTP) is excited to submit an application to the SUNY Trustees on July 2, 2012 to open a new K-8 public charter school, East Harlem Scholars Academy Charter School II. East Harlem Scholars Academy II will have an enrollment preference for English Language Learners in CSD 4 and other residents of CSD 4. If approved, East Harlem Scholars Academy II will open for the 2013-14 academic year with 108 students in Grades K and 1, ultimately growing to serve K-8.

Like its sister school, East Harlem Scholars Academy, the new school will be an achievement-driven, nurturing environment where students receive intensive literacy, math, and science education to prepare them for a successful college career. The new school will be located in CSD 4 in the East Harlem community. To learn more about East Harlem Scholars Academy II please visit the "News & Events" tab at [www.eastharlemscholars.org](http://www.eastharlemscholars.org).

EHTP is seeking input from the community to help create their proposed charter school. To participate in a public discussion about East Harlem Scholars Academy II, please attend the following meeting. EHTP will consider all responses from families and other stakeholders in designing the school. There is also a survey on our website for public input.

*Community Meeting: Friday, June 15 at 4:00 pm*

This meeting will be open to the public and held at East Harlem Scholars Academy, located at 1573 Madison Avenue (Jackie Robinson Complex) on the 4th floor.

Come let your voice be heard!

**About East Harlem Tutorial Program (EHTP)**

**East Harlem Tutorial Program  
Press Release- 6/11/12**

Founded in 1958, East Harlem Tutorial Program prepares students with the academic skills, strength of character and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves. As a vital East Harlem education and enrichment center, EHTP works with students from early childhood through adulthood. EHTP operates high-performing, student centered K-12 after school programs and a K-8 public charter school, East Harlem Scholars Academy.

**About SUNY Authorized Charter Schools**

SUNY is the largest charter school authorizer in New York State and the largest university-based charter school authorizer in the country. The Charter Schools Institute (see [www.newyorkcharters.org](http://www.newyorkcharters.org)) was created by the SUNY Board of Trustees to help it carry out its responsibilities under the Charter Schools Act. Guided by the rigorous standards set by the SUNY Board of Trustees, the Institute's oversight of SUNY authorized charter schools is comprehensive. New school applications submitted to SUNY undergo a thorough review by the staff of the Charter Schools Institute and a panel of nationally renowned experts from the fields of education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum.

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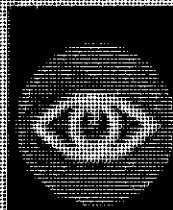
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## Notices

**RENTALS**

### COMMUNITY MEETING ANNOUNCEMENT: Public discussion of new charter school in East Harlem

East Harlem Tutorial Program is applying to open a second charter school, Scholars Academy II. Join us for a public community meeting to learn more and voice your opinion on Friday, June 15 at 4:30 pm at 1573 Madison Avenue (Jackie Robinson Complex) on the 4th floor. Come let your voice be heard!

**Business Opportunity  
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EPARO  
MFTANGA  
PAHO GOMI

**ANOGAUCIO GOMEZ LOURDO**  
**1336 Bushwick Avenue**  
**Brooklyn, NY 11207**

**N03-4141601**

**ANUNCIO DE REUNION DE COMUNIDAD**  
Discusión pública sobre una futura escuela  
pública semi-autónoma en East Flatbush.

Este viernes 15 de Mayo se celebrará una  
reunión para discutir la posibilidad de tener  
escuelas públicas semi-autónomas en el East  
Academy II Academy. Una reunión pública  
para discutir las demandas de los padres  
de familia. Se darán acceso a y otras  
exposiciones y conferencias. El viernes 15 de Mayo  
a las 4:00PM en el 1573 Avenue U, Brooklyn.

(Jorge Pérezson Comisionado de Desarrollo  
Ningún favor que su voz sea escuchada)

**N03-4141601**

**0902**

**Venta de Autos**

Paid Notice in El Diario

Response 03(f)-9



## Community Outreach Communication Plan-Scholars II

Updated: 6/25/12

Date	Time	Place	Event Name	Purpose	Communication	Audience	Notes
Friday 6/15	4:00 PM	Scholars II	Scholars II Community Meeting 2	Scholars II Feedback/Petition	Survey+Petition+Flyer+Meeting	Scholars+OST+East Harlem Comm	
Friday 6/15	NA	Metro and El Diario	Purchased Ad for Comm. Meeting 2	Scholars II Feedback/Comm. Meeting	Print Ad	East Harlem Comm	
Tuesday 6/19	6:30 PM	Community Board 11 Education Committee	Notification	Resolution/Scholars II Feedback	Survey/Flyer+Petition+Meeting	East Harlem Comm	
Wednesday 6/20	8:00 AM	East Harlem Head Start/Children's Aid Society Parent Visit	Scholars II Feedback/Petition	Scholars II Feedback/Petition	Survey+Petition+Flyer distribution	East Harlem Comm	
Thursday 6/21	11:00 AM	East Harlem Head Start/Children's Aid Society Parent Visit	Scholars II Feedback/Petition	Scholars II Feedback/Petition	Survey+Petition+Flyer distribution	East Harlem Comm	
Friday 6/22	8:00 AM	East Harlem Block Nursery Parent Visit	Scholars II Feedback/Petition	Scholars II Feedback/Petition	Survey+Petition+Flyer distribution	East Harlem Comm	
		Action Completed					



**Interest Form for East Harlem Scholars Academy Charter School II**

An application will be submitted to the SUNY Trustees to open a new K-8 public charter school, East Harlem Scholars Academy Charter School II, on July 2, 2012. Scholars Academy II will have an enrollment preference for English Language Learners in CSD 4 and other residents of CSD 4. If approved, Scholars Academy II will open for the 2013-14 academic year with 108 students in Grades K and 1, ultimately growing to serve K-8.

Like its sister school Scholars Academy I, the new school will be an achievement-driven, nurturing environment where students receive intensive literacy, math, and science education to prepare them for a successful college career. The new school will be located in CSD 4 in the East Harlem community.

**Mission Statement:** Founded upon the 53-year legacy of East Harlem Tutorial Program, East Harlem Scholars Academy prepares students with the academic skills, strength of character and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

**Please help us** create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school. **NOTE:** You may also access this form online at [www.ehtp.org](http://www.ehtp.org) and [www.eastharlemscholars.org](http://www.eastharlemscholars.org). Please mail the form to Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029, email it to [ksoucy@ehtp.org](mailto:ksoucy@ehtp.org), or fax it to (212)289-7967.

**In order to give us sufficient time to review your feedback and consider it for our application, please return your survey to us no later than Monday June 4<sup>th</sup>.**

**Section 1: Basic Information (required)**

**I live in Community School District (CSD) 4** Please circle one answer  
Yes                          No                          I do not know my CSD

**Please check all statements that best describe you.**

**Please check all statements that best describe you:**

Family member of a school-aged child       Community leader  
 Employed in CSD 4       Elected official  
 Member of clergy  
 A public or private school administrator or teacher  
 Other (specify): \_\_\_\_\_

## **Section 2: School Features**

Please check the appropriate box indicating your feeling about the importance of each school feature.

KEY: 5=Most Important, 3=Somewhat important, 1=Not at all important)

School Feature	5	4	3	2	1
Length of school year (190 days)					

Length of school day (7:30 am to 4:30 pm)				
Two teachers in every classroom				
Two hours of literacy each day				
A school community in which students of all backgrounds feel comfortable				
A caring and nurturing school with devoted, high quality teachers and a responsive administration				
A school community that explores cultural diversity and promotes tolerance and mutual understanding				
Spanish language instruction daily				
Instructional strategies and staffing to address the needs of English language learners (students who are not proficient in the English language)				
A school that promotes helping others, leadership, community involvement and citizenship				
Music and physical education daily				
An achievement-driven charter school serving elementary school grades				
Families engaged in their children's learning and in the school				

**Please use this space to tell us more about any of your above ratings and to identify other school features that are important to you. Feel free to use the back of this sheet if necessary.**

**How should families be involved in the school?**

[Large empty rectangular box]

**What, if any, concerns do you have about the proposed charter school?**

[Large empty rectangular box]

**Section 3: Information about you and your child(ren) (optional)**

All of the following questions are *optional*. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.

**First and Last Name** \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Would you like to receive information about the school's progress (e.g. application process, school opening)? Please circle one answer**

Yes \_\_\_\_\_ No \_\_\_\_\_

**What is your ethnic background? Check all that apply (optional)**

_____ White	_____ African-American
_____ Hispanic/Latino	_____ Asian or Pacific Islander
_____ Native American	_____ Other (specify): _____

**Thank you for taking the time to provide us with your important input about our proposed charter school.**

**Our Mission**

Founded upon the 53-year legacy of East Harlem Tutorial Program, East Harlem Scholars Academy Charter School II prepares students with the academic skills, strength of character and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

- **An application will be submitted** to the SUNY Trustees to open a new K-8 public charter school, East Harlem Scholars Academy Charter School II, on July 2, 2012.
- East Harlem Scholars II will have an **enrollment preference for English Language Learners in CSD 4 and other residents of CSD 4**. If approved, Scholars Academy II will open for the 2013-14 academic year with 108 students in Grades K and 1, ultimately growing to serve K-8.
- East Harlem Scholars II will be located in **CSD 4 in the East Harlem community**.
- East Harlem Scholars II will have a **longer school day** (7:30 am-4:30 pm) and school year (190 days) than the district public schools. Students will have at least 90 minutes of math instruction and 110 minutes of ELA instruction daily in addition to daily Spanish, physical education and music.
- Like its sister school East Harlem Scholars, East Harlem Scholars II will have an achievement-driven, nurturing environment where students receive a well-rounded education to **prepare them for a successful college career**.
- East Harlem Scholars II's **academic program and school culture** is designed to fulfill the promise inherent in each of these beliefs and principles:
  - ❖ All children can and will succeed when provided a great education.
  - ❖ The best learning occurs when children engage in higher-order, critical thinking.
  - ❖ A nurturing and supportive environment supports students' love of learning and of themselves.
  - ❖ Self-awareness promotes dynamic leadership and global understanding.
  - ❖ Active community engagement richly enhances educational opportunities.
- East Harlem Scholars II will offer **comprehensive English Language Learner and Special Education student services**.
- East Harlem Scholars II is **founded by East Harlem Tutorial Program (EHTP)**, a long-standing highly regarded community-based organization in East Harlem that was established in 1958.

**Nuestra Misión**

Fundada en una legacia de 53 años de East Harlem Tutorial Program, East Harlem Scholars Academy Charter School II prepara a los estudiantes con la habilidad educativa, fuerza de carácter y estabilidad emocional para destacarse en la escuela secundaria y la universidad, ser líderes en su comunidad y alcanzar todas sus metas.

- **La aplicación será sometida al consejo administrativo de SUNY para abrir una escuela charter publica K-8, East Harlem Scholars Academy Charter School II, en julio 12 del 2012.**
- **East Harlem Scholars II tendrá preferencia de admisión para Estudiantes que están aprendiendo Ingles en el distrito comunitario 4 y a otros residentes del distrito comunitario 4 . Si se aprueba Scholars Academy II abrirá para el año escolar 2012-2013 con 108 estudiantes en grados 1 y Kinder y eventualmente crecer hasta el grado 8.**
- **East Harlem Scholars II estará localizada en el Distrito Escolar Comunitario 4 en la comunidad de East Harlem.**
- **East Harlem Scholars II tendrá un día extendido más largo (7:30 am-4:30 pm y un año escolar de 190 días) que las escuelas públicas del distrito. Los estudiantes tendrán 90 minutos de matemáticas y 110 minutos de instrucción en Ingles diaria in adición de instrucción diaria en español, educación física y música.**
- **Como su escuela hermana East Harlem Scholars, East Harlem Scholars II se enfocara en resultados, un ambiente acogedor donde los estudiantes recibirán una buena educación que los preparara para una carrera exitosa en la universidad.**
- **East Harlem Scholars II programa académico y cultura escolar será diseñado para alcanzar las siguientes creencias y principios:**
  - ❖ Todos los niños pueden y serán exitosos si se le provee una buena educación.
  - ❖ La mejor enseñanza ocurre cuando se les reta a los niños a pensar críticamente.
  - ❖ Un ambiente acogedor y apoyador creara en los estudiantes un amor al aprendizaje.
  - ❖ Conocimiento sobre uno mismo promueve liderazgo y entendimiento global.
  - ❖ Una comunidad activa promueve y enriquece las oportunidades educativas.
- **East Harlem Scholars II proveerá servicios comprensivos para los estudiantes que están aprendiendo Ingles y estudiantes de educación especial.**
- **East Harlem Scholars II estará fundada por East Harlem Tutorial Program (EHTP), una organización establecida en East Harlem desde 1958.**



### **Formulario de Interés de East Harlem Scholars Academy Charter School II**

Se le someterá una aplicación a SUNY para abrir una escuela pública charter K-8, East Harlem Scholars Academy Charter School II, el 2 de Julio del 2012. Scholars Academy II les dará preferencia de admisión a estudiantes que están aprendiendo Ingles en el Distrito Escolar 4 y a otros residentes del Distrito Escolar 4. Si es aprobada, Scholars Academy II abrirá en el año académico 2013-2014 con 108 estudiantes en grados Kínder y Primero, para ultimadamente crecer y servir K-8.

Igual que su escuela hermana Scholars Academy I, la nueva escuela tendrá un ambiente acogedor y apropiado para un aprendizaje basado en metas, donde los estudiantes recibirán lectura, matemática y ciencia intensiva lo cual los prepara para una carrera exitosa en la universidad. La nueva escuela estará localizada en el Distrito Escolar 4, en la comunidad de Harlem.

**Misión:** Fundada en la herencia de 53 años de East Harlem Tutorial Program, East Harlem Scholars Academy prepara a los estudiantes con las habilidades académicas, fortaleza de carácter y bienestar emocional para ser exitoso en la escuela secundaria y la universidad, hacerse líderes en la comunidad y ser la mejor persona posible.

**Por favor ayúdenos** a crear la escuela expresándonos que es lo más importante para ti. Tomaremos en consideración las respuestas de nuestras familias y de otros accionistas al diseñar la escuela. **NOTA:** También puede encontrar este formulario en nuestras páginas web [www.ehtp.org](http://www.ehtp.org) y [www.eastharlemscholars.org](http://www.eastharlemscholars.org). Envíe el formulario por correo a Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029, mándelo por correo electrónico a [ksoucy@ehtp.org](mailto:ksoucy@ehtp.org), o faxéela al (212)289-7967.

**Para que tengamos suficiente tiempo de analizar sus comentarios y considerarlos para nuestra aplicación, por favor regrese la encuesta no mas tardar el 4 de junio del 2012.**

#### **Sección 1: Información Básica (requerido)**

**Yo vivo en el Distrito Escolar (CSD) 4** Por favor circule su respuesta  
Si \_\_\_\_\_ No \_\_\_\_\_ No se mi CSD \_\_\_\_\_

**Por favor marque todas las respuestas que lo describe.**

- |   |  |
|---|--|
| <input type="checkbox"/> Familia de un niño en edad escolar                   | <input type="checkbox"/> Líder comunitario |
| <input type="checkbox"/> Trabajo en CSD 4                                     | <input type="checkbox"/> Oficial electo    |
| <input type="checkbox"/> Miembro del clero                                    |  |
| <input type="checkbox"/> Maestro o administrador de escuela pública o privada |  |
| Otro (especifique): _____   |  |

#### **Sección 2: Características de la Escuela**

Por favor marque la caja que describa mejor su percepción sobre la importancia de cada característica de la escuela.

5=Mas Importante, 3=Importante, 1=No Importante)

<b>Características de la Escuela</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Duración del año escolar (190 días)					
Duración del día escolar (7:30 am a 4:30 pm)					
Dos maestros en cada clase					
Dos horas de lectura al día					
Una escuela en la cual todos los estudiantes se sienten confortables					
Una escuela que se preocupa y esta devote a una alta calidad de maestros y una administración que responde					
Una comunidad escolar que explora la diversidad y promueve tolerancia y entendimiento					
Clases de español diarias					
Estrategias instruccionales y personal para server las necesidades de estudiantes que están aprendiendo el idioma inglés					
Una escuela que promueve el ayudar, el liderazgo, la participación en la comunidad y valores cívicos					
Música y Educación Física diaria					
Una escuela enfocada en el mejoramiento de estudiantes en escuela primaria					
Familias envueltas en el aprendizaje de su niño y en la escuela					

**Por favor utilice este espacio para explicarnos la evaluación que nos dio arriba y para decirnos de otras características de una escuela que son importantes para usted. Utilice la hoja de atrás si es necesario**

**De qué manera deben de estar las familias envueltas en la escuela**

--

**Usted tiene alguna preocupación sobre la propuesta de abrir la nueva escuela?**

--

**Sección 3: Información sobre su niño (opcional)**

Todas las siguientes preguntas son *opcionales*. La información será utilizada para el propósito de preparar a un grupo de familias y accionistas interesados en ser parte del proceso de aplicación. Su información personal no será utilizada para ningún otro propósito.

**Primer Nombre y Apellido** \_\_\_\_\_

**Dirección de la Calle** \_\_\_\_\_

**Ciudad, Estado, Código Postal** \_\_\_\_\_

**Correo Electrónico** \_\_\_\_\_

**Le gustaría recibir información sobre el progreso de la escuela (ej. proceso de aplicación. Apertura de la escuela)? Por favor circule su respuesta**

Si \_\_\_\_\_ No \_\_\_\_\_

**Cuál es su etnicidad? Marque todas las que apliquen (opcional)**

Blanco	Afro Americano
Hispano/Latino	Asiático o de las Islas Pacificas
Native Americano	Otro (especifique): _____

**Gracias por tomarse el tiempo de proveernos su opinión sobre la propuesta de abrir una nueva escuela.**

**PETITION IN SUPPORT OF EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II**

On July 2, 2012, East Harlem Scholars Academy Charter School II will submit an application to the Charter Schools Institute of the State University of New York for a charter to open its doors in Community School District (CSD) 4 in Manhattan. If approved, the School would open in September, 2013 and serve children in kindergarten and first grade that year. The School will eventually grow to serve K-5<sup>th</sup> grade in its first five years. If you have a child who was born in 2007 or 2008, your child will be eligible to attend East Harlem Scholars Academy Charter School II in September 2013 when the school opens!

East Harlem Scholars Academy Charter School II assures signers of this petition that their names and addresses will NOT be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in Community School District 4 in Manhattan and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

## PETITION IN SUPPORT OF EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

PETICIÓN DE APOYO PARA LA APERTURA DE EAST HARLEM SCHOOLS ACADEMY CHARTER SCHOOL II

El día 2 de Julio del 2012, East Harlem Scholars Academy Charter School II submitirá una aplicación a el Charter Schools Institute del estado de Nueva York para que la nueva escuela abra las puertas en el Distrito Comunitario (CSD) 4 en Manhattan. Si es aprobado, la escuela abrirá en Septiembre del 2013 y servirá a niños de kinder y primer grado. La escuela eventualmente crecerá para servir estudiantes de Kinder a Sto grado. Si su niño nació en los años 2007 o 2008, su niño será elegible para asistir a East Harlem Scholars Academy Charter School II en Septiembre del 2013 cuando la escuela abra sus puertas.

East Harlem Scholars Academy Charter School II le asegura a los que firman esta petición que su nombre y dirección NO será publicado o utilizado para propósitos de mercadeo. Al firmar esta petición usted está indicando que (1) su aprobación de la propuesta de abrir esta escuela gratis y pública en el distrito comunitario 4 de Manhattan y (2) de su interés en aplicar por un cupo en esta escuela para cualquiera de sus niños que sea elegible.

**EAST  
HARLEM  
SCHOLARS  
ACADEMY**  
An EHTP School

May 13, 2012

Dear Families,

Thank you for applying to East Harlem Scholars Academy. We wanted to let you know about our exciting plans for expansion to create even more educational opportunities for students in East Harlem. Based on our successes so far this year and the need for more great schools in the neighborhood, our founding partner, East Harlem Tutorial Program, is applying to open a second K-8 public Charter School, Scholars Academy II. If the request is approved, we would open a sister school in the 2013-14 school year with Kindergarten and First Grade.

There are many advantages to having a second school including more access to great teachers and leaders, cost savings that will allow us to put more money back into the students, and further opportunities for extracurricular activities. Rest assured that a second school would not detract from our focus on your scholar, should he/she attend Scholars Academy. Also rest assured that we still plan to house Scholars Academy in the new building at 105<sup>th</sup> and Second Avenue when it is ready.

As part of the charter application process, we ask you to complete a survey about our efforts to open a second school. We would be grateful if you could fill it out and return it no later than Monday June 4th. Please return to Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,

Mrs. C. Batista São Roque  
Founding Principal



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
TUTORIAL  
PROGRAM**  
Since 1958

May 2, 2012

Dear Families,

We wanted to let you know about some exciting plans. Based on our successes at our new Charter School, East Harlem Scholars Academy, and the need for more great schools in the neighborhood, East Harlem Tutorial Program is applying to open a second K-8 public Charter School, Scholars Academy II. If the request is approved, we would open a sister school in the 2013-14 school year with Kindergarten and First Grade.

There are many advantages to having a second school including more access to great teachers and leaders and cost savings that will allow us to put more money back into the students. Rest assured that a second school would not detract from our focus on your scholar. Also rest assured that we still plan to house all of EHTP's out of school time programs in the new building at 105<sup>th</sup> and Second Avenue when it is ready.

As part of the application process, we will ask you to complete a survey about our efforts to open a second school. Please look out for teachers and staff at drop off and pick up times with surveys for you to complete.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

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As part of the application process, we are asking all families to complete the attached survey and return it no later than Monday June 4th. Please return to Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029 or directly to Jennifer Perez at the High School Program.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
TUTORIAL  
PROGRAM**  
Since 1958

May 13, 2012

Dear Families,

Welcome to EHTP's out of school time program for the 2012-2013 year! We look forward to getting to know your family and working with your scholar, hopefully for years to come. We also wanted to let you know about some exciting plans. Based on our successes at our new Charter School, East Harlem Scholars Academy, and the need for more great schools in the neighborhood, East Harlem Tutorial Program is applying to open a second K-8 public Charter School, Scholars Academy II. If the request is approved, we would open a sister school in the 2013-14 school year with Kindergarten and First Grade.

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As part of the charter application process, we are asking all families to complete the attached survey and return it no later than Monday June 4th. Please return to Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
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Since 1958

May 2, 2012

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As part of the application process, we are asking all families to complete the attached survey and return it no later than Monday June 4th. Please return to Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029 or directly to Jason Lebron at the Middle School Program.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
SCHOLARS  
ACADEMY**  
An EHTP School

April 25, 2012

Dear Families,

We wanted to let you know about some exciting plans. Based on our successes so far this year and the need for more great schools in the neighborhood, our founding partner, East Harlem Tutorial Program, is applying to open a second K-8 public Charter School, Scholars Academy II. If the request is approved, we would open a sister school in the 2013-14 school year with Kindergarten and First Grade.

There are many advantages to having a second school including more access to great teachers and leaders, cost savings that will allow us to put more money back into the students, and further opportunities for extracurricular activities. Rest assured that a second school would not detract from our focus on your scholar. Also rest assured that we still plan to house Scholars Academy in the new building at 105<sup>th</sup> and Second Avenue when it is ready.

As part of the application process, we will ask you to complete a survey about our efforts to open a second school. We would be grateful if you could fill it out and return it to Ms. Valle.

Thank you in advance for your cooperation and input! We are confident that this will be a great benefit to our current and future scholars.

Warmly,

Mrs. C. Batista São Roque  
Founding Principal

Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
TUTORIAL  
PROGRAM**  
Since 1958

Mayo 2, 2012

Queridas Familias,

Queremos informarle de nuestros nuevos planes. Basado en nuestro éxito en lo que va del año y en la necesidad que tiene nuestro vecindario de buenas escuela, East Harlem Tutorial Program, está aplicando para abrir una segunda escuela K-8, Scholars Academy II. Si la propuesta es aprobada, nos gustaría abrir nuestra escuela hermana para el año escolar 2013-14 para los grados Kinder y Primero.

El abrir una segunda escuela tiene muchas ventajas, entre estas, el acceso a una mayor cantidad de excelentes maestros y líderes y ahorro en los costos, lo cual nos ayudara a utilizar más dinero para los estudiantes y las actividades extraescolares. Queremos asegurarles que abriendo una nueva escuela no afectara el enfoque que tenemos en nuestros estudiantes. También sepa que todavía planeamos mudar Scholars Academy al nuevo edificio en la calle 105 y la Segunda Avenida, cuando el edificio esté listo.

Como parte del proceso de aplicación, les estamos pidiendo a las familias que complete la siguiente encuesta y la retorne no mas tardar el lunes 4 de junio. Por favor devuelva el cuestionario a Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029 o a Jason Lebron al programa de Middle School.

Gracias por su cooperación! Estamos confiados de que esto será de beneficio para nuestros estudiantes y los estudiantes por venir.

Con Arecio,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
TUTORIAL  
PROGRAM**  
Since 1958

Mayo 13, 2012

Queridas Familias,

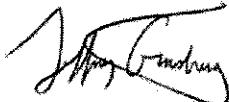
Bienvenidos a nuestro programa educativo extraescolar 2012-2013! Esperamos conocerlos mejor y ayudar a su niño educativamente por muchos años. Queremos compartir unas noticias importantes con ustedes. Basado en nuestro éxito en lo que va del año y en la necesidad que tiene nuestro vecindario de buenas escuela, East Harlem Tutorial Program, está aplicando para abrir una segunda escuela K-8, Scholars Academy II. Si la propuesta es aprobada, nos gustaría abrir nuestra escuela hermana para el año escolar 2013-14 para los grados Kinder y Primero.

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Como parte del proceso de aplicación, les estamos pidiendo a las familias que complete la siguiente encuesta y la retorne no mas tardar el **lunes 4 de junio**. Por favor devuelva el cuestionario a Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029.

Gracias por su cooperación! Estamos confiados de que esto será de beneficio para nuestros estudiantes y los estudiantes por venir.

Con Arecio,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
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TUTORIAL  
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Since 1958

Mayo 2, 2012

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Queremos informarle de nuestros nuevos planes. Basado en nuestro éxito en lo que va del año y en la necesidad que tiene nuestro vecindario de buenas escuela, East Harlem Tutorial Program, está aplicando para abrir una segunda escuela K-8, Scholars Academy II. Si la propuesta es aprobada, nos gustaría abrir nuestra escuela hermana para el año escolar 2013-14 para los grados Kinder y Primero.

El abrir una segunda escuela tiene muchas ventajas, entre estas, el acceso a una mayor cantidad de excelentes maestros y líderes y ahorro en los costos, lo cual nos ayudara a utilizar más dinero para los estudiantes y las actividades extraescolares. Queremos asegurarles que abriendo una nueva escuela no afectara el enfoque que tenemos en nuestros estudiantes. También sepa que todavía planeamos mudar Scholars Academy al nuevo edificio en la calle 105 y la Segunda Avenida, cuando el edificio esté listo.

Como parte del proceso de aplicación, les estamos pidiendo a las familias que complete la siguiente encuesta y la retorne no mas tardar el lunes 4 de junio. Por favor devuelva el cuestionario a Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029 o a Jenny Perez al programa de High School.

Gracias por su cooperación! Estamos confiados de que esto será de beneficio para nuestros estudiantes y los estudiantes por venir.

Con Arecio,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
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Since 1958

Mayo 2, 2012

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Queremos informarle de nuestros nuevos planes. Basado en nuestro éxito en lo que va del año y en la necesidad que tiene nuestro vecindario de buenas escuela, East Harlem Tutorial Program, está aplicando para abrir una segunda escuela K-8, Scholars Academy II. Si la propuesta es aprobada, nos gustaría abrir nuestra escuela hermana para el año escolar 2013-14 para los grados Kinder y Primero.

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Como parte del proceso de aplicación, le pediremos que complete un cuestionario sobre nuestros esfuerzos en abrir una segunda escuela. Los maestros y el personal estarán distribuyendo encuestas durante la entrada y la salida de los estudiantes.

Gracias por su cooperación! Estamos confiados de que esto será de beneficio para nuestros estudiantes y los estudiantes por venir.

Con Arecio,



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**EAST  
HARLEM  
SCHOLARS  
ACADEMY**  
An EHTP School

Mayo 13 del 2012

Queridas Familias,

Gracias por aplicar a East Harlem Scholars Academy. Queremos compartir unas noticias importantes con ustedes. Basado en nuestro éxito en lo que va del año y en la necesidad que tiene nuestro vecindario de buenas escuela, East Harlem Tutorial Program, está aplicando para abrir una segunda escuela K-8, Scholars Academy II. Si la propuesta es aprobada, nos gustaría abrir nuestra escuela hermana para el año escolar 2013-14 para los grados Kinder y Primero.

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Como parte del proceso de aplicación, les estamos pidiendo a las familias que complete la siguiente encuesta y la retorne no mas tardar el **Lunes 4 de junio**. Por favor devuelva el cuestionario a Kerri Soucy, Scholars Academy II, c/o EHTP, 2050 Second Avenue, New York, NY 10029.

Gracias por su cooperación! Estamos confiados de que esto será de beneficio para nuestros estudiantes y los estudiantes por venir.

Con Arecio,

Mrs. C. Batista São Roque  
Founding Principal



Jeff Ginsburg  
Executive Director, East Harlem Tutorial Program  
Co-Founder & Board Chair, East Harlem Scholars Academy

**4. School Enrollment**

**(a) Enrollment Plan and Rationale**

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade; and
- Average number of students per class.

East Harlem Scholars Academy Charter School is an existing SUNY authorized charter school education corporation seeking the authority to operate an additional school, East Harlem Scholars II, within its existing corporate structure. Therefore, the following illustrates separate enrollment charts for the proposed new school—East Harlem Scholars II, the existing school—East Harlem Scholars Academy Charter School, and the combined enrollment for the corporation.

East Harlem Scholars II will open with 110 children—i.e. 56 Grade K and 54 Grade 1 students—in 2013. Children who will turn 5 years old by December 31 of the year they will enter Grade K are eligible to apply for a K seat. In each successive year, 56 Kindergartners will be added. The enrollment plan illustrated below provides information on the grades that will be served in each year of the charter term, the number of students to be served in each grade, the number of children expected in each class and the total number of enrolled students for each year of the charter term. The chart highlights the approximate ages of students in each of the Grades served. Depending on whether a student was held back a grade or accelerated prior to entering East Harlem Scholars II or retained in a grade while at East Harlem Scholars II, a student in any given grade may be older or younger than the ages indicated.

**East Harlem Scholars II**

Grades	Ages	Number of Students					School Plans <sup>1</sup> 2024-25
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	
K	4-6	56	56	56	56	56	56
1	5-7	54	56	56	56	56	56
2	6-8		54	56	56	56	56
3	7-9			54	56	56	56
4	8-10				54	56	56
5	9-11					54	56
6	10-12						56
7	11-13						56
8	12-14						56
9	13-15						56
10	14-16						56
11	15-17						56
12	16-18						54
Total Students		110	166	222	278	334	726
Classes Per Grade		2	2	2	2	2	2
Average Number of Students Per Class		28	28	28	28	28	28

<sup>1</sup> If the applicants intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the "School Plan" column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year charter period.

## East Harlem Scholars Academy Charter School

Grades	Ages	Number of Students								School Plans <sup>2</sup> 2022-23	
		2011-12	2012-13	FIVE YEAR CHARTER TERM OF EAST HARLEM SCHOLARS II							
				2013-14	2014-15	2015-16	2016-17	2017-18			
K	4-6	56	56	56	56	56	56	56	56	56	
1	5-7	52	56	56	56	56	56	56	56	56	
2	6-8		54	56	56	56	56	56	56	56	
3	7-9			54	56	56	56	56	56	56	
4	8-10				54	56	56	56	56	56	
5	9-11					54	56	56	56	56	
6	10-12						54	56	56	56	
7	11-13							54	56	56	
8	12-14									56	
9	13-15									56	
10	14-16									56	
11	15-17									56	
12	16-18									54	
Total Students		108	166	222	278	334	390	446	726		
Classes Per Grade		2	2	2	2	2	2	2	2		
Average Number of Students Per Class		27	28	28	28	28	28	28	28		

## Combined Enrollment for Education Corporation

Grades	Ages	Number of Students						School Plans <sup>3</sup> 2024-25
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18		
K	4-6	112	112	112	112	112	112	112
1	5-7	110	112	112	112	112	112	112
2	6-8	56	110	112	112	112	112	112
3	7-9	54	56	110	112	112	112	112
4	8-10		54	56	110	112	112	112
5	9-11			54	56	110	112	112
6	10-12				54	56	112	112
7	11-13					54	112	112
8	12-14						112	112
9	13-15						112	112
10	14-16						112	112
11	15-17						112	112
12	16-18						112	112
Total Students		332	444	556	668	780	1,452	
Classes Per Grade		4 (K-1) 2 (2-3)	4 (K-2) 2 (3-4)	4 (K-3) 2 (4-5)	4 (K-4) 2 (5-6)	4 (K-5) 2 (6-7)	4	
Average Number of Students Per Class		28	28	28	28	28	28	

As two charter schools operating under one corporate structure, there exists the possibility for existing students to have fluidity in moving from one school to another assuming there is a compelling reason for the transfer (as spelled out in *Response 17(d)-Admissions Policy*).

<sup>2</sup> 2024-25 is the year when East Harlem Scholars II will reach its expected full enrollment, East Harlem Scholars Academy Charter School would have reached its expected full enrollment two years prior.

<sup>3</sup> 2024-25 is the year when East Harlem Scholars II will reach its expected full enrollment.

- (b) Provide the rationale for the enrollment plan, including the following:**
- The reason for choosing to serve the grades specified and the number of students in each grade;**

Because East Harlem Scholars II seeks to replicate East Harlem Scholars Academy Charter School, it has modeled its enrollment and growth plan after the original school.

The rationale behind East Harlem Scholars Academy Charter School's enrollment plan was to provide an additional educational option for elementary school students in East Harlem. By beginning instruction in kindergarten and 1<sup>st</sup> grade, East Harlem Scholars Academy Charter School would have the opportunity to interact with students as they enter the public school system and impact their academic development from kindergarten through their elementary school years. East Harlem Scholars II is also motivated by this same reasoning and will enroll 54 students in each grade, thus providing a small school environment that will support intensive and differentiated instruction. East Harlem Scholars II will remain small enough to operate in a fiscally sound manner, while offering the requisite coursework and programming for students to meet or exceed state performance standards.

The proposed initial kindergarten and first grade enrollment of 110 total students will also enable the East Harlem Scholars II to begin with a small, manageable number of students and to establish a positive school culture. This enrollment target is a very attainable level that provides East Harlem families a contrast to the larger public schools in the community school district. East Harlem Scholars II's staffing levels leveraged by the planned instructional and operational collaboration between East Harlem Scholars II and East Harlem Scholars Academy Charter School along with the support of East Harlem Tutorial Program, will not merely support this enrollment plan but more importantly promote increased student achievement.

- The extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location;**

East Harlem Scholars II's grade configuration is aligned with elementary schools within CSD 4, which include both pre-K-5 and pre-K-8 settings. In addition East Harlem Scholars II proposed enrollment plan is responsive to the needs of the community as demonstrated by parental demand for charter school seats for their young school-aged children as well as New York State assessment data that demonstrate the existing public elementary schools struggle to provide children with the knowledge and skills necessary for proficiency particularly in English language arts, especially for English language learners (ELLs).

This year, East Harlem Scholars Academy Charter School received 243 student applications for the 56 seats it was seeking to fill in Kindergarten. In addition, next year's waitlist includes 68 students for Grade 1 and 48 students for Grade 2. There are six other charter elementary schools in CSD 4 which have experienced similar demand for the seats in their schools.

It is not surprising that parents would desire better elementary school options for their children than the traditional public school offerings available. The results of the 2011 NYSELA test show that only 40.9% of all 3<sup>rd</sup> graders scored at proficient levels. For ELLs, a population of students for whom East Harlem Scholars II is offering an enrollment preference, that percentage was 23.5%. Black and Hispanic students are not served well in the CSD 4 traditional public schools as demonstrated by the 3<sup>rd</sup> grade assessment data. Where 72.5% and 65.5% of Asian and White students, respectively, scored at

Levels 3 or 4 on the 2011 NYS ELA exam, only 38.7% and 39.2% of Black and Hispanic students met proficiency standards on the test.

East Harlem Scholars II will enroll 54 students in each grade, 27 children in each class with two certified teachers in each classroom. On each grade level there will be one classroom with a collaborative teaching model (i.e. staffed by one certified general education teacher and one certified special education teacher). East Harlem Scholars II, like East Harlem Scholars Academy Charter School, will have a low student to teacher ratio that will support intensive and differentiated instruction and the needs of special education students. East Harlem Scholars II's two certified teachers in the classroom is outside of the staffing norm in CSD 4 and public schools generally in New York City especially in these difficult economic times where budget cuts have not allowed for even an assistant teacher to provide additional support in the elementary classroom. East Harlem Scholar II's proposed enrollment and staffing plan allows for students to feel more personally connected to and supported by the adults who are charged with their academic, social and emotional growth and well-being.

- **The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

As illustrated in the enrollment tables provided in Attachment 4(a), it is our intention to replace students who leave the school at any point during the school year with another student off of the waitlist. This strategy allows East Harlem Scholars II to operate in a fiscally sound manner. As is described in East Harlem Scholars II's admission policy, during the application period, applications will be sought not only for entering Kindergarten students but for students in every grade above kindergarten that East Harlem Scholars II will serve in the subsequent school year. One of the main purposes of accepting applications for students other than Kindergarten is to generate a waitlist for those grades in the event a student leaves at any point during the school year. East Harlem Scholars II will seek to fill all vacancies in order to avoid the negative budgetary impact of even one unfilled seat. However, equally important is the fact that we also believe strongly that we must leave no child behind; thus, we have an obligation to fill each seat in the school so as to provide another child from CSD 4 with the opportunity to benefit from the school's academic program and nurturing community. As will be described in relevant responses in this application, East Harlem Scholars II has put in place academic interventions and instructional strategies to address academic needs of students who enroll in our school in the older grades.

As two charter schools operating under one corporate structure, there exists the possibility for students on one school's waitlist to be able to enroll in the other school providing there is a seat available at the grade and there is no current waitlist at the other school for that specific grade. This provision is spelled out in Response 17(d)-Admissions Policy.

**(c) Collective Bargaining Waiver**

**If the charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether the applicant is requesting a waiver from the requirement that all employees must be deemed members of separate negotiating units of the existing collective bargaining organizations in the school district where the charter school would be located.**

This is not applicable as East Harlem Scholars II will not enroll more than 250 students at any point during the first two years of operation.

## 5. Key Design Elements

**Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements.**

East Harlem Scholars II is a proposed K-5 school that will serve students in CSD 4 in Manhattan with an admissions preference for English language learners (ELLs). The School is modeled after East Harlem Scholars Academy Charter School, which opened in 2011 in this same district. East Harlem Scholars II shares the mission and academic design of its predecessor as well as the core beliefs and guiding principles of its Partner Organization, East Harlem Tutorial Program, with which East Harlem Scholars II will partner with as well.

The following are the key design elements of East Harlem Scholars II that will be critical to the school's success in achieving its mission.

### *Culture of Excellence*

First and foremost, East Harlem Scholars II will promote a culture of academic excellence and guide each student to achieving his or her academic potential. At the heart of the School's commitment to academic excellence is the setting of high expectations and the belief on the part of all members of the school community that all students can learn<sup>1</sup> and meet or exceed New York State performance standards. This must be evidenced thoroughly, meaningfully and consistently throughout the school. All too often, adult educators and role models send "mixed signals" to a at-risk youth—saying that they believe in them while acting as though they have little confidence in the students' capacity to succeed. At East Harlem Scholars II, the School's commitment to high expectations and confidence in its students' ability to learn will be reflected in curricula, instruction and the interactions between students and adult members of the school community.

### *Student-Centered Approach to Learning*

We will use Gradual Release of Responsibility (GRR) as our overarching instructional model. GRR supports Bloom's Taxonomy of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation as well as the Understanding by Design work of Grant Higgins and Jay McTighe where the underlying premise of instruction should be *teaching for understanding*. GRR shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner.<sup>2</sup> By gradually assuming increasing responsibility for their learning, students become competent, independent learners.<sup>3</sup> GRR is also aligned with our philosophy that there is an inseparable interrelation between content knowledge and higher order thinking. By allowing students to actively participate in their own learning through discussion and collaboration, the model allows students to engage more fully in higher order skills. Importantly, the peer learning aspect of these methodologies is highly effective in working with

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<sup>1</sup> See *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009,

<http://www.principalspartnership.com/affiliation.pdf>

<sup>2</sup> Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–242). Newark, DE: International Reading Association

<sup>3</sup> Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

classrooms of heterogeneous students, including students with disabilities (SWD)<sup>4</sup>, English language learners (ELLs)<sup>5</sup> and Title I students. GRR requires the use of assessment data by teachers to differentiate instruction by identifying student need and tailoring instruction and small group composition. East Harlem Scholars II's comprehensive assessment program will include a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performances to support differentiation through the GRR model.

Collaborative work and small group and classroom wide discussion are crucial components of the GRR model. That time allows the teacher to engage students in central questions that prompt metacognition. Questions like "Why?", "How do you know", "How did you do/find/discover" all require students to reflect upon what they engaged in and what they learned and how they might apply it to other situations. Importantly, this is aligned with Common Core standards by ensuring that students are not merely recipients of information but develop the skills to analyze, synthesize and apply information in a variety of environments and experiences and across all disciplines.

There are many schools successfully utilizing the GRR in New York City and nationwide. The Our World Neighborhood Charter School in western Queens, authorized by SUNY, has implemented GRR very successfully with an ethnically diverse population. Other proponents of GRR (sometimes referred to generically as the "workshop model") are schools that adopt the Expeditionary Learning Outward Bound Classroom model which use the workshop model of instruction. Expeditionary Learning Schools, a national whole school reform model based on Outward Bound has written of GRR, "One of the more elegant things about the workshop model is that you can provide instruction in one or two ... areas; support that instruction through the practice time; ask students to stop and reflect; and then debrief, asking them to check their progress toward the academic target and the secondary target. If the workshop is done well, it expects students to synthesize their current understanding every day, and that is challenging. But again, if done well, the students are supported by the structure. They are supported with the initial instruction that occurs during the mini-lesson and by their peers in social construction of understanding during the practice time and the debrief. It's really a structured way for a group of students to participate in a very collaborative inquiry. Every day they go through this process together, learning new skills and new content, and every day they synthesize that learning." Expeditionary Learning Schools have had documented academic success, including the New York State Regents' authorized Tennessee Community Charter School in Rochester, New York and SUNY-authorized Tapestry Charter School in Buffalo.

It is important to note that while GRR is the overarching instructional model, East Harlem Scholars II instructional staff will be expected to employ and will be supported in executing a variety of instructional methodologies to meet the identified needs and learning styles of their students. At East Harlem Scholars II, this means that teachers must be skilled in and be able to draw from a range of teacher-directed and student-centered instructional best practices that will allow their students to acquire the skills and knowledge necessary to meet or exceed performance expectations.

#### *Staffing Model:*

East Harlem Scholars II will leverage its highly effective GRR instructional model with a staffing structure that involves two certified teachers in each K-5 classroom. Such a model allows for each

<sup>4</sup> Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

<sup>5</sup> Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

classroom of approximately 27 students to reap the benefits from the additional instructional intensity associated with *two* highly qualified teachers. The co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms<sup>6</sup>:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

In addition, at every grade level at least one of the two classrooms will have a co-teaching model comprised of one certified common branch teacher and one certified special education teacher. This will result in East Harlem Scholars II having a Collaborative Team Teaching (CTT) setting on each grade level. Research has demonstrated that this inclusion model had beneficial outcomes for students with special needs.<sup>7 8</sup> The CTT setting is not just beneficial for special education students, but also for general education students, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for students with disabilities will also be effective in addressing their learning needs.

In addition to its co-teaching staffing model, East Harlem Scholars II staffing will also include instructional and student support professionals to ensure the academic and social/emotional needs of all students are met. This will allow each student to develop their strength of character and social/emotional well-being, in addition to thriving academically. East Harlem Scholars II will have instructional intervention specialists, including English as a Second Language teachers, special education teachers, reading specialists as well as social work staff. The instructional specialists will work collaboratively with the classroom teachers, using specific instructional strategies (i.e. sheltered instruction) and intervention curricula (i.e. Wilson's *Fundations*) in both push-in and pull-out model in order to effectively address the needs of at-risk students. Like the CTT model, the collaboration between classroom teachers and these instructional specialists will further support a differentiated learning environment and therefore benefit *all* learners.

### *Rigorous and High Quality Curriculum*

Within its strong instructional framework, East Harlem Scholars II will provide a rigorous curriculum in core subjects that is aligned with the state performance standards, inclusive of the Common Core, and will provide effective curricula to support student learning in Music, Spanish, health and physical education. The primary features of the curriculum include:

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<sup>6</sup> <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

<sup>7</sup> Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

<sup>8</sup> Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

- a) *Intense Focus on Literacy and the Development of ELA skills*—East Harlem Scholars II subscribes to the belief that, in order for students to become proficient readers and writers of English—and in order to develop the reading comprehension proficiency necessary to excel in other academic subjects—schools must institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction. East Harlem Scholars II students will receive just under 2 hours of daily ELA instruction along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day. Consistent with the GRR model, teachers will plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by both GRR and the co-teaching model, teachers will alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA will be reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies; (2) increases the amount and quality of sustained discussion of reading content; (3) sets and maintains high standards for text, conversation, questions and vocabulary; and (4) increases students' motivation and engagement with reading. In addition, the School will provide academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices. The School will work collaboratively with the East Harlem Tutorial Program during the pre-opening period and throughout its operations to support the Principal and others in planning, coordinating and continuously improving the delivery of such services.
- b) *Intense Focus on Math*—East Harlem Scholars II will have an approximately 90 minute block of math instruction each day. The School's daily math instruction will reflect the philosophy that students must be equipped with strong mathematical and computational skills to be successful on state math exams, in high school and college mathematics courses and in our increasingly competitive economy. It will also support the School's belief that students must possess facility with basic skills, knowledge of standard algorithms and mastery and automaticity of math facts, along with a conceptual understanding of why these facts are so. The School will use a structured approach to mathematics—where concepts are presented in a logical fashion and complicated concepts are not introduced until children have been given the fundamental tools to master them—will allow students to perform math at an extremely high levels. Math instruction at East Harlem Scholars II will also feature: (1) an emphasis on addressing specific learning gaps identified through assessments and analysis of student test data;<sup>9</sup> (2) a focus on strengthening students' comprehension and ability to solve word problems;<sup>10</sup> and (3) creating interesting and creative math learning experiences that engage students and motivate them to learn. The School's goal is for students to be able to progress to algebra by the time they reach middle school because of the solid foundations in arithmetic skills and concepts that they developed and mastered in elementary school. By providing students with a strong mathematical foundation, the School expects to lay the groundwork for its graduates to pursue advanced mathematics in high school and college, thereby opening the door to a wide array of careers that have math as their foundation.
- c) *Challenging, performance standards-aligned curricula in Science and Social Studies*—The School will provide one semester each of daily science and social studies at all grade levels. The aim of the

<sup>9</sup> The data-driven instructional practices in the EHTP Pact Charter School's math instruction program will be guided by the findings and recommendations of the recent U.S. Department of Education report: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

<sup>10</sup> Kickbusch, Karla, 2007, *Minority Students in Mathematics: The Reading Connection*, University of Wisconsin, published online.

School's science curriculum will not only be to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the School's science education programs will be inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences. The School's Social Studies curriculum will focus not only on ensuring that students meet the state's performance standards, but also to provide students with the understanding of history, government and civics necessary for them to become well-rounded, informed and active citizens of the nation and the world. While the program will use standardized textbooks, it will also emphasize the effective use of primary sources.<sup>11</sup> To the degree appropriate at the elementary level, the School's Social Studies instruction will promote the "historical thinking benchmarks" developed by the American Historical Association, the Organization of American Historians and the National Council for Social Studies, which will include: (1) a focus on primary and secondary sources; (2) an understanding of historical debate and controversy; (3) understanding of biases and points of view in historical texts and social studies resources; (4) analyses of how historians use evidence; (5) the formulation of questions through inquiry and how to determine their importance; (6) an examination of how causation relates to continuity and change; (7) an understanding of the interrelationships among themes, regions and periodization; and (8) an understanding that a proper perception of the past requires not only on viewing it through contemporary eyes but also requires a serious examination of the values of that time.

- d) *High quality instruction in Music, health/physical education and Spanish*—East Harlem Scholars II will provide a program of instruction in the arts designed to heighten students' understanding and appreciation of a variety of music. The program will leverage the arts programming and resources of the partner organization, as well as the many great artistic and cultural institutions in Harlem and throughout New York City. The School will provide a health education program designed to teach developmentally appropriate topics and to lay the groundwork for students to have the knowledge and skills to make healthy choices as they grow older. The School's physical education program will emphasize the importance of movement and fitness and engage students in a variety of sports and activities. The School's instruction in Spanish will be aimed at supporting the acquisition of the ability to read Spanish and to speak and write in Spanish for non-native Spanish speakers, and to maintain the Spanish language skills for native speakers of the language.

#### *Strong Instructional Leadership and a Commitment to Professional Development*

East Harlem Scholars II's supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom. The School accomplishes this by having a highly qualified Principal focused, to the greatest degree possible, on instructional leadership and on being the *principal* teacher. Teacher schedules at East Harlem Scholars II incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and/or to plan individually, or with their co-teachers or collaborate with their colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar

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<sup>11</sup> The School recognizes that the use of primary sources must be done in a meaningful way, using strategies and practices that have been effective in other elementary schools. To this end, it will draw from the research regarding best practices in use of primary sources in the teaching of history, including the teacher reflections included in the article--*Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives*, Gilliland-Swetland, Anne, et al, Digital Portfolio Archives (DPA) in Learning Project was funded by the National Science Foundation Collaborative Research in Learning Technologies, NSF CRLT #96-16396

topics in different and increasingly advanced ways; (3) to convene Student Support Teams around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom.

Professional development will permeate the classroom and the School. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. The School's expectation is that teachers will learn together, solve problems in teams or as a whole faculty, and will feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the School will be designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>12</sup>.

#### *Extended Day and Extended Year*

East Harlem Scholars II will have a longer school day (7:30 am-4:30 pm) and year (190 days) than traditional public schools. This additional time on task will leverage the strengths of East Harlem Scholars II rigorous curriculum and supportive instructional model. It does so by providing more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed the school's challenging learning standards.

#### *School Culture*

The School will build a culture of achievement, excellence, caring and respect. The School will articulate and enforce high expectations of students not only in terms of academics, but in behavior as well. Among these expectations are that East Harlem Scholars II students will at all times act responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other students and themselves. The School will also work proactively to establish a culture that appreciates and respects the cultural, ethnic, language and other diversities reflected in the school community. This culture will be supported by appropriate integration of learning materials that promote understanding of different cultures in academic programming—e.g. in the study of history and the arts, the selection of texts in ELA instruction, etc., as well as by activities, field learning experiences and community celebrations. School staff, and indeed the entire school community will be expected to model appropriate behavior at all times—e.g. respect for self and others—and will support students in “making the connection” between the expected behaviors and success in school and in life.

#### *Importance of Parents and Community*

East Harlem Scholars II views parents as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars II will draw on the expertise of East Harlem Tutorial Program which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it serves for more than 50 years and of Scholars Academy I which has had enormous success this year. East Harlem Scholars II will engage parents in the life of the school in a variety of East Harlem Tutorial Program's tried and true ways to ensure that all parents—including those who are hard-to-reach or reluctant to communicate with the School—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

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<sup>12</sup> <http://www.nsdc.org/standards/>

Similarly, the community will be viewed as a partner and a learning resource. The School will leverage the relationships of the East Harlem Tutorial Program with cultural, artistic, historic and other resources in Harlem and throughout the city to design field learning experiences and other activities that would benefit the students. The School will also draw from its partner organization's experience over more than 50 years in successfully promoting and facilitating meaningful parent involvement and partnership.

#### *Partner Organization*

Finally, East Harlem Scholars II will have East Harlem Tutorial Program as its Partner Organization that will support the East Harlem Scholars II academic program in two general and critical areas:

- (1) It will provide academic support in the form of: a) access to volunteer tutors who, under the direction of the school's certified teachers, will provide supplemental support during designated periods of the school day; b) support in academic planning; c) access to the educational experts and institutions with which East Harlem Tutorial Program has established relationships over its 50 year history; and d) such additional and appropriate academic support and assistance that the school may require.
- (2) It will provide a variety of non-academic supports that will have the effect of freeing the leadership and staff of East Harlem Scholars II to focus their efforts on implementing and continuously improving the instruction and academic programs. These supports range from financial management and human resources/talent recruitment to fundraising.

## **6. Curriculum and Instructional Design**

### **(a) Curriculum Selection and Processes**

**Summarize the school's curriculum, by subject, and the rationale for curriculum decisions.**

**Be sure to include:**

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population and an explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable.**

The School's curriculum program supports a balance of instructional formats, instructional strategies and instructional content throughout all content subjects: math, ELA, science and social studies through the Gradual Release of Responsibility instructional methodology (GRR). In addition to the core subjects, East Harlem Scholars II will have instruction in Music, Physical Education/Health and Spanish. It is important to teach all areas of the curriculum, not just those subjects for which there is a high-stakes test. It is our belief that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across subjects will be successful as measured by standardized tests as well as other indicators of student success. The school's curriculum decisions are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings, as shown below.

#### **English Language Arts:**

The priority to develop strong readers, writers and communicators is reflected by the school allocating over two hours devoted daily to ELA instruction in Grades K-5 in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers will plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction will have the support of both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners.

East Harlem Scholars II's Kindergarten content standards focus heavily on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children. Phonemic awareness—the ability to hear and manipulate the distinct sounds of the spoken language—forms the basis for a child's ability to decode and spell words. Our ELA program choices described later are research-based curricula that rest its foundation on those components and methods of instruction that research<sup>1 2</sup> has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

For ELA, East Harlem Scholars II will use Pearson Scott Foresman's *Reading Street*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a

<sup>1</sup> Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

<sup>2</sup> Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that will be utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>3</sup>

East Harlem Scholars II, while focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. East Harlem Scholars II students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective<sup>4</sup> and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through *Units of Study* writing workshop by Lucy Calkins.

This writing program has three basic structures – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies.<sup>5</sup> The writing workshop model is aligned with GRR.

Based on the same solid research, East Harlem Scholars II will supplement the core reading and writing instructional materials it will use with Pearson's *Words Their Way* program. This program is expected to help build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs, who are struggling readers. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program will include small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

## Mathematics

At East Harlem Scholars II, the teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, East Harlem Scholar II's students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

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<sup>3</sup> Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.

<sup>4</sup> <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

<sup>5</sup> Vygotsky Lev, Semyonovic. (1978) *Mind in Society* Cambridge Mass: Harvard University Press.

Mastery of basic skills in reading, writing and mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. Keeping with the belief that East Harlem Scholars II must offer a *balanced* approach to instruction, East Harlem Scholars II believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to East Harlem Scholars II's students' ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.<sup>6</sup>

East Harlem Scholars II will use the University of Chicago's *Everyday Mathematics* to deliver its rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.<sup>7</sup> Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning.

### Science

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars II's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in middle school, high school, and beyond. East Harlem Scholars II will provide the foundational skills and knowledge its students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century. East Harlem Scholars II's curriculum allows students to build connections that link science to technology and societal impacts.

<sup>6</sup> WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from [http://www.wested.org/online\\_pubs/RD-08-02.pdf](http://www.wested.org/online_pubs/RD-08-02.pdf)

<sup>7</sup> What Works Clearinghouse (2010). Everyday Mathematics[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

East Harlem Scholars II will utilize Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>8</sup>, Science for All Children<sup>9</sup>; and the National Science Teachers Association.<sup>10</sup>

Our approach to science will be effective with our ELL population. Research on science instruction with ELLs focuses on inquiry-based science instruction to promote science learning and English proficiency simultaneously.<sup>11</sup> An inquiry-based approach leads students to construct an understanding of science concepts through investigations and analyses, using laboratory equipment, readings, and interactive technology. Research demonstrates significant gains in student achievement on standardized science tests (and associated gains in math and literacy) in school districts that use an inquiry-based approach like Foss<sup>12 13</sup>.

### Social Studies

The School's Social Studies curriculum will focus not only on ensuring that students meet the state's standards, but also to provide students with the understanding of history, government and civics necessary for them to become well-rounded, informed and active citizens of the nation and the world. The Social Studies program calls for early introduction of social studies facts, concepts, and terminology, and focuses on understandings in the areas of geography, history, economics, and civics. It includes the development of chronological and spatial thinking (chronology, sequence, location, cause and effect), an ability to do research (find and show evidence and display a point of view), and an appreciation of the past and the vital connections between the past and the present and universal historical themes. The School intends to emphasize the importance of the study of history through literature, and it will seek to utilize the rich history and culture of East Harlem and New York City to support and enrich student learning. East Harlem Scholars II will help children make a concrete association between social studies and the importance of civic engagement and being well-rounded members of their democracy.

The key focus of the Social Studies program at East Harlem Scholars II will be to ensure that students understand the impact of history on the present—i.e. that events in the past relate directly to the circumstances of the present. As stated by historian Peter Stearns,

"The past causes the present, and so the future. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to

<sup>8</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

<sup>9</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

<sup>10</sup> National Science Teachers Association. (NSTA) (1996). Pathways to the science standards: High school edition, eds. J. Texley and A. Wild. Arlington, VA: Author.

<sup>11</sup> Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal* 26 (2): 213–239.

<sup>12</sup> Valdes, G. (2001). Learning and not learning English: Latino students in American schools. New York: Teachers College Press.

<sup>13</sup> Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal* 26 (2): 213–239.

identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persists despite change."

At East Harlem Scholars II, the study of Social Studies and history will not only train students to place events in historical perspective, but it will also develop research skills and sharpen students' analytical thinking. The East Harlem Scholars II Social Studies program will engage students through project-based learning experiences, field learning experiences (e.g. trips to museums, exhibits and historical sites) and the study of art, literature, biographies and primary source documents. Also, to the degree appropriate at the elementary level, the School's Social Studies instruction will promote the "historical thinking benchmarks" developed by the American Historical Association, the Organization of American Historians and the National Council for Social Studies, which will include:

- 1) *A focus on primary and secondary sources*—For example, by reviewing newspaper reports or other primary sources, students can consider different points of view or bias regarding historical events and can discuss the various levels of reliability in sources of historical fact.
- 2) *An understanding of historical debate and controversy*—For example, by reviewing various commentaries reflecting conflicting interpretations of historical events, students can examine different "sides" of an issue and see how evidence-based arguments are built.
- 3) *An analysis of how historians use evidence*—For instance, students could review recent articles in leading historical journals in several different fields—political history, diplomatic history and social or gender history—to explore how historians build arguments from evidence.
- 4) *An understanding of biases and points of view*—For example, teachers can work with students to compare textbook treatments of controversial topics, such as slavery, and explore how the discussion regarding these topics have changed over time, as a means of testing for bias or point of view.
- 5) *Understanding of the interrelationship among themes, regions, and periodization*—For example, a topic such as the nature and role of cities can be explored in terms of major American regions (south, west, northeast), using comparative techniques, and also in terms of periodization. Two questions that can be asked are: When did major changes take place? What is the relationship between periodization for this topic and conventional survey history periodization more generally.
- 6) *Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time*—For example, what aspects of the American Revolution or the Civil War seem particularly hard to understand in terms of current political issues and values, and how can we appreciate why they were important at the time?

Instead of supporting social studies instruction with a published curriculum, East Harlem Scholars II teachers will use a variety of instructional resources, including leveled books, read aloud books, authentic, primary source documents and other materials to support the school's curriculum, which is based on the New York State Social Studies core curriculum.

- **Discussion of how the school's curriculum is aligned to New York State standards (reflecting the adoption and adaption of the Common Core State Standards); and**

All parts of East Harlem Scholars II curriculum are laid out the framework in *Response 6(f)-Curriculum Framework* have been directly drawn from the New York State standards, inclusive of the Common Core, and thus are aligned to these standards. Because the curriculum is based on these standards, it also follows that the curriculum is also aligned from grade to grade since each year's

curriculum in each subject area builds on the curriculum of the previous grade and predicts and anticipates what will be studied in the following grade. The school's chosen published curriculum to support instruction is also aligned with New York State standards, inclusive of the Common Core. At East Harlem Scholars II, a process will exist (described later in this response) to ensure that operationally the alignment is reflected in classroom teaching and learning. Teachers will be provided with the time to work in collaboration with their colleagues within and across the grade span, with the guidance of the Principal, and will be in continual dialogue regarding the work in which their students are engaged and the performance levels of their students.

- Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals involved in each step of the process.**

Our charter application reflects the curricular choices that have been decided upon by our sister school, East Harlem Scholars Academy Charter School. Teachers will know what to teach and when to teach it because each teacher and all additional support staff will have the year's curriculum laid out in a scope and sequence, and a curriculum map and pacing guide for each content area of the curriculum. These curriculum guiding documents will be initially developed by the Principal and provided to teachers prior to the start of the school year. For core curriculum areas, during the pre-opening start-up period, the Principal will develop these documents directly in response to both the New York State Standards and the Common Core State Standards. These scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be honed during the course of the school year through a collaborative process with teachers under the guidance of the Principal and Assistant Principal/Director of School Culture. Teachers will be invited to collaborate, giving opinions and making suggestions as to how to continually refine these curriculum guiding documents based on their experience in the classroom and the information they are gleaning from student assessment data. In all cases, any refinements will be guided by the State standards and the Common Core Standards. The Principal's overarching function is to guide and support teachers in their delivery of instruction in the classroom. It is also important to note that the Instructional leadership and teachers at East Harlem Scholars II will be supported in curriculum development and implementation by the original East Harlem Scholars Academy Charter School's instructional leadership. In fact, East Harlem Scholars Academy Charter School's Principal and Assistant Principal/Director of School Culture will be available resources for the East Harlem Scholars II Principal during the start-up period and will provide guidance and support to East Harlem Scholars II Principal in developing scope and sequences, curriculum maps and pacing guides for each content area of the curriculum. East Harlem Scholars II's Principal will be able to benefit from these instructional resources that have already been developed and implemented at East Harlem Scholars Academy Charter School for Grades K and 1.

The Principal will begin this work with a review the charter application and the alignment of curriculum, instruction, and assessment to Common Core State Standards. This phase will begin with an unpacking of the charter application including the curriculum framework with State content and skills standards. The Principal will become familiar with the New Common Core State Standards. He or she will explore the school's key design elements and identify ways to implement the school's program. This involves ensuring that the curriculum crosswalks contain the following details: a good match between standards and the lesson objectives new objectives taught on a daily basis; instructional activities are aligned to standards; an appropriate amount of time is devoted to instruction; unnecessary repetitions are removed; gaps are identified; and assessments are appropriate.

The Principal will refine the scope and sequence and pacing guides for each subject area at each grade level. He or she will improve the teaching content, the number of days dedicated to each topic, and the learning progressions. The revised scope and sequence will serve the following purpose:

- Scope and sequence will be used in both the unit planning process and the development of lessons and activities.
- Scope and sequence will provide teachers with an opportunity to determine when and how skills will be taught.

- While the scope and sequence materials are being developed, the Principal can gain input and information from East Harlem Scholars Academy Charter School's instructional leadership about ongoing work throughout their school, identified curriculum gaps, targeted potential areas for integration, matching assessment with standards, and review for timeliness.

Within each scope and sequence, the Principal will create overarching course big ideas, topics, essential questions, and aligned evidence outcomes. Steps in this process include:

- Compress individual content standard strands into a unified themed direction with an essential question.
- Decide what learning experiences will enable students to learn what they need to know and to do.
- Associate needed resources and materials for executing the unit.
- Develop opportunities to include authentic, project-based learning experiences from the scope and sequence.
- Identify thematic units that are inter-disciplinary across content areas.
- Using the scope and sequence, the Principal will chart out the sequence of lessons for the unit working backwards from the end assessment.
- The unit is checked to ensure that content is covered and skills are incorporated.

Finally, instructional planning approaches will be implemented. During pre-opening staff development, the staff and teachers will be introduced to the literature of GRR and the Wiggins and McTighe's *Understanding by Design* model of planning. Teachers will receive professional development in the process of planning a lesson and curriculum alignment. A lesson plan format will be developed and teachers will be coached on their development and implementation of lessons. Teachers will plan and implement high quality lessons that ensure that each student has adequate opportunities to learn. Using the unit plan and the scope and sequence as a guide, teachers will begin to plan the lessons/ activities and understand the process of curriculum alignment and objective mapping. Because teacher involvement in the alignment process enhances classroom practice, there is a strong sense of urgency to ensure that the process is teacher directed, teacher friendly, and realistic. As stated previously, these scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be honed during the course of the school year through a collaborative process with teachers under the guidance of the Principal and Assistant Principal. Teachers will be invited to collaborate, giving opinions and making suggestions as to how to continually refine these curriculum guiding documents based on their experience in the classroom and the information they are gleaning from student assessment data. In all cases, any refinements will be guided by the State standards and the Common Core Standards.

A general timeline for this pre-opening work is given below.

Curriculum Implementation Work Plan			
Key Curriculum Area Tasks	Personnel Leading or Participating	Outcome	Timeline
<p>Reading and Writing Curriculum implementation tools based upon ELA Crosswalks and Pearson Scott Foresman Reading Street and Lucy Calkins's Units of Study, writing curriculum::</p> <ul style="list-style-type: none"> <li>• Scope and Sequences</li> <li>• Curriculum Maps</li> <li>• Pacing Calendars</li> <li>• Teacher curriculum orientation and training</li> </ul>	<p>Principal with support from East Harlem Scholars Academy instructional leadership.</p> <p>Pearson Scott Foreman Reading Street curriculum consultant</p>	<p>Reading and Writing scope and sequences, curriculum maps and pacing calendars from August, 2013 through June, 2014</p> <p>Teacher familiarity with curriculum tools to begin lesson planning for August.</p>	<p>Pre-Opening Period Beginning March, 2013 through July, 2013</p> <p>During two-week period pre-service training beginning August 12, 2013-prior to the opening of school.</p>
<p>Mathematics Curriculum implementation tools based upon Mathematics Crosswalks and Everyday Mathematics</p> <ul style="list-style-type: none"> <li>• Scope and Sequences</li> <li>• Curriculum Maps</li> <li>• Pacing Calendars</li> <li>• Teacher curriculum orientation and training</li> </ul>	<p>Principal with support from East Harlem Scholars Academy instructional leadership.</p> <p>Everyday Mathematics curriculum consultant</p>	<p>Mathematics scope and sequences, curriculum maps and pacing calendars from August, 2013 through June, 2014</p> <p>Teacher familiarity with curriculum tools to begin lesson planning for August.</p>	<p>Pre-Opening Period Beginning March, 2013 through July, 2013</p> <p>During two-week period pre-service training beginning August 12, 2013-prior to the opening of school.</p>
<p>Science Curriculum implementation tools based upon Science Crosswalks and Delta Science Kits</p> <ul style="list-style-type: none"> <li>• Scope and Sequences</li> <li>• Curriculum Maps</li> <li>• Pacing Calendars</li> <li>• Teacher curriculum orientation and training</li> </ul>	<p>Principal with support from East Harlem Scholars Academy instructional leadership.</p> <p>Delta Science Consultant</p>	<p>Science scope and sequences, curriculum maps and pacing calendars from August, 2013 through June, 2014</p> <p>Teacher familiarity with curriculum tools to begin lesson planning for August.</p>	<p>Pre-Opening Period Beginning March, 2013 through July, 2013</p> <p>During two-week period pre-service training beginning August 12, 2013-prior to the opening of school.</p>

Curriculum Implementation Work Plan			
<b>Key Curriculum Area Tasks</b>	<b>Personnel Leading or Participating</b>	<b>Outcome</b>	<b>Timeline</b>
<p>Social Studies Curriculum implementation tools based upon Social Studies Crosswalks</p> <ul style="list-style-type: none"> <li>• Scope and Sequences</li> <li>• Curriculum Maps</li> <li>• Pacing Calendars</li> <li>• Teacher curriculum orientation and training</li> <li>• Compilation of Curricular resource materials</li> </ul>	Principal with support from East Harlem Scholars Academy instructional leadership.	<p>Social Studies scope and sequences, curriculum maps and pacing calendars from August 2013 through June, 2014</p> <p>Teacher familiarity with curriculum tools to begin lesson planning for September.</p>	<p>Pre-Opening Period Beginning March, 2013 through July, 2013</p> <p>During two-week period pre-service training beginning August 12, 2013-prior to the opening of school.</p>

- **Discuss the process that will be used to further develop and implement the school's curriculum once the school is in operation.**

Teachers will have input into making necessary modifications to the curriculum, including modifications to the scope and sequence and to time frames for teaching required content and skills. All teachers have a responsibility to contribute to the development and/or refinement of the school's curriculum. Teachers are expected to teach and assess the expectations as aligned and articulated in their subject-area curriculum guides, as well as any required units/activities as directed.

During the semi-annual review, teachers will be allotted opportunity during common planning time and early student release time to do the following:

- Review school interim assessments and assessment data (through the Monitoring for Results Process) and determine where changes are needed in the curriculum maps, scope and sequences, pacing guides and unit plans. Identify how this review will impact on school's goals for continuous improvement.
- Review curriculum units, maps and lessons to identify focus and make adjustments and changes based on review and student needs as evidenced from assessment data and classroom observations.
- Review the daily lesson plan binder and adjust lessons that might be repeated to ensure student success.
- Provide topics that need to be addressed as part of instructional planning and develop a professional development plan.
- The process begins again. The ongoing process of curriculum development, instructional delivery, and assessment is a natural part of implementing a well-articulated curriculum.
  - **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**

Teachers will know what to teach and when to teach it because each teacher will have the year's curriculum laid out in a scope and sequence for each subject. In particular, during the pre-opening professional period, teachers will participate in training to map and align materials of the curriculum. The scope and sequence for the first two quarters of year one will be developed by the Principal and provided to teachers at the beginning of the first school year during the pre-opening professional development period (the scope and sequence for the second semester and each semester of each school year thereafter, will be a shared responsibility between instructional leaders and instructional staff). The Principal will develop each curriculum map directly in response to the New York State Standards and the Common Core Standards. This initial scope and sequence, however, will be a flexible document that will continue to be honed during the course of the school year through a collaborative process with teachers under the guidance of the Principal. Teachers will collaborate, giving opinions and making suggestions as to how to continually refine the scope and sequence based on their experience in the classroom and the information they are gleaned from student assessment data. Teachers will directly impact the ordering of materials and supplies in support of their planning and instruction. Initially, the resources will be the responsibility of the Principal. In all cases, any refinements to the scope and sequence will be guided by the State standards as well as the Common Core Standards as discussed below in the response to the process by which curriculum will be reviewed and revised.

Importantly, the Principal will ensure that teachers are cognizant of what is being taught across grade levels so that instruction is balanced across the grade span. This is important particularly in cases when the same concepts are revisited in different grade levels. We want to ensure that the same activities are not used to teach the concept but instead teachers guide the students to reflect back on previous learning and their prior knowledge and take the exploration of the concept to deeper, more complex levels. Thus, collaboration between and among K-2 teachers and 3-5 teachers is critical to cross-plan how each grade will cover similar topics in different and increasingly advanced ways to ensure a rigorous curriculum.

Teachers will have a variety of curriculum guidance resources available to support instructional planning. First and foremost, the School has a Principal who guides and supports teachers in their delivery of instruction in the classroom. The Principal will play an instrumental role in the development of scope and sequences, curriculum maps and pacing guides that will be available to all instructional staff. These documents will be living documents that will continue to be refined, as necessary based on student assessment data, through teacher collaboration guided by the Principal within the construction of State standards. In addition to the Principal and the Assistant Principal/Director of School Culture, the School will have designated instructional specialists—Reading Specialists, the Special Education Coordinator, Special Education teachers and ELL teachers. These instructional specialists also play an important role in providing guidance and assistance to classroom teachers and specials teachers under the direction of the Principal to ensure all needs are being addressed.

- **Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.**

East Harlem Scholars II will formally review curriculum twice a year. The process is a collaborative one involving the Principal, teachers and instructional specialists. During semi-annual review, the participants review and reflect on six-week assessment data and their meaning in relation to meeting the standards. A system called “Monitoring for Results” tracks student progress through the use of benchmark sheets. Students are monitored closely to ensure they are meeting benchmarks. A plan of action (POA) is collaboratively developed for students who do not meet these benchmarks so that needs can be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year’s scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

It is important to note that the ongoing professional development program, which involves teachers’ reflections on instruction and what worked and did not work in their classrooms and discussions of curriculum and scope and sequence also allows the opportunity to make real-time adjustments to instructional content. Adjustments can be made in response to student interests and to current events, all within the context of New York state standards and Common Core standards. Curriculum alignment work is strengthened when teachers collaborate within their grade level teams as well as

across grades. Such collaboration can result in better understanding of grade-by-grade expectations for students and the role of teachers in helping them meet the state and Common Core standards.

**(b) Assessment System**

**Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:**

- **Describe each assessment's purpose, design and format.**

Name of Assessment	Purpose	Grades Administered	When Administered
Terra Nova Reading and Math	Estimate the general developmental level of students, identify each student's areas of strengths/weaknesses in subject area and achievement levels to monitor year to year developmental changes.	K-5	Upon entrance into the school and every Spring thereafter.
Fountas & Pinnell Benchmark Assessments	To determine three reading levels for each student: benchmark independent, benchmark instructional and recommended placement. To group students for reading instruction. To plan efficient and effective instruction. To identify students who need intervention and help to document student progress across a school year.	K-5	Beginning October for K-2; for all other grades beginning September in 4-6 week cycles
New York State ELA	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing	3-5	May*
New York State Math	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving.	3-5	May*
New York State Science Performance and New York State Science Written	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	4	April/May*
New York State Alternative Assessment	Identify special education students' ability to meet or exceed grade level standards in all areas, if required by their IEPs	K-5, if needed as determined by IEP	October through February*
Language Assessment Battery-Revised	To determine English proficiency	K-5, as identified by the Home Language Survey and staff	September (or within 10 days of the student's enrollment in the school)

		assessment	
New York State English as a Second Language Assessment Test	To determine if an ELL's proficiency has been met to be removed from ESL services.	K-5, if identified as ELL	April/May*
Curricular Unit Assessments	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	K-5	There is no set schedule for these curricular unit assessments. They are determined by the length of the curricular unit, which varies for each grade. Curricular benchmark assessments are administered every four to six weeks.
Teacher Generated Assessments	Teacher-developed formative and summative assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	K-5	There is no set schedule for these assessments as they are determined by the teacher to assess students' mastery of material covered in class at any given point within a unit of study. Teacher generated benchmark assessments are administered every four to six weeks,

- Explain the rationale for the assessments that have already been selected.**

East Harlem Scholars II will administer all mandated New York State assessments as required by law. East Harlem Scholars II will also administer school-driven assessments including a standardized assessment, teacher generated assessments, and unit tests. The table above lists the assessment protocol that will be implemented at the school and the purpose behind its use.

The reason that Terra Nova and Fountas and Pinnell Benchmark Assessment System have been chosen is described below.

#### ***Terra Nova***

The first assessment chosen needed to be a nationally-normed measure, the results of which would provide information for national and school-to-school comparisons, as well as providing year-to-year growth information for each student. This measure provides both Normed Curve Equivalents (NCE) and grade levels and is also used for the purpose of identifying areas of weakness and strength. Teachers and administrators should be able to use the information from this assessment to inform instruction as well as measure the success of the School.

The Terra Nova, a nationally-normed, standardized achievement test in reading and math and is aligned to New York State standards and will be administered in grades Kindergarten through 5 upon enrollment in the School and then every spring. The results will be used to identify areas of weakness for the purpose of developing academic interventions and to measure growth over time. The outcomes

for individual students, as well as the outcomes for entire classes, will be used for instructional planning and for the development of academic interventions when necessary. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The Terra Nova provides dependable information about each student, information which the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers and administrators to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the Terra Nova provides normal curve equivalents necessary to track growth over time.

### ***Fountas & Pinnell Benchmark Assessment System***

*Fountas & Pinnell Benchmark Assessment System* will be utilized as the E LA six-week assessment system. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Through this assessment, an analysis of the reading cue systems is analyzed. This analysis will enable the teacher to support the reading cue systems that are and are not being utilized. Fluency is also measured in this assessment. Lessons are provided to support teacher interventions to improve reading skills and strategies. Teachers can develop a plan of action for each student following each six-week assessment, which will drive the instructional program. Furthermore, students will have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool can be used by teachers, literacy specialists and others to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels. In fact, there is a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark Assessment System fiction and nonfiction books and the accuracy rates of the texts used for assessments in Reading Recovery (convergent validity) with correlations of .94 (fiction) and .93 (nonfiction). This is an important finding because the Reading Recovery Text Level Assessment, like the Fountas & Pinnel Benchmark Assessment System, assesses decoding, fluency, vocabulary and comprehension. Further, Reading Recovery was recognized by the U.S. Department of Education as an effective and scientifically based reading program. These reinforce the validity of the Fountas & Pinnell Benchmark Assessment System.

To ensure that all students are meeting state performance standards and performing at or above grade level, East Harlem Scholars II will have a comprehensive assessment and evaluation program in place to identify potential problems early on in the child's academic career. One goal of the School's assessment and evaluation program will be to support each student with knowledge and skills necessary to pass each of the mandatory New York State examinations listed above including, for those receiving ESL services, to test out with the NYSESLAT. A second goal of the East Harlem Scholars II's assessment and evaluation program will be to identify areas of strength and weaknesses for all students for the purpose of individualized goal planning so that student needs are addressed and that

each student can reach his or her full potential. To prepare students for both these goals, it will be critical to implement an assessment system that will track the learning of state benchmarks, performance indicators and key ideas in the months and years leading up to the New York State examinations. These assessments will allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on the NYS exams and beyond.

Each of the tests, Terra Nova, Fountas & Pinnell Benchmark Assessment System and the New York State mandated assessments are all research-based and reliable and valid measures of student performance and achievement. The results of the standardized tests will be enhanced with the use of unit assessments, including teacher-generated tests. Supporting these measures will be the unit tests, which will be based on specific curricula and texts that will be utilized by the School in each subject area. Teacher-generated tests will be used to assess student learning on specific areas of the curriculum.

### ***Teacher Generated and Curricular Unit Assessments***

Teacher-generated and Curricular Unit assessments will include both formative and summative assessments. These measures were chosen for several reasons. Day-to-day formative assessments are a critical component of the school's use of data to drive instruction. Formative assessments deliver information during the instructional process before the summative assessment. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment *for* learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.<sup>14</sup>

Formative assessment offers a number of distinct benefits:

- The timeliness of results enables teachers to adjust instruction quickly, while learning is in progress;
- The students who are assessed are the ones who benefit and improve their own learning.
- The students can use the results to adjust and improve their own learning.

- **Describe key considerations in the selection or creation of any assessments that have not yet been selected or created.**

Teachers will observe students' academic performance informally and discuss students' work with them as often as possible to gain insight into the depth of the student's mastery of curricular knowledge and skills. Re-teaching will be accomplished in the classroom setting as well as during the academic intervention period. Assessments at East Harlem Scholars II will employ a variety of formats to allow students to demonstrate what they have learned. Key considerations in developing these assessments are shown below.

1. Purpose and Outcomes of the Assessment—the outcome of the assessment is clearly and explicitly defined, such as in the number of instruments to be constructed, for which content areas, grade levels, and types of assessment items to be used.
2. Reliability and Validity—the development of the test and the use of test results will be purposeful from beginning to end. Care has been taken at each step to do quality work,

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<sup>14</sup>Arter, Judith, Chappius, Jan, Chappius, Steve, Stiggins, Rick, "Classroom Assessment for Student Learning, Doing it Right-Using it Well," Educational Testing Services, 2006

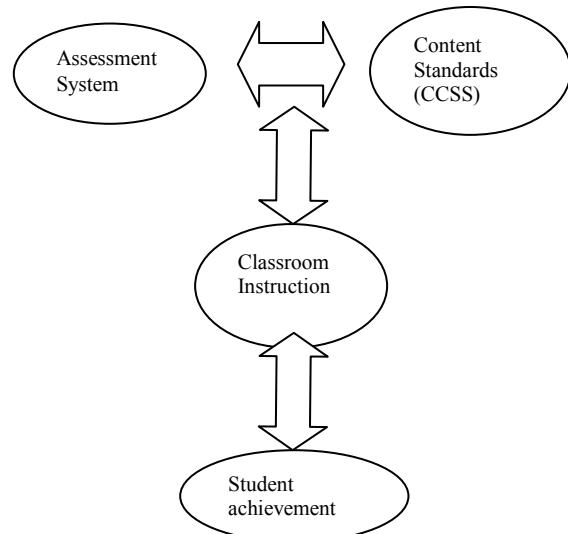
- including a meaningful review, and to document the processes used and the student work products produced.
3. Rubric and Scoring Guide—all items that require scoring are supported by an appropriate rubric and/or scoring guide. The rubric and/or scoring guide will be used when scoring the item.
  4. Assessing at-risk students—the needs of students with disabilities and English language learners are carefully considered at the outset of the assessment. Issues such as which assessment accommodations to use, and the potential need to create alternative versions of the assessment with different means of assessing these students are considered.

- **Describe how assessment results will be collected and analyzed.**

Teachers and administrators will be collecting data on a daily basis. Data includes, but is not limited to, student attendance data, demographic data, multiple forms of student assessment data, and student enrollment data. The School will utilize a powerful student information management system to not only house the data but to provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students and (3) all students in the school in order to tailor instruction to individual, disaggregated or aggregate student needs. In addition, it will allow administrators and teachers to track students' growth and mastery on content standards and make classroom or school-wide modifications as needed. The School's instructional leadership will use this data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction.

- **Explain how the school will ensure assessment results are valid and reliable.**

East Harlem Scholars II ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies. The starting point is clearly stated course objectives, matched to the Common Core State Standards and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. This approach (See Figure below) reflects current best practices in the evaluation of academic progress and the commitment to producing valid and reliable tests. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability.



**Figure: Effective assessments linked to standards (based on Webb, 1997).**

- **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**

The Principal, with support from the Assistant Principal/Director of School Culture, will have the primary responsibility of overseeing the assessment system and ensuring the performance of students. All teachers will work together under the direction of the Principal to ensure that assessments for each student are comprehensive and accurately direct the system of Monitoring for Results. Teachers will be responsible for administering assessments.

Instructional leaders and teachers will analyze student data on multiple levels and from multiple sources. Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. Data analysis begins before at the beginning of school with an analysis of prior scores on the state exams (if applicable), the Fountas and Pinnell Assessment (F&P), and the TerraNova exam. This data is integrated with beginning-of-the-year assessments to develop transition plans for incoming students and a baseline for growth analysis. It will also be used to place students in intensive instruction programs for core academic areas. Additionally, it will be used to develop a school-wide academic needs evaluation to so that particular needs can be identified and addressed through instructional planning. Instructional leaders and teachers will use ongoing assessments to evaluate progress on student plans and the school-wide needs plan. It is important to note that student growth will be an important metric for all students, not just those below grade level, so that the school leadership can ensure adequate growth for all students.

The Principal will report the academic progress of cohorts of students on an aggregate and disaggregated basis. The Principal will examine results at the end of each year and compare them against the previous year and against statewide and school district data to see where we stand comparatively and to identify trends, achievements, and areas that need to be addressed.

- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.**

East Harlem Scholars II's data-driven environment provides the foundation for leaders and teachers to be able to ensure student work, resulting from high-quality instruction and the deliberate use of data to inform practices, indicate student preparation for success on state assessments. The careful analysis of assessment data by teachers and administrators, facilitated through the Monitoring for Results Process, allows for continually assessing students' attainment of the standards throughout the course of the school year and assessment of student performance at the end of the school year. This means East Harlem Scholars II teachers and administrators can continually measure the "effect" of their educational program on students and monitor student progress towards meeting performance expectations on the state assessments. A student who is not meeting performance objectives will become the focus of the Student Support Team which will meet to identify any issues that may be contributing to the problem, and the student's need for academic intervention and additional support services.

- **Explain how assessment results will be used by the following stakeholders:**

- **Teachers**
- **School leaders**
- **The school's board of trustees**

### **Students**

As described above, the use of assessment results is the key to the success of the students, teachers, and school. In order for students to learn and to be successful, we must track their progress to ensure all students are achieving at their highest level. Therefore, assessments at East Harlem Scholars II will begin with the administration of the Fountas and Pinnell Benchmark Assessment for students in kindergarten and grade 1. Students in grade 1 will also take the Terra Nova in Reading and Math. Once these assessments have been administered, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points, set goals and to facilitate conversations with students and parents about each child's academic goals. The Principal also will communicate the starting points and goals for the school, each class and teacher, and (in some cases) small similar performing groups within the school. Once the school grows to the tested grades (i.e., grades 3-5), faculty and administrators will use students' prior-year New York State tests as well, to understand starting points, deficiencies and baseline performance for individual students.

Throughout the year, teachers will use data from their diagnostic assessments and other formative assessments referenced in the prior section during scheduled meetings with the principal, the grade level teams, and during lesson planning time to examine item analysis, individual and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. Faculty and administrators will use the data to formulate academic intervention services. Faculty and staff will use the diagnostic assessment data and year-to-year Terra Nova assessment data to set and measure individual student growth goals. The formal data conferences will be held throughout the year in order to facilitate and support the consistent and precise use of data by teachers and the principal. In lesson planning meetings, teachers may collaborate on cross content instructional strategies. All grade level teachers will work from the curriculum, ensuring that their lessons and teacher generated assessments are aligned with the scopes and sequences and NYSED learning standards, inclusive of the Common Core.

Teachers will communicate with students concerning the outcomes of any assessment. Further, teachers will meet individually with students to review their individual student growth plans. Students will be provided with ongoing updates as to the status of their goals. Students will use this information to chart their own growth with a full understanding of what they need to accomplish to move forward. Parents will be expected to support their children's growth goals at home by integrating what the student needs to accomplish into the daily activities when not at school. Assessment results will be included on all progress reports and report cards, and will be available to parents during conferences. Teachers and other appropriate school staff, such as the school's Social Worker, will help parents in their understanding of how to support their children's growth goals in the home.

The Principal and Board of Trustees will use academic performance data to cultivate evidence-based program evaluation, increase communication about the academic goals and success, and make decisions about instructional delivery and direct instructional needs for specific children, organizational structure and resource allocation. An outcomes template will be developed and the Principal will report the results of any assessments at each Board meeting. Formal data management systems and technologies will ensure regular collection, evaluation and communication about academic progress and attainment among the school community and between the Board of Trustees and the Charter Schools Institute.

- Describe how parents and students will be informed about academic achievement and progress.**

Using assessment results to increase student proficiency and growth works when students and parents are fully involved in the outcomes of this assessment with a clear understanding of what is needed to move the students forward. Therefore, communication of these results is very important and must be clear and transparent. During orientation, parents will be told what is expected of the students their children's primary teachers. This includes understanding the outcomes of assessments and the resulting growth plan. Parents will be expected to support the student at home not only with homework, but with the specifics of the growth plan. Parents will have access to all teachers, as well as the Principal and other administrators, through email or phone. Communication concerning the child's daily learning will be sent home with the child in the form of reports, results from assessments, and letters from the teacher informing the parent of any upcoming events. There will be four progress reports and four report cards sent home each year. The School will host regular read-alouds where parents will be invited not only to attend but to participate. There will be quarterly progress reports and report cards, at which time parents are required to attend an individual parent teacher conference where they will receive the report card and discuss their child's progress with the teacher. Finally, the Family Council will hold trainings and support group activities to clarify for parents their role in their child's education as well as discussion concerning how to interpret assessment results.

Students will receive ongoing daily reinforcement in the classroom regarding their status as learners. Teachers will meet individually with each student to discuss the growth plans and the essential knowledge and skills necessary for them to meet the school's ambitious goals. Students will receive feedback, with examples, concerning areas of growth and what that means and what behaviors the teacher is expecting of the student if they are to obtain that level of growth. These discussions will be developmentally appropriate, but students will understand where they stand academically.

**(c) Instructional Methods**

**Describe the pedagogical approach the school will use to implement its curriculum. This response should:**

- **Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.**

East Harlem Scholars II will utilize a co-teaching model in each classroom of students in Grades K-5. Each classroom will be staffed by two certified teachers and at least one classroom on each grade level will have as a co-teacher a certified special education teacher so as to allow East Harlem Scholars II a Collaborative Team Teaching (CTT) setting on each grade. This instructional model results in a student to teacher ratio of approximately 13 to 1.

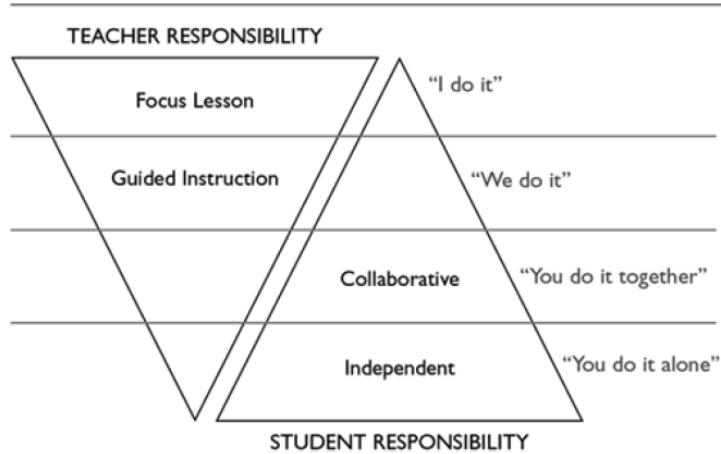
Gradual Release of Responsibility (GRR) is East Harlem Scholars II's overarching instructional model. Teachers can provide more targeted, individualized instruction through GRR.<sup>15</sup> This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility."<sup>16</sup> Stated another way, GRR "emphasizes instruction that mentors students into becoming capable thinkers and learners when

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<sup>15</sup> Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*, 317-344.

<sup>16</sup> Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In *What research has to say about reading instruction* A. E. Farstrup & S. J. Samuels, 205-242. Newark, DE: International Reading Association.

handling the tasks with which they have not yet developed expertise.”<sup>17</sup> GRR has been documented as an effective approach for improving writing achievement<sup>18</sup>, reading comprehension<sup>19</sup>, and literacy outcomes for ELLs<sup>20</sup>. Graphically, GRR can be illustrated below:



The following describes the four interrelated components of GRR:

- *Focus Lessons – “I do it”.* This component allows teachers to model their own meta-cognitive processes as active learners. Modeled strategies focus on increasing understanding of content-area material. Focus lessons establish purposes of the task and clue students into important learning objectives.
- *Guided Instruction – “We do it”.* During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea.
- *Collaborative Learning – “You do it together”.* During the collaborative learning component of GRR, students consolidate their understanding of the content, concept or idea and explore opportunities to problem solve, discuss, negotiate, and think with their peers. This phase of instruction is a critical part of the instructional routine. When collaborative learning is done right, it is during this phase of instruction that students consolidate their thinking and understanding. Negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during focus lessons and guided instruction. Collaborative learning should be a time for students to apply information in novel situations or to engage in a spiral review of previous knowledge. A discussion follows and each student is asked to summarize the activity individually. This individual accountability is the key to the success of collaborative learning.
- *Independent Learning – “You do it alone”.* This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As

<sup>17</sup> Buehl, D. (2005). Scaffolding. *Reading Room*. Retrieved November 11, 2006 from [www.weac.org/News/200506/sept05/readingroomoct05.htm](http://www.weac.org/News/200506/sept05/readingroomoct05.htm).

<sup>18</sup> Frey, N., & Fisher, D. (2006). *Language arts workshop: Purposeful reading and writing instruction*. Upper Saddle River, NJ: Merrill Education.

<sup>19</sup> Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent and Adult Literacy*, 48, 114–124.

<sup>20</sup> Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active and capable learners.

GRR is based on Benjamin Bloom's Taxonomy and his work around levels of mind usage which challenges individuals to engage in the highest levels of thinking: Analyzing, Evaluating, and Creating. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, these models allow students to engage more fully in higher order thinking skills. GRR effectively implements Common Core Standards by ensuring that students are not merely recipients of information but develop the skills to analyze, synthesize and apply information in a variety of environments and experiences and across all disciplines.

The use of GRR provides the opportunity for teachers to differentiate instruction through the use of assessment data, an integral part of both models, to identify student needs, to tailor instruction accordingly, and to determine small group composition. East Harlem Scholar's comprehensive assessment program will include a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performance.

- **Identify any research or existing models that support the use of these instructional methods, especially considering the school's target population and Explain how these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.**

Research and years of successful classroom experience tell us that there are effective teaching practices that help all students become capable learners. East Harlem Scholars II's instructional methods are taken from credible research in best practices for balanced literacy instruction. These include: the gradual release of responsibility (GRR) model; the collaborative team teaching classroom; sheltered immersion on improving learning and motivation; and the importance of oral and written language skills in developing proficient readers and writers.

The gradual release of responsibility (GRR) model is a research based instructional model that outlines the process necessary to promote independent application of skills and understanding. It has been documented as an effective approach for improving literacy achievement<sup>21</sup>, reading comprehension<sup>22</sup> (Lloyd, 2004), and literacy outcomes for English language learners<sup>23</sup>. The GRR model of instruction suggests that the cognitive load should shift slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice, and application by the learner<sup>24</sup>.

From the work currently completed on co-teaching, a number of benefits are presented in the literature including: greater collegial exchanges of strategies between professionals, increased understanding of all students' needs, stronger instructional programs grounded in general education content for struggling

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<sup>21</sup> Fisher, D., and Frey, N. (2007). Implementing a school-wide literacy framework: Improving achievement in an urban elementary school. *The Reading Teacher*, 61, 32-43.

<sup>22</sup> Lloyd, S.L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent and Adult Literacy*, 48, 114-124.

<sup>23</sup> Kong, A., and Pearson, P.D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85-124.

<sup>24</sup> Pearson, P.D., and Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

students, increased acceptance of students with disabilities by their peers, and decreased burnout for professionals.

The School's sheltered instruction combines both tried-and-true instructional techniques (i.e., cooperative learning, instruction in strategy use, use of manipulatives, and hands-on activities) that characterize what experienced educators know as good teaching practices and instruction specially designed to meet the linguistic and educational needs of immigrant and nonimmigrant second-language learners in U.S. schools. To increase the likelihood that the academic content and language will be comprehensible to the ELLs, teachers will incorporate all the features of sheltered instruction. For example, in science classes, students work in pairs or small groups on interesting, motivating tasks that require students to engage in learning by doing—dissecting frogs, growing plants, and sorting potato chips—to understand anatomy, biology, and classification systems. Implementation of interesting content, along with supports to scaffold student learning (for example, math manipulatives), investigations, and demonstrations can help provide the assistance ELLs need to be successful.<sup>25</sup> A similar instructional model for ELLs in content-area classes that has been in use with ELLs for some time is the Cognitive Academic Language Learning Approach (CALLA).<sup>26</sup> CALLA played an important role in laying the groundwork for today's implementation of sheltered instruction. Features of the CALLA model inform sheltered instruction in general and are used as techniques in sheltered classes. Both approaches include a focus on academic content and language, use of learning strategies, and hands-on activities. Facets of other instructional approaches and activities, such as Differentiated Instruction and Cooperative Learning, also form a part of sheltered instruction as it is currently being used.

East Harlem Scholars II also offers its students the most effective way to provide the foundation ELLs need to develop skills that will allow them to read and write proficiently in English. Oral language vocabulary and other forms of verbal and conceptual knowledge contribute importantly to the development of reading comprehension. Research also suggests that oral language development is the prerequisite to developing strong writing skills. Without a solid grounding in oral language and written language, English learners will be greatly disadvantaged in their quest for full language proficiency. Students who have extended opportunities to develop oral and written language skills are best positioned to achieve academic success.

All the above mentioned instructional methods are particularly important when addressing the growing ELL population. As illustrated by the rich and deep body of literacy instruction research collected over the past four decades, we know that the challenges of teaching reading skills to ELLs are similar to those facing the struggling learners at large. Focusing on the acquisition of core literacy skills, ELLs must: 1) develop a clear understanding of the topic or main idea; 2) acquire the vocabulary used in instruction; 3) use more language in the learning process; and 4) successfully complete classroom assignments.

Federal law—including Title I, Title II, and the Individuals with Disabilities Education Act—seek to ensure that ELLs keep pace, linguistically and academically, with their native English-speaking peers. In order to meet these challenging expectations, teachers must integrate English language instruction with the teaching of essential content-area concepts, reflected in East Harlem Scholars II focus on literacy integration throughout the curriculum.

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<sup>25</sup> Chamot, A.U., O'Malley, J.M. (1994) *The Calla Handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.

<sup>26</sup> *Ibid.*

Ultimately, East Harlem Scholars II's instructional success will come at the classroom level, from teachers who are knowledgeable and skilled in understanding various instructional approaches, who effectively apply them in the classroom, and who provide the interventions necessary to ensure all students are gaining the reading abilities expected for their grade level. East Harlem Scholars II offers ELLs and other at-risk populations specific resources designed to work with each standards-based lesson.

**(d) Course Overview**

**Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g. Singapore Math, FOSS, etc.) that would be used in each course; and essential course specific assessments (e.g. the state's 3-8 assessments/Regents' exams, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course. For high school courses, indicate the number of credits awarded for the successful completion of the course.**

Please note that the response to 6(a) provides additional detail to these course subjects and published curricular choices and the response to 6(b) provides detail on the assessments that will be utilized in each of the core subjects.

### **English Language Arts**

The ELA curriculum is focused on developing students' strength as readers, writers, researchers, listeners, speakers and collaborators. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom. East Harlem Scholars II will use Pearson Scott Foresman *Reading Street, Words Their Way* and Lucy Calkin's Writers Workshop *Units of Study* to deliver its writing curriculum. In addition, Wilson's *Fundations* will be used as an intervention curriculum. The School's essential ELA assessments are the New York State ELA assessments, Terra Nova reading assessment, Fountas and Pinnel Benchmark Assessments and curricular unit assessments and teacher generated assessments. Students in the K-5 span will have a minimum of 2 hours of ELA instruction each day.

### **Mathematics**

*Everyday Mathematics*, is a core curriculum for students in kindergarten through grade 6 that covers numeration and order, operations, functions and sequences, data and chance, algebra, geometry and spatial sense, measures and measurement, reference frames, and patterns. At each grade level, the Everyday Mathematics curriculum provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of *Everyday Mathematics* are its focus on real-life problem-solving, student communication of mathematical thinking and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction, using various methods for skills

practice, and fostering parent involvement in student learning. *Everyday Mathematics* provides many assessment tools that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment). The essential math assessments are the New York State Math tests, the Terra Nova math test and curricular unit and teacher generated math assessments. Students in the K-5 span will have a minimum of 90 minutes of math instruction each day.

## **Science**

At East Harlem Scholars II, students will be trained to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a variety of computer software programs and material from selected websites. Embedded assessments provide diagnostic information about student learning to both teachers and students as teaching and learning are happening. East Harlem Scholars II will utilize Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. The essential science assessments are the New York State 4<sup>th</sup> Grade science test and curricular unit and teacher generated assessments. Science instruction will be provided in the K-5 span for one semester, four days per week, 30 minutes per day.

## **Social Studies**

The curriculum will provide students with an inquiry-based approach to learning historical content and current events and will include basic and advanced reading, writing, and investigative science and technology skills to learn about different cultures, historical eras and events. In addition, the program will provide opportunities for explorations of history, geography, economics, government and civics, performance-based assessments and real-world technology use. Instead of supporting social studies instruction with a published curriculum, East Harlem Scholars II teachers will use a variety of instructional resources, including leveled books, read aloud books, online resources, authentic documents and other materials to support the school's curriculum which is based on the New York State Social Studies core curriculum. Essential assessments are teacher generated assessments. Social Studies will be provided to students in Grades K-5 for one semester each year, 30 minutes per day, four days per week.

## **Music**

The East Harlem Scholars II's arts program will focus on Music. Music is a way of knowing. According to Harvard psychologist Howard Gardner, musical intelligence is equal in importance to logical-mathematical intelligence, linguistic intelligence, spatial intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. East Harlem Scholars II believes that it is important for children to be exposed to, trained in and appreciative of music for its own sake. Music at East Harlem Scholars II will begin with singing and move on to instruction in simple instruments. It is our hope that we can ultimately create a school orchestra as the Music program evolves to more focused instrument instruction. Music instruction will be 30 minutes per day, four days per week in the Grade K-5 span.

## **Spanish**

East Harlem Scholars II students are expected to learn a second language, and ultimately to become proficient in it. Thus, formal Spanish instruction begins in kindergarten. The Spanish program's emphasis will be directed toward the development of language skills (especially speaking and listening). The initial learning activities will be structured around simple and face-to-face conversation. The children will be encouraged to speak freely; vocabulary will be introduced in each grade that builds on what the children already know. A major focus of this program will be to help the children understand and appreciate the culture of Spanish speaking people. Since many of the School's students will have a Hispanic background—and it is expected that many students will come from households where Spanish is spoken as a first or second language in the home—the School's Spanish instruction program will aim to ensure that students who already speak Spanish attain literacy and proficiency in written and spoken Spanish. The East Harlem Scholars II will use a text series, *Calico*, that corresponds with the School's reading/language arts series along with other resources including a variety of Spanish literature. Spanish will be provided to Grade K-5, four days per week, 30 minutes per day.

## **Physical Education & Health:**

The goal behind East Harlem Scholars II's Physical Education program is to present meaningful opportunities for students to learn behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual and physical health. To succeed in school, students must be healthy and engage in physical activities on a regular basis. The East Harlem Scholars II's health education curriculum will be designed to provide students with the knowledge they need to make healthy and positive life choices. It will include developmentally appropriate instruction in areas such as wellness, nutrition, HIV/AIDS, abuse and other relevant topics. The health instruction program will engage students in discussion regarding these topics and will make proactive efforts to place the topics within the context of the children's lives and experiences. Students will engage in PE and Health 30 minutes per day for four days per week.

### **(e) Promotion and Graduation Policy**

**Explain the school's policies and standards for promoting students from one grade to the next. Address when and how the school would inform students and parents about promotion and graduation policies and decisions.**

All East Harlem Scholars II students are held to specific promotion criteria in the areas of attendance; behavior; and comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and benchmark assessments (i.e., Fountas and Pinnell and NYS Standardized Test scores). East Harlem Scholars II reserves the right to make a decision for promotion when attendance may fall short of criteria but academic benchmarks are achieved and/or standardized test scores do not match previous student achievement, as seen through these classroom assessments. Students failing to meet any of the grade level or school expectations in ELA and math are noted as *Promotion in Doubt* during the winter, at which time families are notified in writing of possible retention, and the intervention plan that will be implemented to support success. If students do not meet promotion criteria by the end of the school year the Principal has the sole discretion as to whether or not they will be retained in the grade for the following school year.

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Students who fail to meet proficiency in ELA and Math may be retained. Students who fail either the reading or math standardized test at the end of the year may be retained as well (when applicable).

- Students who miss more than ten days of school are automatically at promotional risk.
- Students whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.

**If the proposed school would serve students in the 12<sup>th</sup> grade within the proposed charter term, include the following:**

- A description of the types of diplomas offered including how students will, at least minimally, meet the requirements set forth by New York State for the granting of each type of diploma.
- If the school's specific requirements for graduation go *beyond* the basic requirements for the awarding of each type of New York State diploma, please describe these requirements and the rationale for their selection.
- Referring to courses found in the Course Overview (Response 6(d)), outline specific course sequences that would lead to graduation.

This is not applicable as East Harlem Scholars II will not serve 12<sup>th</sup> grade within the proposed charter term.

**6 Curriculum and Instructional Design**  
**(f) Curriculum Frameworks**

<b>Subject</b>	<b>Pages</b>
<b>ELA</b>	<b>2-68</b>
<b>Math</b>	<b>69-114</b>
<b>Science</b>	<b>115-154</b>
<b>Social Studies</b>	<b>155-205</b>

**Subject Area: New York English Language Arts****Course: English Language Arts - Kindergarten****Adopted Textbooks: Lucy Calkins' Writers Workshop; Scott Foresman Reading Street; Words Their Way**

The School ELA framework is crosswalked to the New York State P-12 Common Core Learning Standards for English Language Arts (Reading, Writing, Speaking and Listening, and Language). To help build the foundation, The ELA curriculum will provide students with a balance of time and attention to all aspects of communicating - reading, writing, speaking, listening, viewing, and thinking – which develop simultaneously as learners grow into literacy. The school will use the *Scott Foresman Reading Street*, the *Lucy Calkins Writer's Workshop*, and *Words Their Way* as components of the balanced literacy program. The *Writing Workshop* model from Lucy Calkin's Units of Study will focus on different genres, including personal narrative, nonfiction, and poetry. Through whole class mini-lessons, small group instruction, and individual conferences, students will receive explicit instruction on essential writing strategies and skills. The *Scott Foresman Reading Street* program will provide a rich variety of genres that include a balance of fiction and nonfiction. Each unit gives a clear road map to differentiate instruction for on-level, strategic intervention, and advanced readers. *Words Their Way* is a classroom teacher's resource book for in-class vocabulary, phonics and spelling instruction at all levels. Through this curriculum, structured lessons will be taught to each student, so they may transfer these lessons into skills for everyday learning. A systematic scope and sequence of teaching is organized to provide every three weeks information about strengths and weaknesses relative to the standards.

NOTE: Each bundle represents approximately 3-weeks of instruction.

Kindergarten - New York English Language Arts Curriculum Timeline (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	What are the procedures and expectations of writer's workshop and why are they important for writers? How do writers use written language to represent stories? Readers retell stories using story elements while developing	Big Idea/Enduring Understanding	The words and symbols around us provide meaning and help us acquire new information. Readers retell stories using story elements while developing effective reading habits.
Essential Question/s	How do signs help us in our world? How do we compose lives in which reading and writing matter? How do readers retell using story (narrative) elements?	Essential Question/s	Why is it important to know the proper ways to use a book? Why are letters and writing so important? How do readers retell using story (narrative) elements?

Topic/Content	Launching the Writer's Workshop Story Elements	Topic/Content	Establishing the Writing Community Story Elements
<b>Bundle 3</b>		<b>Bundle 4</b>	
Big Idea/Enduring Understanding	The words and symbols around us provide meaning and help us acquire new information. Readers apply knowledge of text genres as they identify the “big” idea or essential message.	Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections. Readers use skills and strategies to comprehend nonfiction texts.
Essential Question/s	What can we find out by looking at a book? How do readers identify the main idea in a story?	Essential Question/s	How do we use talking and writing to encourage and grow ideas? How can we use writing to help us? How do readers use skills and strategies to understand nonfiction texts?
Topic/Content	Labeling Stretching and Writing Words	Topic/Content	Label, Launching Recognizing Sense of a Story Spelling Strategies Compare and Contrast Story Elements
<b>Bundle 5</b>		<b>Bundle 6</b>	
Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections. Readers ask questions and draw conclusions about story details to show they understand the main idea.	Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections. Readers ask questions and draw conclusions about story details to show they understand the main idea.
Essential Question/s	How can stories be revised to improve their quality? How can readers use story details to find the main idea?	Essential Question/s	How do you use personal experiences to write small moment stories? How can readers use story details to find the main idea?
Topic/Content	Using Writing Tools How to Write More and Add Pages to a Story Writing for Different Genres and Purposes Main Idea	Topic/Content	Small Moments: Making Connections Main Idea
<b>Bundle 7</b>		<b>Bundle 8</b>	
Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading. Readers use reading strategies and apply knowledge of nonfiction texts to better understand what they read.	Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading. Readers use reading strategies and apply knowledge of nonfiction texts to better understand what they read.
Essential Question/s	How do writers make their stories easy to read? How do readers locate, record, and use information from a variety of nonfiction text?	Essential Question/s	How do writers make their stories easy to read? How do readers locate, record, and use information from a variety of nonfiction text?
Topic/Content	Learning from Other Authors Understanding Nonfiction	Topic/Content	How-To Writing Understanding Nonfiction

Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading. Proficient readers orchestrate multiple strategies to identify main ideas and themes in various texts.	Big Idea/Enduring Understanding	Readers and writers share their ideas and information. Proficient readers orchestrate multiple strategies to identify main ideas and themes in various texts.
Essential Question/s	How can we use writing strategies to convey factual information? How do readers identify the main idea and theme in a text?	Essential Question/s	How can writers express themselves creatively through poetic language? How do readers identify the main idea and theme in a text?
Topic/Content	Informational Text Main Idea and Theme	Topic/Content	The Language of Poetry Main Idea and Theme
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Readers and writers share their ideas and information. Readers enhance and revise their understanding through text discussions.	Big Idea/Enduring Understanding	Readers and writers share their ideas and information. Readers enhance and revise their understanding through text discussions.
Essential Question/s	How do authors learn from each other? How do readers discuss texts in a way that will deepen their understanding or change their perspective?	Essential Question/s	Where can I find information on topics that I'm interested in? How do readers discuss texts in a way that will deepen their understanding or change their perspective?
Topic/Content	Authors as Mentors Integrate Skills and Strategies	Topic/Content	Authors as Mentors Independent Projects Integrate Skills and Strategies

Kindergarten - New York English Language Arts Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State P-12 Common Core Learning Standards for English Language Arts
<b>BUNDLE # 1</b>						
The words and symbols around us provide meaning and help us acquire new information.	What are the procedures and expectations of writer's workshop and why are they important for writers? How do writers use written language to represent stories?	Launching the Writer's Workshop  Pictures Convey a Story  -Orientation	Including but not limited to: -Learn the routines and rituals of writing workshop a)Using a writing folder b) Storytelling c) Adding details d) Rereading e) Revising by adding to pictures and labels f) Stretching out words	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons - "Coming to the carpet" - "Turn and talk" -Introducing tools" - "How writers get	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal	K.W.CCR.TTP.1. K.W.CCR.TTP.2. K.W.CCR.TTP.3. K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f.

		to Print	<ul style="list-style-type: none"> <li>-Model drawing a picture that tells a story</li> <li>-Tell more words/sentences about picture.</li> <li>-Pull one sample to model adding to picture/story.</li> </ul>	<p>their ideas"</p> <ul style="list-style-type: none"> <li>-"Writers tell their stories through illustrations"</li> <li>-"What to do when you think you are finished"</li> </ul>	Responses Observation	K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.
Readers retell stories using story elements while developing effective reading habits.	How do readers retell using story (narrative) elements?	Story Elements	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Identify parts of the book</li> <li>-Learn about the habits of good readers and good reading partners.</li> <li>-Create a foundation for thinking, talking, and responding to books</li> <li>-Develop oral language</li> <li>-Develop story language</li> <li>-Understand sequence of events from text.</li> <li>-Know most sounds associated with individual letters</li> <li>-Recognize name, some letters, environmental print, beginning consonants, one-syllable words</li> </ul> <p><u>Interactive Read Aloud</u></p> <ul style="list-style-type: none"> <li>-Begin repeated readings of emergent storybooks</li> <li>-Examine a list of book titles and genres read aloud</li> <li>-Count words in sentence, count syllables in words, identify same and different sounds.</li> <li>-Develop vocabulary</li> <li>-Preview text, retell stories, make connections to self</li> </ul>	<p>SF Reading Street</p> <p><u>Interactive Read Aloud</u></p> <p>Comprehension Focus: Text-to-self connections</p> <ul style="list-style-type: none"> <li>-My Friend</li> <li>-If You Give a Mouse a Cookie</li> <li>-Cat's Colors</li> </ul> <p><u>Shared Reading</u></p> <p>Selection:</p> <ul style="list-style-type: none"> <li>- Little School Bus</li> </ul> <p>Genre: Rhyming Story</p> <p>Selection:</p> <ul style="list-style-type: none"> <li>- Fix-it Duck</li> </ul> <p>Genre: Animal Fantasy</p> <p>Selection:</p> <ul style="list-style-type: none"> <li>-Plaidypus Lost</li> </ul> <p>Genre: Fiction</p> <p>Words Their Way</p>	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test) <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice <u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark)	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c.

			<p><u>Shared Reading</u>            -Develop concepts about print and language</p> <p><u>Words Their Way</u>            -Phonemic Awareness            -Phonics Lessons            -Phonics A to Z</p>	<p>-Phonemic Awareness            -Concept of Word            -Word Segmentation            -Rhyme Recognition            -Syllable Segmentation</p> <p><u>Early Literacy Skills</u>            -What is a Word            -Colors            -The Alphabet            -Book Handling            -Environmental Print            -Following Oral Directions            -Numbers 1—5            -Listening to a Story            -First Names</p>	<p>Tests)  <b>Step 4:</b>            Summative Assessment</p> <p>Words Their Way (WTH)            Assessment:            High Frequency Words; Fry Phrases</p>	K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.
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#### BUNDLE # 2

The words and symbols around us provide meaning and help us acquire new information.	Why is it important to know the proper ways to use a book?  Why are letters and writing so important?	Establishing the Writing Community  Using Supplies and Following Directions  Tell a Story About A Drawing	Including but not limited to: -Enhance phonological awareness, print awareness, and oral language skills: a) drawing and labeling in the classroom b) understanding purposes for labeling c) Recording sounds heard d) Writing functional signs  -Demonstrate how tools should be used in daily writing.	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  -“Drawing even hard to make ideas” -“Using both pictures and words, like famous authors” -"Discuss importance of	Individual Student Conferences Table  Conferences On Demand Writing Rubric Written and Verbal Responses Observation	K.W.CCR.TTP.1. K.W.CCR.TTP.2. K.W.CCR.TTP.3. K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c.
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		How to Represent the Hard-to-Make Ideas Through Drawings	<p>Emphasize that authors can read their story by explaining illustrations.</p> <p>Model how to draw people using appropriate details to enhance drawing.</p> <p>Show students that writers write with pictures and words.</p> <p>Choose books to teach placement of print in correlation to illustrations.</p>	labels/field trip around the room" - "Label the room"		K.L.CSE.2d.
Readers retell stories using story elements while developing effective reading habits.	How do readers retell using story (narrative) elements?	Story Elements	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Learn about the habits of good readers and good reading partners.</li> <li>-Think and talk about books and authors</li> <li>-Know most sounds associated with individual letters</li> <li>-Recognize name, some letters, environmental print, beginning consonants, one-syllable words</li> </ul> <p><u>Read Aloud</u></p> <ul style="list-style-type: none"> <li>-Read emergent storybooks like storytellers</li> <li>-Make real life connections with the story or characters</li> <li>-Examine a list of book titles and genres read aloud</li> <li>-Count words in sentence, count syllables in words, identify same and different</li> </ul>	<p>SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Text-to-self connections</p> <p>-Flower Garden  -The Kissing Hand  -Whistle For Willie</p> <p><u>Shared Reading</u>  Selection: Miss Bindergarten  -Genre: Animal Fantasy</p> <p>Selection:  -Julius  Genre: Animal Fantasy</p>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u>  Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress  -Weekly Assessments on days 1-5 at primary levels; days 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for</p>	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6.

			<p>sounds.</p> <ul style="list-style-type: none"> <li>-Develop vocabulary</li> <li>-Preview text, retell stories, make connections to self</li> <li>-Know most sounds associated with individual letters</li> <li>-Identify and isolate initial and final sounds in spoken words.</li> <li>-Tie book to experience</li> <li>-Clarify potentially difficult concepts</li> <li>-Use expressive voice</li> <li>-Show illustrations</li> <li>-Share personal experiences</li> <li>-Predict and question</li> <li>-Answer all questions</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Enhance concepts about print and language</li> <li>-Know that careful readers look closely at the words to help them read the story</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p>Selection: -Dig,Dig,Digging Genre: Concept Book</p> <p><u>Words Their Way Oral Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li>-Rhyme: Recognition</li> <li>-Phoneme: Isolation</li> <li>-Onset-Rime Blending</li> <li>-Word Segmentation</li> </ul> <p><u>Early Literacy Skills</u></p> <ul style="list-style-type: none"> <li>-Consonants: Mm, Ss, Rr, Tt</li> <li>-High Frequency Words: a, my, the</li> </ul>	<p>Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.</p>
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### BUNDLE # 3

The words and symbols around us provide meaning and help us acquire new information.	What can we find out by looking at a book?	<p>Labeling</p> <p>How to Represent the Hard-to-Make Ideas</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Create label books with parts of a subject</li> <li>-Draw difficult ideas.</li> <li>-Model how to draw people using appropriate details to enhance drawing.</li> <li>-Show students that writers</li> </ul>	<p>Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons</p> <p>“Label books”</p> <p>“Lengthening</p>	<p>Individual Student Conferences Table Conferences On Demand Writing Rubric</p>	<p>K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2.</p>
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		Through Drawings Stretching and Writing Words	write with pictures and words. -Choose books to teach placement of print in correlation to illustrations.  Model strategies that writers use in writing a word.	your label books” -“Fix up and fancy” – Publish Week	Written and Verbal Responses Observation	K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.
Readers apply knowledge of text genres as they identify the “big” idea or essential message.	How do readers identify the main idea in a story?	Compare and Contrast Story Elements	Including but not limited to: -Identify and produce rhyming words in response to an oral prompt -Distinguish between real and fantasy -Connect information and events in text to experience -Formulate questions that a text might answer before beginning to read. -Blend sounds orally to make words -Segment a word into sounds --Elicit phonemic awareness through nursery rhymes and poems  <u>Read Aloud</u> -Keep track of the story. -Read leveled books. -Use illustrations to help figure out words. -Develop and increase vocabulary. -Provide extended time to develop reading stamina <u>Shared Reading</u> -Develop concepts about print and language	SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Text-to-self connections  -When Sophie gets angry  <u>Shared Reading</u> Selection: -Life in an ocean Genre: Informational text Selection: -Armadillo's orange Genre: Animal Fantasy  Selection: -Animal babies in grasslands Genre: Concept Book  <u>Words Their Way</u> Oral Phonemic	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels  -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice <u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark)	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b.

			<b>Words Their Way</b> -Phonemic Awareness -Phonics Lessons -Phonics A to Z	<b>Awareness</b> -Phoneme: Isolation Blending -Rhyme: Recognition Production -Syllable: Segmentation Blending Deletion -Onset-Rime Blending  <b>Early Literacy Skills</b> -Consonants: Pp, Cc -Vowel: Aa -High Frequency Words: I, like	Tests) Step 4: Summative Assessment  Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.
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#### **BUNDLE # 4**

Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.	How do we use talking and writing to encourage and grow ideas?  How can we use writing to help us?	Label, Launching  Recognizing Sense of a Story  Spelling Strategies	Including but not limited to:  -Model stretching words and listening for initial sounds as another strategy for writing words. -Model retelling a story. -Demonstrate beginning, middle, and ending of story. -Plan a story across fingers using beginning, middle, and ending to develop a sense of story. -Choose a story to publish and model how to “fancy up” a piece of writing. -Model how to accept approximate spelling.	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  -“Stretching and writing words” -“Stretching and writing words and initial sounds” -“Spelling the best we can... and moving on” -“Using writing tools: The alphabet chart”	Individual Student Workshop - Primary Writing Mini-Lessons  Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.
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				<ul style="list-style-type: none"> <li>-“Writing in progress: long term projects”</li> <li>-“Introducing booklets/ touching each page”</li> <li>-“Plan and write a book”</li> <li>-“Fixing up writing”</li> <li>-“Editing and fancying up writing”</li> <li>-“Reading into the circle: An author’s celebration”</li> </ul>		
Readers use skills and strategies to comprehend nonfiction texts.	How do readers use skills and strategies to understand nonfiction texts?	Compare and Contrast Story Elements	Including but not limited to: <ul style="list-style-type: none"> <li>-Recognize story structure (setting, plot, characters, problem/solution)</li> <li>-Identify and produce rhyming words in response to an oral prompt</li> <li>-Distinguish between real and fantasy</li> <li>-Connect information and events in text to experience</li> <li>-Formulate questions that a text might answer before beginning to read.</li> <li>-Blend sounds of letters to decode one syllable words and word families.</li>   <u>Read Aloud</u>  <li>- Make real life connections with the story, poems, and other texts</li> </ul>	SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Text-to-self connections -I was mad. -Noisy Nora <u>Shared Reading</u> Selection: - Bear snores on Genre: - Animal Fantasy  Selection: - Bed for the winter Genre: Informational	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test) <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.L.KID.1. K.R.L.KID.2. K.R.L.KID.3. K.R.L.CS.4.

			<ul style="list-style-type: none"> <li>-Answer questions about text read aloud</li> <li>-Retell or dramatize stories or parts of stories</li> <li>-Develop and increase vocabulary.</li> <li>-Provide extended time to develop reading stamina</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Develop concepts about print and language</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p>text</p> <p>Words Their Way</p> <p><u>Oral Phonemic Awareness</u></p> <p>-Phoneme: Isolation Counting Matching Rhyme Recognition</p> <p>-Syllable: Segmentation Deletion Word Segmentation Onset-Rime Blending</p> <p><u>Early Literacy Skills</u></p> <p>-Consonants: Nn, Dd</p> <p>-Review Vowel: Aa</p> <p>-High Frequency Words: go, we</p> <p>-Word Families -ap; --am; --at</p>	<p>or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3: Assess and Regroup</u> (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.R.L.CS.5.</p> <p>K.R.L.CS.6.</p> <p>K.R.L.IKI.7.</p> <p>K.R.L.RRLTX.10.</p> <p>R.CCR.RRLTX.10</p> <p>K.R.FS.PC.1.</p> <p>K.R.FS.PC.1a.</p> <p>K.R.FS.PC.1b.</p> <p>K.R.FS.PC.1c.</p> <p>K.R.FS.PC.1d.</p> <p>K.R.FS.PA.2.</p> <p>K.R.FS.PA.2a.</p> <p>K.R.FS.PA.2b.</p> <p>K.R.FS.PA.2c.</p> <p>K.R.FS.PA.2d.</p> <p>K.R.FS.PA.2e.</p> <p>K.R.FS.PWR.3.</p> <p>K.R.FS.PWR.3a.</p> <p>K.R.FS.PWR.3b.</p> <p>K.R.FS.PWR.3c.</p> <p>K.R.FS.PWR.3d.</p> <p>K.R.FS.F.4.</p> <p>L.CCR.KL.3.</p>
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#### BUNDLE # 5

Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.	How can stories be revised to improve their quality?	Using Writing Tools  How to Write More and Add Pages to a Story	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Learn to care about spelling, spacing, and punctuation.</li> </ul> <p>Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) determining what is readable for an audience</li> <li>b) writing using blends and capital letters</li> </ul>	<p>Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons</p> <p>“Writing in our world/ field trip around</p>	<p>Individual Student Conferences Table Conferences On Demand Writing Rubric Written and</p>	<p>K.L.CSE.1.</p> <p>K.L.CSE.1a.</p> <p>K.L.CSE.1b.</p> <p>K.L.CSE.1c.</p> <p>K.L.CSE.1d.</p> <p>K.L.CSE.1e.</p> <p>K.L.CSE.1f.</p> <p>K.L.CSE.2.</p> <p>K.L.CSE.2a.</p>
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		<p>Writing for Different Genres and Purposes</p> <p>Writers Fix Up and Revise</p> <p>How to Reread, Check and Edit</p> <p>Authors' Celebration</p>	<p>c) using word walls and other resources to spell</p> <p>d) using multiple strategies to spell</p> <p>e) spacing between words</p> <p>f) working with writing partners</p> <ul style="list-style-type: none"> <li>- Use words that name and words that tell action in a variety of simple texts: i.e., oral retelling, written stories, lists, journal entries of personal experiences.</li> <li>-Model how to take a story and write it across several pages.</li> <li>-Model various reasons to write.</li> <li>-Model writing for a range of genres and purposes.</li> </ul>	<p>the school”</p> <p>-“Writing in our classroom/ field trip in our classroom”</p> <p>-“Partner labeling”</p> <p>-“Independent labeling”</p> <p>-“Widening writing possibilities: Lists and letters”</p> <p>-“Widening writing possibilities: Real world purposes”</p> <p>-"Learning more about showing, not telling"</p> <p>-"Revising while writing"</p> <p>-"Partnering for revision"</p> <p>-"Revising one's genre"</p> <p>-"Learning revision from authors"</p> <p>-"Preparing to celebrate"</p>	<p>Verbal Responses Observation</p>	<p>K.L.CSE.2b.</p> <p>K.L.CSE.2c.</p> <p>K.L.CSE.2d.</p>
Readers ask questions and draw conclusions about story details to show they understand the main idea.	How can readers use story details to find the main idea?	Main Idea	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate decoding and word recognition skills</li> <li>-Tell the beginning, middle, and end of a story</li> </ul> <p><u>Read Aloud</u></p> <ul style="list-style-type: none"> <li>-Recognize some words by</li> </ul>	<p>SF Reading Street</p> <p><u>Interactive Read Aloud</u></p> <p>Comprehension Focus: Text-to-self connections</p>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u></p> <p>Diagnose and Differentiate (Baseline Group Test)</p>	<p>K.SL.CC.1.</p> <p>K.SL.CC.1a.</p> <p>K.SL.CC.1b.</p> <p>K.SL.CC.1c.</p> <p>K.SL.CC.2.</p> <p>K.SL.CC.3.</p> <p>K.SL.PKI.4.</p> <p>K.SL.PKI.5.</p>

			<p>sight including a few common words</p> <ul style="list-style-type: none"> <li>-Read a simple patterned text, decodable text, and/ or predictable text using letter/ sound knowledge and pictures to construct meaning</li> <li>-Develop and increase vocabulary.</li> <li>-Provide extended time to develop reading stamina</li> <li>-Know that careful readers look closely at the words to help them read the story</li> <li>-Make predictions about story events</li> <li>-Answer questions about text read aloud</li> <li>-Understand the elements of the story.</li> <li>Pay close attention to the illustrations.</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Develop concepts about print and language</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p><u>Shared Reading</u></p> <p>Selection: - Whose Garden Is It? Genre: Rhyming Story; Realism and fantasy</p> <p>Selection: -Little Panda Genre: Animal Fantasy</p> <p>Words Their Way</p> <p><u>Oral Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li>-Phoneme Isolation</li> <li>Matching</li> <li>Counting</li> <li>Blending</li> <li>-Syllable Counting</li> </ul> <p><u>Early Literacy Skills</u></p> <ul style="list-style-type: none"> <li>-Consonants: Gg, Ff</li> <li>-Vowel: Ii</li> <li>-High Frequency words: on, to</li> <li>-Word Families: --ig</li> </ul>	<p><u>Step 2:</u> Monitor Progress</p> <p>Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.</p>
<b>BUNDLE # 6</b>						
Speakers, readers,	How do you use	Small	Including but not limited to:	Lucy Calkins	Individual	K.L.CSE.1.

and writers play with words and sounds to help convey meaning and to make connections.	personal experiences to write small moment stories?	Moments: Making Connections (text to self, text to text, text to world)	<p>-Learn to care about spelling, spacing, and punctuation. Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) determining what is readable for an audience</li> <li>b) writing using blends and capital letters</li> <li>c) using word walls and other resources to spell</li> <li>d) using multiple strategies to spell</li> <li>e) spacing between words</li> <li>f) working with writing partners</li> </ul> <p>-Realize that a story needs to have a tiny moment.</p> <p>-Model the author's use of dialogue to create an inside story. Create a craft chart using quotation marks, instead of ellipses.</p> <p>-Model using dialogue in your own writing.</p>	<p>Writers Workshop - Primary Writing Mini-Lessons</p> <ul style="list-style-type: none"> <li>-“Understanding a small moment story”</li> <li>-“Discovering one small moment”</li> <li>-“Stretching one small moment”</li> <li>-“Stretching and writing words”</li> <li>-“Sketching rather than drawing”</li> <li>-“Planning details”</li> <li>-“Internalizing story shapes”</li> <li>-“Writing some words in a snap”</li> </ul>	<p>Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</p>	<p>K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.</p>
Readers ask questions and draw conclusions about story details to show they understand the main idea.	How can readers use story details to find the main idea?	Main Idea	<p><u>Read Aloud</u></p> <ul style="list-style-type: none"> <li>- Use patterns to help read books</li> <li>-Know that careful readers look closely at the words to help them read the story</li> <li>-Make predictions about story events</li> <li>-Answer questions about text read aloud</li> <li>- Understand the elements of the story.</li> <li>Pay close attention to the</li> </ul>	<p>SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Text-to-self connection</p> <ul style="list-style-type: none"> <li>-Pumpkin, Pumpkin</li> <li>-Maisy's Pool</li> </ul> <p><u>Shared Reading</u></p>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress</p> <p>Selection:</p>	<p>K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5.</p>

			<p>illustrations.</p> <p><u>Shared Reading</u></p> <p>-Develop concepts about print and language</p> <p><u>Words Their Way</u></p> <p>-Phonemic Awareness</p> <p>-Phonics Lessons</p> <p>-Phonics A to Z</p>	<p>-Little Quack Genre: - Animal Fantasy</p> <p>Selection: -See How We Grow Genre: Biography</p> <p>Selection: -Farfallina and Marcel Genre: Animal Fantasy</p> <p>Words Their Way <u>Oral Phonemic Awareness</u> -Phoneme Isolation Matching Counting Manipulation Blending -Syllable Counting -Onset-Rime Blending</p> <p><u>Early Literacy Skills</u></p> <p>-Consonants: Ll, Hh -Review Vowel: Ii -High Frequency Words: you, have -Word Families --ip; --it; --ig</p>	<p>on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.</p>
<b>BUNDLE # 7</b>						
We use what we	How do writers	Learning from	Including but not limited to:	Lucy Calkins	Individual	K.L.CSE.1.

know along with what we want to know (or convey) when writing and reading.	make their stories easy to read?	Other Authors	<ul style="list-style-type: none"> <li>-Learn to care about spelling, spacing, and punctuation. Possible skills, strategies and concepts include:           <ul style="list-style-type: none"> <li>a) determining what is readable for an audience</li> <li>b) writing using blends and capital letters</li> <li>c) using word walls and other resources to spell</li> <li>d) using multiple strategies to spell</li> <li>e) spacing between words</li> <li>f) working with writing partners</li> </ul> </li>   <li>-Model how to revise a piece of writing by re-examining an artifact and adding research details to writing.</li> <li>-Use a graphic organizer to display how different small moment is connected in a book.</li> <li>-Study the story structure and discuss many small moments versus one tiny moment.</li> <li>-Model borrowing ideas and traits from other authors to make writing better.</li> </ul>	<ul style="list-style-type: none"> <li>Writers Workshop - Primary Writing Mini-Lessons</li> <li>-“Focusing on the most important part”</li> <li>-“Revealing internal stories”</li> <li>-“Writing close-In story endings”</li> <li>-“Revising and editing with partners”</li> <li>-“Reading aloud for visitors: An author’s celebration”</li> <li>-“Inspiring children to write for readers”</li> <li>-“Examining readable and unreadable writing”</li> <li>-“Stretching and writing words”</li> <li>-“Writing with sight words”</li> <li>-“Spacing words”</li> <li>-“Checking content: focused small</li> </ul>	<ul style="list-style-type: none"> <li>Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</li> </ul>	<ul style="list-style-type: none"> <li>K.L.CSE.1a.</li> <li>K.L.CSE.1b.</li> <li>K.L.CSE.1c.</li> <li>K.L.CSE.1d.</li> <li>K.L.CSE.1e.</li> <li>K.L.CSE.1f.</li> <li>K.L.CSE.2.</li> <li>K.L.CSE.2a.</li> <li>K.L.CSE.2b.</li> <li>K.L.CSE.2c.</li> <li>K.L.CSE.2d.</li> </ul>
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				moment stories” -“Learning more sight words” -“Using personal word walls” -“Writing more, and more clearly”		
Readers use reading strategies and apply knowledge of nonfiction texts to better understand what they read.	How do readers locate, record, and use information from a variety of nonfiction text?	Understanding Nonfiction	Including but not limited to:  -Demonstrate decoding and word recognition skills -Demonstrate familiarity with a variety of texts of types of books, picture books, caption books, word play, and reenactments -Tell the beginning, middle, and end of a story -Construct meaning in context and emphasize letter-sound relationships and spelling patterns in order to decode and attach meaning to words.  <u>Read Aloud</u> -Recognize some words by sight including a few common words -Read a simple patterned text, decodable text, and/or predictable text using letter/sound knowledge and pictures to construct meaning  <u>Read Aloud</u> -Notice when sentences do	(SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Text-to-self connection  -Charlie needs a cloak -Harry the dirty dog  <u>Shared Reading</u> Selection: -Seeds Genre: -Informational Text  Selection: -Hide, Clyde! Genre: Concept Book  Words Their Way <u>Oral Phonemic Awareness</u>	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels  Weekly Selection Tests or Fresh Reads for Differentiated Test Practice  <u>Step 3:</u> Assess and Regroup (weekly)	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.W.CCR.RPK.7. K.W.CCR.RPK.8. K.W.CCR.RPK.9. K.W.CCR.RL.11. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7.

			<p>not make sense</p> <ul style="list-style-type: none"> <li>-Model a fluent reader's voice</li> <li>-Answer questions about text read aloud</li> <li>-Build an understanding of text features (concepts about print)</li> <li>-Foster conversation and response to a common text.</li> <li>-Build comprehension and higher order thinking.</li> <li>-Sustain high student interest and engagement</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Develop concepts about print and language</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<ul style="list-style-type: none"> <li>-Phoneme Isolation Matching Counting Manipulation Blending Substitution -Syllable Counting -Onset-Rime Blending</li> </ul> <p><u>Early Literacy Skills</u></p> <ul style="list-style-type: none"> <li>-Consonants: Bb, Kk</li> <li>-Vowel: Oo</li> <li>-High Frequency Words: do, what</li> <li>-Word Families: --ot; -op</li> </ul>	<ul style="list-style-type: none"> <li>assessments, Unit Benchmark Tests)</li> </ul> <p><u>Step 4:</u></p> <ul style="list-style-type: none"> <li>Summative Assessment</li> </ul> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.</p>
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#### BUNDLE # 8

We use what we know along with what we want to know (or convey) when writing and reading.	How do writers make their stories easy to read?	How-To Writing	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Understand the purpose and requirements of How-To writing.</li> <li>-Model using features of non-fiction text in your own writing.</li> <li>- Explore the places they go, the things they care about and things they can do, and teach others by sharing what they know and have learned about a topic.</li> <li>-Understand that writers</li> </ul>	<p>Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons</p> <ul style="list-style-type: none"> <li>-“Writing for partners”</li> <li>-“Revising With partners”</li> <li>-“Peer editing: Punctuation”</li> <li>-Peer editing: Adding more sounds”</li> </ul>	<ul style="list-style-type: none"> <li>Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</li> </ul>	<p>K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.</p>
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			<p>learn from published authors as well as each other.</p> <p>Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) teaching about a known topic</li> <li>b) organizing and developing facts</li> <li>c) talking to grow ideas</li> <li>d) choosing topics based on interest and what is known</li> <li>e) using graphic organizers</li> </ul> <p>-Model how readers reread and revise, asking, “Does anything in this chapter belong elsewhere?”</p> <p>-Model how readers reread attending to conventions as well as face bigger words.</p>	<ul style="list-style-type: none"> <li>-“Peer editing: Spelling”</li> <li>-“Peer editing: Punctuation”</li> <li>-“Selecting easy-to-read writing”</li> <li>-“Sharing and reflection: An Author’s celebration”</li> </ul>		
Readers use reading strategies and apply knowledge of nonfiction texts to better understand what they read.	How do readers locate, record, and use information from a variety of nonfiction text?	Understanding Nonfiction	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate an understanding of directionality and voice print match by following print word for word when listening to familiar text read aloud</li> <li>-Demonstrate an understanding of letters, words, sentence, and story</li> <li>-Identify the title, name of the author, and name of the illustrator</li> <li>- Distinguish fantasy from reality when reading text.</li> </ul>	<p>SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus:  Visualizing</p> <p>-Cat's Color  -Cookie's Week</p> <p><u>Shared Reading</u>  Selection:  -Bunny Day  Genre:  - Animal Fantasy</p>	<p>4-Step Assessment Plan  <u>Step 1:</u>  Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress  -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p>	<p>K.SL.CC.1.  K.SL.CC.1a.  K.SL.CC.1b.  K.SL.CC.1c.  K.SL.CC.2.  K.SL.CC.3.  K.SL.PKI.4.  K.SL.PKI.5.  K.SL.PKI.6.  K.W.CCR.RPK.7.  K.W.CCR.RPK.8.  K.W.CCR.RPK.9.  K.W.CCR.RL.11.  K.L.VA.4.  K.L.VA.4a.  K.L.VA.4b.  K.L.VA.5.</p>

			<p><u>Read Aloud</u></p> <ul style="list-style-type: none"> <li>-Develop and expand language usage and vocabulary</li> <li>-See reading as a process to construct meaning, not simply to “call” words</li> <li>-Practice and develop reading strategies with teacher guidance</li> <li>-Foster conversation and response to a common text.</li> <li>-Build comprehension and higher order thinking.</li> <li>-Sustain high student interest and engagement</li> <li>- Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of literary language and other vocabulary specific to genre</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p>Selection: -My Lucky Day Genre: Animal Fantasy</p> <p>Selection: -One Little Mouse Genre: Rhyming/ Concept Story</p> <p>Words Their Way</p> <p><u>Oral Phonemic Awareness</u></p> <p>-Phoneme Isolation Matching Counting Manipulation Blending Substitution -Syllable Counting -Onset-Rime Blending</p> <p><u>Early Literacy Skills</u></p> <p>-Consonants: Bb, Kk</p>	<p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4.</p>
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				-Vowel: Oo -High Frequency Words: do, what -Word Families: --ot; --op		
<b>BUNDLE # 9</b>						
We use what we know along with what we want to know (or convey) when writing and reading.	How can we use writing strategies to convey factual information?	Informational Text	Including but not limited to:  -Model that writers teach readers about different parts of a thing. -Model that writers learn from published authors as well as each other. - Explore the places they go, the things they care about and things they can do, and teach others by sharing what they know and have learned about a topic. Possible skills, strategies and concepts include: a) teaching about a known topic b) using words that name and words that tell action a variety of simple texts c) talking to grow ideas d) choosing topics based on interest and what is known e) using graphic organizers	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons - "Editing: Using periods, parentheses, and colons" - "Introducing all-about books" - "Structuring all-about books" - "Planning each chapter" - "Making labeled diagrams" - "Making texts that teach" - "Revising: Learning from each other's writing" - "Revising: Fitting information into writing" - "Editing: becoming resourceful word solvers" - "Celebrating nonfiction"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.

				writing: ceremonial book placement”		
Proficient readers orchestrate multiple strategies to identify main ideas and themes in various texts.	How do readers identify the main idea and theme in a text?	Main Idea and Theme	Including but not limited to: -Demonstrate an understanding of directionality and voice print match by following print word for word when listening to familiar text read aloud -Demonstrate an understanding of letters, words, sentence, and story -Identify the title, name of the author, and name of the illustrator - Distinguish fantasy from reality when reading text.  <u>Read Aloud</u> -Develop and expand language usage and vocabulary -See reading as a process to construct meaning, not simply to “call” words -Practice and develop reading strategies with teacher guidance -Foster conversation and response to a common text. -Build comprehension and higher order thinking. -Sustain high student interest and engagement - Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word	SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Visualizing  -White Rabbit’s Color Book -I’m Small and Other Verses  <u>Shared Reading</u> Selection: -Goldilocks and the Three Bears Genre: Traditional Tale  Selection: -If You Could Go to Antarctica Genre: Informational Text  Selection: -Abuela Genre: Fiction  <u>Words Their Way</u> <u>Oral Phonemic Awareness</u> <u>Step 4:</u> -Phoneme: Isolation	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test) <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice <u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests) <u>Step 4:</u> Summative Assessment	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. K.R.IT.KID.1. K.R.IT.KID.2. K.R.IT.KID.3. K.R.IT.CS.4. K.R.IT.CS.5. K.R.IT.CS.6. K.R.IT.IKI.7. K.R.IT.IKI.8. K.R.IT.IKI.9. K.R.IT.RRLTX.10. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b.

			<u>Shared Reading</u> - Demonstrate understanding of literary language and other vocabulary specific to genre  <u>Words Their Way</u> -Phonemic Awareness -Phonics Lessons -Phonics A to Z	Segmentation Counting Deletion Blending Substitution -Syllable Deletion -Onset-Rime Blending -Rhyme Recognition	Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4. L.CCR.KL.3.
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#### BUNDLE # 10

Readers and writers share their ideas and information.	How can writers express themselves creatively through poetic language?	The Language of Poetry	Including but not limited to: -Learn to write poems, choosing language carefully and experimenting with line breaks. Possible skills, strategies and concepts include: a) using details in poems b) revising poems c) using mentor authors d) talking in partnerships e) observing closely f) creating images  -Model conveying strong feelings by creating	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  -“Seeing with poet’s eyes” -“Listening for line breaks” -“Poetic words” -“More describing” -“Poetic Eyes” – Alex’s poem” -“Hearing the music in poetry”	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f. K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.
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			<ul style="list-style-type: none"> <li>-Introduce repetition and other structures in poems.</li> <li>-Model how to write seeing objects with concrete details in fresh ways.</li> <li>-Model how poets compare feelings to something else.</li> <li>-Model how to reread poems by making your voice support the meaning.</li> <li>-Model how to change observational notes into poems by experimenting with format.</li> </ul> <ul style="list-style-type: none"> <li>-“More line breaks”</li> <li>-“Putting powerful thoughts in tiny packages”</li> <li>-“Showing not telling”</li> <li>-“Searching for words”</li> <li>-“Using comparisons”</li> <li>-“Contrasting language”</li> </ul>			
Proficient readers orchestrate multiple strategies to identify main ideas and themes in various texts.	How do readers identify the main idea and theme in a text?	Main Idea and Theme	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Use preparation strategies to activate prior knowledge and experience before and during the reading of a text</li> <li>-Demonstrate understanding of literary language and other vocabulary specific to genre</li> <li>-Discuss concepts and information in a text to clarify and extend knowledge</li> </ul> <p><u><a href="#">Read Aloud</a></u></p> <ul style="list-style-type: none"> <li>-Get to know the main character in the story.</li> <li>-Think about what the character is doing and what is happening to him/her.</li> <li>-Pay attention to how the character interacts with others, and his thoughts and feelings.</li> </ul>	<p>SF Reading Street  <u><a href="#">Interactive Read Aloud</a></u>  Comprehension Focus:  Wondering/  Questioning</p> <p><u><a href="#">Brave Bear</a></u>  <u><a href="#">A Letter to Amy</a></u></p> <p><u><a href="#">Shared Reading</a></u>  Selection:  -Max Takes the Train  Genre:  Animal Fantasy</p> <p>Selection:  -Mayday!  Mayday!</p>	<p>4-Step Assessment Plan  <u><a href="#">Step 1:</a></u>  Diagnose and Differentiate (Baseline Group Test)  <u><a href="#">Step 2:</a></u> Monitor Progress  -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests</p>	<p>K.SL.CC.1.  K.SL.CC.1a.  K.SL.CC.1b.  K.SL.CC.1c.  K.SL.CC.2.  K.SL.CC.3.  K.SL.PKI.4.  K.SL.PKI.5.  K.SL.PKI.6.  K.W.CCR.PDW.5.  K.W.CCR.PDW.6.  K.L.VA.4.  K.L.VA.4a.  K.L.VA.4b.  K.L.VA.5.  K.L.VA.5a.  K.L.VA.5b.  K.L.VA.5c.  K.L.VA.5d.  K.L.VA.6.  R.CCR.RRLTX.10.  K.R.FS.PC.1.</p>

			<p>-Notice the problems characters face and their responses to the problems.</p> <p>-Enhance reading skills like inferring, envisioning, acting like the character and putting together the story.</p> <p><u>Shared Reading</u></p> <p>-Develop concepts about print and language</p> <p><u>Words Their Way</u></p> <p>-Phonemic Awareness</p> <p>-Phonics Lessons</p> <p>-Phonics A to Z</p>	<p>Genre: Informational Text</p> <p>Words Their Way</p> <p><u>Oral Phonemic Awareness</u></p> <p>-Phoneme: Isolation Segmentation Counting Deletion Blending Substitution -Syllable Deletion -Onset-Rime Blending -Rhyme Recognition</p> <p><u>Early Literacy Skills</u></p> <p>-Consonants: Vv, Jj</p> <p>-Vowel: Ee</p> <p>-High Frequency Words: look, come</p> <p>-Word Families: --et; --en</p>	<p>or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4. K.R.L.KID.1. K.R.L.KID.2. K.R.L.KID.3. K.R.L.CS.4. K.R.L.CS.5. K.R.L.CS.6. K.R.L.IKI.7. K.R.L.IKI.8. K.R.L.IKI.9. K.R.L.IKI.9a. K.R.L.RRLTX.10. K.R.L.RL.11. L.CCR.KL.3.</p>
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#### BUNDLE # 11

Readers and writers share their ideas and information	How do authors learn from each other?	Authors as Mentors	<p>Including but not limited to:</p> <p>-Learn the rhythm and structure of stories. Possible skills, strategies and concepts include:</p> <p>a) using storytelling to plan stories</p>	<p>Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons "Finding</p>	<p>Individual Student Conferences Table Conferences On Demand Writing</p>	<p>K.L.CSE.1. K.L.CSE.1a. K.L.CSE.1b. K.L.CSE.1c. K.L.CSE.1d. K.L.CSE.1e. K.L.CSE.1f.</p>
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			<p>b) developing characters  c) developing situations for characters with problems and solutions  d) crafting realistic fiction episodes about a character  e) creating strong endings  f) slowing down moments in stories  g) working in partnerships  h) revising and editing</p> <p>- Use mentor authors and mentor texts to help students learn to revise. Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) storytelling</li> <li>b) working in partnerships</li> <li>c) using revision tools</li> <li>d) revising by adding details and stretching moments</li> <li>e) choosing a mentor author</li> <li>f) using a mentor author's techniques and craft</li> </ul>	<p>treasures”  “Publishing”  “Discovering small moments”  “Stretching small moments”  “Studying One text for many lessons”  “Noticing a new text structure: A many moments story”  “Studying new authors as mentors”  “Turning to authors for specific help”</p>	Rubric Written and Verbal Responses Observation	K.L.CSE.2. K.L.CSE.2a. K.L.CSE.2b. K.L.CSE.2c. K.L.CSE.2d.
Readers enhance and revise their understanding through text discussions.	How do readers discuss texts in a way that will deepen their understanding or change their perspective?	Integrate Skills and Strategies	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Use preparation strategies to activate prior knowledge and experience before and during the reading of a text</li> <li>-Demonstrate understanding of literary language and other vocabulary specific to genre</li> <li>-Discuss concepts and information in a text to clarify and extend knowledge</li> </ul> <p><u>Read Aloud</u>  -Develop and expand language usage and</p>	<p>SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Exploring Non-fiction  -A Day With a Doctor  <u>Shared Reading</u>  Selection: Messenger, Messenger</p>	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test) <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5	K.SL.CC.1. K.SL.CC.1a. K.SL.CC.1b. K.SL.CC.1c. K.SL.CC.2. K.SL.CC.3. K.SL.PKI.4. K.SL.PKI.5. K.SL.PKI.6. K.W.CCR.PDW.5. K.W.CCR.PDW.6. K.L.VA.4. K.L.VA.4a. K.L.VA.4b. K.L.VA.5.

			<p>vocabulary</p> <ul style="list-style-type: none"> <li>-Make connections between written and spoken words</li> <li>-See reading as a process to construct meaning, not simply to “call” words</li> <li>-Practice and develop reading strategies with teacher guidance</li> <li>-Build an understanding of text features (concepts about print)</li> <li>-Get to know the main character in the story.</li> <li>-Think about what the character is doing and what is happening to him/her.</li> <li>-Pay attention to how the character interacts with others, and his thoughts and feelings.</li> <li>-Notice the problems characters face and their responses to the problems.</li> <li>-Enhance reading skills like inferring, envisioning, acting like the character and putting together the story.</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Develop concepts about print and language</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p>Genre: Rhyming Story</p> <p>Selection: The Little Engine That Could</p> <p>Genre: Classic Fantasy</p> <p>Selection: On the Move!</p> <p>Genre: Informational Text</p> <p><u>Oral Phonemic Awareness</u></p> <p>-Phoneme:</p> <ul style="list-style-type: none"> <li>Isolation</li> <li>Counting</li> <li>Deletion</li> <li>Matching</li> <li>Blending</li> <li>Substitution</li> <li>-Onset-Rime</li> <li>Blending</li> </ul> <p><u>Early Literacy Skills</u></p> <ul style="list-style-type: none"> <li>-Consonant: Qq</li> <li>-Vowel: Uu</li> <li>-High Frequency Words: one, little</li> <li>-Word Families: --ut; --un</li> </ul>	<p>at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3: Assess and Regroup</u> (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4: Summative Assessment</u></p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4. K.R.L.KID.1. K.R.L.KID.2. K.R.L.KID.3. K.R.L.CS.4. K.R.L.CS.5. K.R.L.CS.6. K.R.L.IKI.7. K.R.L.IKI.8. K.R.L.IKI.9. K.R.L.IKI.9a. K.R.L.RRLTX.10. K.R.L.RL.11.</p>
<b>BUNDLE # 12</b>						
Readers and	Where can I find	Authors as	Including but not limited to:	Lucy Calkins	Individual	K.L.CSE.1.

writers share their ideas and information.	information on topics that I'm interested in?	Mentors Independent Projects	<p>-Reflect on their growth as writers. Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) reflecting on writing</li> <li>b) talking in partnerships</li> <li>c) planning for a variety of types of writing</li> <li>d) sharing with peers</li> <li>e) planning based on audience</li> </ul> <p>-Study the story structure and discuss many small moments versus one tiny moment. Possible skills, strategies and concepts include:</p> <ul style="list-style-type: none"> <li>a) storytelling</li> <li>b) working in partnerships</li> <li>c) using revision tools</li> <li>d) revising by adding details and stretching moments</li> <li>e) choosing a mentor author</li> <li>f) using a mentor author's techniques and craft</li> </ul> <p>-Celebrate by publishing a piece of writing.</p>	<p>Writers Workshop - Primary Writing Mini-Lessons</p> <p>-“Editing for publication”</p> <p>-“Writing about the authors’ blurbs”</p> <p>-“Talking and reading to an audience: An author’s celebration”</p>	<p>Student Conferences</p> <p>Conferences On Demand</p> <p>Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>K.L.CSE.1a.</p> <p>K.L.CSE.1b.</p> <p>K.L.CSE.1c.</p> <p>K.L.CSE.1d.</p> <p>K.L.CSE.1e.</p> <p>K.L.CSE.1f.</p> <p>K.L.CSE.2.</p> <p>K.L.CSE.2a.</p> <p>K.L.CSE.2b.</p> <p>K.L.CSE.2c.</p> <p>K.L.CSE.2d.</p> <p>K.W.CCR.RBPK.7.</p> <p>K.W.CCR.RBPK.8.</p> <p>K.W.CCR.RBPK.9.</p> <p>K.W.CCR.RL.11.</p>
Readers enhance and revise their understanding through text discussions.	How do readers discuss texts in a way that will deepen their understanding or change their perspective?	Integrate Skills and Strategies	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Use preparation strategies to activate prior knowledge and experience before and during the reading of a text</li> <li>-Demonstrate understanding of literary language and other vocabulary specific to genre</li> <li>-Discuss concepts and information in a text to clarify and extend knowledge</li> <li>-Construct meaning in</li> </ul>	<p>SF Reading Street <u>Interactive Read Aloud</u></p> <p>Comprehension Focus: Exploring Nonfiction</p> <p>-A Day with a Mail Carrier</p> <p>-Knowing About Noses</p>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress</p> <p>-Weekly Assessments on</p>	<p>K.SL.CC.1.</p> <p>K.SL.CC.1a.</p> <p>K.SL.CC.1b.</p> <p>K.SL.CC.1c.</p> <p>K.SL.CC.2.</p> <p>K.SL.CC.3.</p> <p>K.SL.PKI.4.</p> <p>K.SL.PKI.5.</p> <p>K.SL.PKI.6.</p> <p>K.L.VA.4.</p> <p>K.L.VA.4a.</p> <p>K.L.VA.4b.</p>

		<p>context and emphasize letter-sound relationships and spelling patterns in order to decode and attach meaning to words.</p> <p><u>Read Aloud</u></p> <ul style="list-style-type: none"> <li>-Develop and expand language usage and vocabulary</li> <li>-Make connections between written and spoken words</li> <li>-See reading as a process to construct meaning, not simply to “call” words</li> <li>-Practice and develop reading strategies with teacher guidance</li> <li>-Build an understanding of text features (concepts about print)</li> <li>-Foster conversation and response to a common text.</li> <li>-Build comprehension and higher order thinking.</li> <li>-Sustain high student interest and engagement</li> </ul> <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> <li>-Develop concepts about print and language</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> </ul>	<p>-Working Dogs</p> <p><u>Shared Reading</u></p> <p>Selection: - Homes Around the World</p> <p>Genre: Informational Text</p> <p>Selection: - Old MacDonald had a Woodshop</p> <p>Genre: Animal Fantasy</p> <p>Selection: Building Beavers</p> <p>Genre: Informational Text</p> <p>Words Their Way</p> <p><u>Oral Phonemic Awareness</u></p> <p>-Phoneme: Isolation Matching</p> <p>Counting Substitution</p> <p>Deletion Blending</p> <p>Addition -Syllable</p> <p>Segmentation -Rhyme</p> <p>Production</p>	<p>days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment:</p> <p>High Frequency Words; Fry Phrases</p>	<p>K.L.VA.5. K.L.VA.5a. K.L.VA.5b. K.L.VA.5c. K.L.VA.5d. K.L.VA.6. R.CCR.RRLTX.10. K.R.FS.PC.1. K.R.FS.PC.1a. K.R.FS.PC.1b. K.R.FS.PC.1c. K.R.FS.PC.1d. K.R.FS.PA.2. K.R.FS.PA.2a. K.R.FS.PA.2b. K.R.FS.PA.2c. K.R.FS.PA.2d. K.R.FS.PA.2e. K.R.FS.PWR.3. K.R.FS.PWR.3a. K.R.FS.PWR.3b. K.R.FS.PWR.3c. K.R.FS.PWR.3d. K.R.FS.F.4. K.R.L.KID.1. K.R.L.KID.2. K.R.L.KID.3. K.R.L.CS.4. K.R.L.CS.5. K.R.L.CS.6. K.R.L.IKI.7. K.R.L.IKI.8. K.R.L.IKI.9. K.R.L.IKI.9a. K.R.L.RRLTX.10. K.R.L.RL.11. L.CCR.KL.3.</p>
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				<p><u>Early Literacy Skills</u></p> <ul style="list-style-type: none"><li>-Review Vowel: Uu</li><li>-Word Families: --ug; --un;--ut</li><li>-Review All Vowels</li><li>-High Frequency Words: are, here</li></ul>		
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**Subject Area: New York English Language Arts**

**Course: English Language Arts – First Grade**

**Adopted Textbooks: Lucy Calkins' Writers Workshop; Scott Foresman Reading Street; Words Their Way**

<b>First Grade - New York English Language Arts Curriculum Timeline (Year at a Glance)</b>			
<b>Bundle 1</b>		<b>Bundle 2</b>	
Big Idea/Enduring Understanding	By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.  The words and symbols around us provide meaning and help us acquire new information.	Big Idea/Enduring Understanding	We connect to our world as readers and writers. By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.
Essential Question/s	How do readers use story elements to understand and retell the story?  What are the procedures and expectations of writer's workshop and why are they important for writers?  How do writers use written language to represent stories?	Essential Question/s	What are the procedures and expectations of writer's workshop and why are they important for writers?  How do writers use written language to represent stories?  How do readers use story elements to understand and retell the story?
Topic/Content	Literary Elements  The Writing Life: Launching the Writing Workshop  Using Supplies and Following Directions	Topic/Content	Establishing the Writing Community  Tell a Story About A Drawing  How to Represent the Hard-to-Make Ideas Through Drawings  Literary Elements
<b>Bundle 3</b>		<b>Bundle 4</b>	
Big Idea/Enduring Understanding	Stories have parts. We are part of a story.  By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.	Big Idea/Enduring Understanding	Readers apply knowledge of text genres as they identify the "big" idea or essential message.  Readers tell the inside story with their thoughts, wonders, and feelings. We write to teach others.
Essential Question/s	How can stories be revised to improve their quality?  How do readers use story elements to understand and retell the story?	Essential Question/s	How do readers identify the main idea in a story?  How can stories be revised to improve their quality?
Topic/Content	Meeting Characters and Studying What They Do  Small Moments/Personal Narrative	Topic/Content	Main Idea  Learning Qualities of Good Writing

	Using Writing Tools How to Write More and Add Pages to a Story Writing for Different Genres and Purposes Literary Elements		Using Writing Tools How to Write More and Add Pages to a Story Writers Fix Up and Revise
<b>Bundle 5</b>		<b>Bundle 6</b>	
Big Idea/Enduring Understanding	Readers apply knowledge of text genres as they identify the “big” idea or essential message. Details are meaningful parts of reading and writing.	Big Idea/Enduring Understanding	Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story. Details are meaningful parts of reading and writing
Essential Question/s	How do readers identify the main idea in a story? How can stories be revised to improve their quality?	Essential Question/s	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension? How do authors learn from each other?
Topic/Content	Main Idea Revision and Review	Topic/Content	Plot Development Authors as Mentors
<b>Bundle 7</b>		<b>Bundle 8</b>	
Big Idea/Enduring Understanding	Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story. Details are meaningful parts of reading and writing.	Big Idea/Enduring Understanding	Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story. Details are meaningful parts of reading and writing.
Essential Question/s	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension? How do you use personal experiences to write small moment stories?	Essential Question/s	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension? How do writers make their stories easy to read?
Topic/Content	Plot Development Stretch Out a Small Moment	Topic/Content	Plot Development How-To Writing
<b>Bundle 9</b>		<b>Bundle 10</b>	
Big Idea/Enduring Understanding	Readers apply comprehension strategies (e.g. self monitoring) to deepen story understanding for life application. We use what we know along with what we want to know (or convey) when writing and reading.	Big Idea/Enduring Understanding	Readers apply comprehension strategies (e.g. self monitoring) to deepen story understanding for life application. Imagery and word choice enhance writing.
Essential Question/s	How do readers use self-monitoring strategies to identify and examine cause and effect relationships in a story? How can we use writing strategies to convey factual information?	Essential Question/s	How do readers use self-monitoring strategies to identify and examine cause and effect relationships in a story? How does poetry encourage the creative use of words and ideas?
Topic/Content	Cause and Effect Informational Text	Topic/Content	Cause and Effect Poetry: Powerful Thoughts in Tiny Packages
<b>Bundle 11</b>		<b>Bundle 12</b>	

Big Idea/Enduring Understanding	We are all motivated by different things and we search for what interests us. Readers compare and contrast story elements within and across texts to deepen their understanding.	Big Idea/Enduring Understanding	We are all motivated by different things and we search for what interests us. Readers compare and contrast story elements within and across texts to deepen their understanding.
Essential Question/s	What is fiction? Why are people interested in imaginative stories or poems? Are there strategies that people use to help them understand or create imaginative pieces? How do readers compare and contrast story elements to deepen understanding?	Essential Question/s	What is fiction? Why are people interested in imaginative stories or poems? Are there strategies that people use to help them understand or create imaginative pieces? How do readers compare and contrast story elements to deepen understanding?
Topic/Content	Mastering the Skill of Fiction Writing Compare and Contrast	Topic/Content	Mastering the Skill of Fiction Writing Writing for Different Genres and Purposes

NOTE: Each bundle represents approximately 3-weeks of instruction.

Grade One - New York English Language Arts Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State P-12 Common Core Learning Standards for English Language Arts
<b>BUNDLE # 1</b>						
By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.	How do readers use story elements to understand and retell the story?	Literary Elements	<ul style="list-style-type: none"> <li>-Learn book orientation strategies</li> <li>-Gain the knowledge of letter-sound</li> <li>-Build reading stamina</li> <li>-Learn comprehension strategies</li> <li>-Learn to read with fluency</li> <li>-Learn how to read with partners.</li>   <li>Including but not limited to:</li> <li>-Model a fluent reader's voice</li> <li>-Track print with their fingers and then eyes</li> <li>-Respond to reading with writing.</li>   <u>Words Their Way</u> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li>   Kindergarten review </ul>	Kindergarten Review  SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Making Connections  -Quick as a Cricket  <u>Shared Reading</u> Selection: - Sam, Come Back! Genre: Fiction  <u>Words Their Way</u> -Phonemic Awareness -Phonics -Vocabulary -Letter and word study	4-Step Assessment Plan  <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice  <u>Step 3:</u> Assess and Regroup	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4.

				(weekly assessments, Unit Benchmark Tests) <u>Step 4:</u> Summative Assessment  Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. K.R.CCR.KID.3.
The words and symbols around us provide meaning and help us acquire new information.	What are the procedures and expectations of writer's workshop and why are they important for writers?  How do writers use written language to represent stories?	The Writing Life: Launching the Writing Workshop  Using Supplies and Following Directions  Tell a Story About a	Including but not limited to: -See self as author -Develop endurance in writing -Choose a topic for writing (personal narrative in nature) -Plan for writing -Draft ideas Develop independence in writing (work within routines and structures of writing workshop)	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  - "Starting the writing workshop/ General overview" - "Carrying on as independent writers"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation  1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b.

		Drawing		<ul style="list-style-type: none"> <li>-"Using supplies independently"</li> <li>-"Telling stories in illustrations"</li> <li>-"Choosing real life topics"</li> <li>-"Telling across your fingers"</li> <li>-"Labeling, nuts and bolts"</li> <li>-"Understanding the writing process"</li> <li>-"Re-reading own writing"</li> </ul>		1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.RPK.8.
<b>BUNDLE # 2</b>						
We connect to our world as readers and writers.	What are the procedures and expectations of writer's workshop and why are they important for writers?  How do writers use written language to represent stories?	<p>Establishing the Writing Community</p> <p>Tell a Story About A Drawing</p> <p>How to Represent the Hard-to-Make Ideas Through Drawings</p> <p>Stretching and Writing Words</p> <p>Recognize Sense of a</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Read story and demonstrate writing a story.</li> <li>-Emphasize that authors can read their story by explaining illustrations.</li> <li>-Retell an event of a familiar story with a graphic organizer and a picture book.</li> <li>-Encourage students to draw difficult ideas. Model how to draw people and appropriate details to enhance drawing.</li> <li>-Show students that writers write with pictures and words.</li> <li>-Choose books to teach placement of print in correlation to illustrations.</li> <li>-Learn spacing, sequence, sound/symbol, upper/lower case letters, and punctuation</li> <li>-Select a meaningful topic</li> <li>-“Stretch” the sequence of the moment over multiple pages</li> </ul>	<p>Lucy Calkins Writers Workshop</p> <ul style="list-style-type: none"> <li>-"Learning intelligent conference talk"</li> <li>-"Stretching and writing words"</li> <li>-"Spelling the best we can and moving on"</li> <li>-"Using writing tools: The alphabet chart"</li> <li>-"Creating a place for writing in progress long term projects"</li> <li>-"Introducing booklets"</li> <li>-"Celebration"</li> <li>-" Choosing real life topics"</li> </ul>	<p>Individual Student Conferences Table</p> <p>Conferences On Demand Writing</p> <p>Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.RPK.8.

		Story	-Model stretching words and listening for sounds as a strategy for writing words.			
By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.	How do readers use story elements to understand and retell the story?	Literary Elements	<p>-Learn to be active problem-solvers and use strategies to solve words on the run.</p> <p>-Learn strategies for tackling hard words and hard parts in books.</p> <p>-Know that partners can help tackle tricky words and hard parts in books.</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>- -Use the pictures to help figure out tricky words.</li> <li>-Retell stories to understand them better. Use words like: first, then, next, after that, and finally to support the retelling.</li> <li>-Model a fluent reader's voice</li> <li>-Use patterns to help solve words.</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>-Continue word study units</li> </ul>	<p>SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Making Connections</p> <p>-It's Mine  -When I was Little  - Is Your Mama a Llama</p> <p><u>Shared Reading</u>  Selection:  - Pig in a Wig  Genre:  Fantasy</p> <p>Selection:  The Big Blue Ox  Genre:  Fantasy</p> <p>Selection:  A Ox and a Kit  Genre:  Fantasy</p> <p><u>Words Their Way</u>  -Phonemic Awareness  -Phonics  -Vocabulary  -Letter and word</p>	<p>4-Step Assessment Plan  <u>Step 1:</u>  Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u>  Monitor Progress  -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels  -Practice Book pages at point of use  Weekly Selection  Tests or Fresh Reads for Differentiated Test Practice  <u>Step 3:</u>  Assess and Regroup (weekly assessments, Unit Benchmark Tests)  <u>Step 4:</u></p>	K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. K.R.CCR.KID.3.

				study	Summative Assessment  Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	
<b>BUNDLE # 3</b>						
Stories have parts. We are part of a story.	How can stories be revised to improve their quality?	Using Writing Tools  How to Write More and Add Pages to a Story  Writing for Different Genres and Purposes  Writers Fix Up and Revise  How to Reread, Check and Edit  Authors'	Including but not limited to:  -Model how to take a story and write it across several pages. -Write to make sense, to communicate. -Model writing for a range of genres and purposes. -Place story in a setting -Answer "What are you working on as a writer?" by speaking about goals and strategies -Write sequential narratives -Use a growing repertoire of sight words -With help, determine reason for writing and revise to highlight the main idea -Has a purpose for adding on to texts -Model how writers fix up and revise work to say everything that they meant to say before it's sent out in the world. -Model for students how to reread, check, and edit writing to make it readable.	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  -"Fixing up writing" -"Telling across your fingers" -"Conferring" -"Writing words in a snap" -"Writing with sight words" -"Stretching and writing words" -"Using details" -"Focusing on the important part" -"Establishing long term partners" -"Sketching rather than drawing" -"Planning details" -"Writing story closings" -"Celebration"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.PDW.5. 1.W.TTP.1. 1.W.TTP.2. 1.W.TTP.3.

		Celebration				
By reading with an active mind, readers will identify the story elements and construct an accurate retelling of the story.	How do readers use story elements to understand and retell the story?	Literary Elements	<ul style="list-style-type: none"> <li>-Learn comprehension strategies.</li> <li>-Learn that stories have predictable structures – beginning, middle, end</li> <li>-Learn to read with a lens on the characters.</li> <li>-Revise and confirm their ideas about characters by reading a variety of books about a character or characters</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>Continue word study units</li> </ul>	<p>SF Reading Street</p> <p><u>Interactive Read Aloud</u></p> <p>Comprehension Focus: Making Connections</p> <ul style="list-style-type: none"> <li>- It's Mine</li> <li>-Matthew and Tilly</li> <li>-McDuff and the Baby</li> </ul> <p><u>Shared Reading</u></p> <p>Selection:</p> <ul style="list-style-type: none"> <li>- A Fox and a Kit</li> </ul> <p>Genre:</p> <ul style="list-style-type: none"> <li>Nonfiction</li> </ul> <p>Selection:</p> <ul style="list-style-type: none"> <li>- Get the Egg!</li> </ul> <p>Genre:</p> <ul style="list-style-type: none"> <li>Realistic Fiction</li> </ul> <p>Selection:</p> <ul style="list-style-type: none"> <li>Animal Park</li> </ul> <p>Genre:</p> <ul style="list-style-type: none"> <li>Photo Essay</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress</p> <p>-Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection</p> <p>Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup</p> <p>(weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p>	<p>1.SL.CC.1.</p> <p>1.SL.CC.1a.</p> <p>1.SL.CC.1b.</p> <p>1.SL.CC.1c.</p> <p>1.SL.CC.1d.</p> <p>1.SL.CC.2.</p> <p>1.SL.CC.3.</p> <p>1.SL.PKI.4.</p> <p>1.SL.PKI.5.</p> <p>1.SL.PKI.6.</p> <p>K.R.CCR.RRLTX.10.</p> <p>1.R.FS.PC.1.</p> <p>1.R.FS.PC.1a.</p> <p>1.R.FS.PA.2.</p> <p>1.R.FS.PA.2a.</p> <p>1.R.FS.PA.2b.</p> <p>1.R.FS.PA.2c.</p> <p>1.R.FS.PA.2d.</p> <p>1.R.FS.PWR.3.</p> <p>1.R.FS.PWR.3a.</p> <p>1.R.FS.PWR.3b.</p> <p>1.R.FS.PWR.3c.</p> <p>1.R.FS.PWR.3d.</p> <p>1.R.FS.PWR.3e.</p> <p>1.R.FS.PWR.3f.</p> <p>1.R.FS.PWR.3g.</p> <p>1.R.FS.F.4.</p> <p>1.R.FS.F.4a.</p> <p>1.R.FS.F.4b.</p> <p>1.R.FS.F.4c.</p> <p>1.L.VAU.4.</p> <p>1.L.VAU.4a.</p> <p>1.L.VAU.4b.</p> <p>1.L.VAU.4c.</p> <p>1.L.VAU.5.</p> <p>1.L.VAU.5a.</p> <p>1.L.VAU.5b.</p> <p>1.L.VAU.5c.</p> <p>1.L.VAU.5d.</p>

					Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	1.L.VAU.6. L.CCR.KL.3. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.RRLTX.10. 1.R.L.RL.11. K.R.CCR.KID.3.
<b>BUNDLE # 4</b>						
Readers apply knowledge of text genres as they identify the “big” idea or essential message.	How do readers identify the main idea in a story?	Main Idea	Including but not limited to:  -Examine the importance of self monitoring their comprehension while reading. -Learn to balance word-solving and meaning-making. -Learn that when a reader strives to make meaning, he/she has an easier time figuring out words and having ideas about the text. -Learn fix-it strategies such as cross-checking and self-correcting.	SF Reading Street <u>Interactive Read Aloud</u> Comprehension Focus: Making Connections; Retelling  - Chrysanthemum -Best Friends Sleep Over -Caps for Sale  <u>Shared Reading</u> Selection: - A Big Fish for Max Genre: Fiction  Selection: -Farmer in the Hat Genre: Fiction  Selection: Who Works Here? Genre: Expository	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice <u>Step 3:</u>	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b.

				Fiction <u>Words Their Way</u> -Phonemic Awareness -Phonics -Vocabulary -Letter and word study	Assess and Regroup (weekly assessments, Unit Benchmark Tests) <u>Step 4:</u> Summative Assessment  Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. 1.R.IT.KID.1. 1.R.IT.KID.2. 1.R.IT.KID.3. 1.R.IT.CS.4. 1.R.IT.CS.5. 1.R.IT.CS.6. 1.R.IT.IKI.7. 1.R.IT.IKI.8. 1.R.IT.IKI.9. 1.R.IT.RRLTX.10.
Readers tell the inside story with their thoughts, wonders, and feelings. We write to teach others.	How can stories be revised to improve their quality?	Learning Qualities of Good Writing  Using Writing Tools  How to Write More and Add Pages to a Story  Writing for Different Genres and	Including but not limited to: - Model how to take a story and write it across several pages. -Model various reasons to write. -See revision as a way to honor and improve good writing -Write to make sense, to communicate -Place story in a setting -Answer "What are you working on as a writer?" by speaking about goals and strategies -Reread work to plan revision -Write sequential narratives -Use a growing repertoire of sight words -With help, determine reason for writing and revise to highlight the	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  - "Examining readable and unreadable writing" - "Checking content" - "Learning more sight words/Personal word wall" - "Writing more clearly" - "Writing for	Individual Student Conferences Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.TTP.1.

		Purposes  Writers Fix Up and Revise  How to Reread, Check and Edit  Authors' Celebration	main idea --Model how to learn from other authors when revising their writing.	partners" - "Peer editing-spelling" - "Peer editing-punctuation" - "Celebration"		1.W.TTP.2. 1.W.TTP.3.
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#### **BUNDLE # 5**

Readers apply knowledge of text genres as they identify the “big” idea or essential message.	How do readers identify the main idea in a story?	Main Idea	Including but not limited to:  -Practice and extend reading strategies - Return to fiction reading and practice strategies for increasing fluency and feeling when reading -Read stories by stepping inside them -Build and connect to background knowledge -Model how to identify character traits by citing evidence from the text -Learn strategies for noticing and knowing characters -Develop and increase vocabulary -Model a fluent reader’s voice  <u>Words Their Way</u> -Phonemic Awareness -Phonics Lessons -Phonics A to Z Continue word study units	SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Retelling  <u>Curious George Goes to an Ice Cream Shop</u> <u>Peter’s Chair</u> <u>Little Nino’s Pizzeria</u>  <u>Shared Reading Selection:</u> <u>The Big Circle</u> Genre: Fiction  <u>Selection:</u> - Life in the Forest Genre: Nonfiction	4-Step Assessment Plan  <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g.
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				<p>Selection: Honey Bees Genre: Nonfiction</p> <p><u>Words Their Way</u> -Phonemic Awareness -Phonics -Vocabulary -Letter and word study</p>	<p>Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.RRLTX.10. 1.R.L.RL.11.</p>
Details are meaningful parts of reading and writing	How can stories be revised to improve their quality?	Revision and Review	-Be actively involved in the entire writing process. Work through the process individually with the goal of periodically completing and publishing a finished piece of writing. Including but not limited to:  a) Organize thinking b) Draft for fluent expression c) Revise for clarity d) Edit for conventions e) Publish to share idea  --Model how to learn from other authors when revising their writing. -Model how to revise by reshaping writing into a different genre.	<p>Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons</p> <p>"Using sound/symbol relationships" "Spacing between words" "Using sight words" "Planning details" "Using appropriate upper and lower</p>	<p>Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</p>	<p>1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.TTP.1.</p>

				case letters" -Craft of Revision – Lesson Extension		1.W.TTP.2. 1.W.TTP.3.
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### BUNDLE # 6

Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story.	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension?	Plot Development	<ul style="list-style-type: none"> <li>-Learn to approach a book expecting to learn, think, and question by using shared books around common interests</li> <li>-Sort and categorize larger chunks of text about a topic</li> <li>-Use new strategies to figure out the tricky words in nonfiction books.</li> <li>-Learn the different parts of a nonfiction book and what makes this text different from other forms of writing.</li> <li>-Learn new vocabulary, begin to notice punctuation and sentence structure.</li> </ul> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Skim and scan nonfiction to make predictions.</li> <li>-Use pictures and labels to make meaning.</li> <li>-Share books about the same topic with partners to learn more about the topic (text-sets of just-right books).</li> <li>-Compare and contrast information.</li> </ul> <p><u>Words Their Way</u>            -Phonemic Awareness            -Phonics Lessons</p>	<p>SF Reading Street  <u>Interactive Read Aloud</u>            Comprehension Focus:            Visualizing</p> <p>-Did You See What I Saw?  <u>In the Tall, Tall Grass</u></p> <p><u>Shared Reading</u>            Selection:            - An Egg is an Egg            Genre:            Realistic Fiction</p> <p>Selection:            Ruby in Her Own Time            Genre:            Animal Fantasy</p> <p>Selection:            Sheep Out to Eat            Genre:            Realistic Fiction</p> <p><u>Words Their Way</u>            -Phonemic Awareness</p>	<p>4-Step Assessment Plan  <u>Step 1:</u>            Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u>            Monitor Progress            -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u>            Assess and Regroup</p>	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b.
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			<ul style="list-style-type: none"> <li>-Phonics A to Z</li> <li>-Continue word study units</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p>Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>1.L.VAU.4c.</p> <p>1.L.VAU.5.</p> <p>1.L.VAU.5a.</p> <p>1.L.VAU.5b.</p> <p>1.L.VAU.5c.</p> <p>1.L.VAU.5d.</p> <p>1.L.VAU.6.</p> <p>L.CCR.KL.3.</p>
Details are meaningful parts of reading and writing	How do authors learn from each other?	Authors as Mentors	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Develop the concept that language can be used differently to communicate and express ideas.</li> <li>-Foster higher-order thinking skills through a variety of writing.</li> <li>- Demonstrate writing process and skills.</li> <li>-Model the author's use of dialogue to create an inside story.</li> <li>-Create a craft chart using quotation marks, instead of ellipses.</li> <li>-Model using dialogue in your own writing.</li> <li>-Model how to revise a piece of writing by re-examining an artifact and adding research details to writing.</li> <li>-Model how to use comeback lines in your own writing.</li> <li>-Study the story structure and discuss many small moments versus one tiny moment.</li> <li>-Use a graphic organizer to</li> </ul>	<p>Lucy Calkins Writers Workshop</p> <p>- Primary Writing Mini-Lessons</p> <p>"Dialogue quotation marks, outside/inside story"</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>1.L.CSE.1.</p> <p>1.L.CSE.1a.</p> <p>1.L.CSE.1b.</p> <p>1.L.CSE.1c.</p> <p>1.L.CSE.1d.</p> <p>1.L.CSE.1e.</p> <p>1.L.CSE.1f.</p> <p>1.L.CSE.1g.</p> <p>1.L.CSE.1h.</p> <p>1.L.CSE.1i.</p> <p>1.L.CSE.1j.</p> <p>1.L.CSE.2.</p> <p>1.L.CSE.2a.</p> <p>1.L.CSE.2b.</p> <p>1.L.CSE.2c.</p> <p>1.L.CSE.2d.</p> <p>1.L.CSE.2e.</p> <p>1.W.PDW.6.</p>

			display how different small moments are connected in a book.			
<b>BUNDLE # 7</b>						
Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story.	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension?	Plot Development	<ul style="list-style-type: none"> <li>-Learn to approach a book expecting to learn, think, and question by using shared books around common interests</li> <li>-Learn to approach a book expecting to learn, think, and question by using shared books around common interests</li> <li>-Sort and categorize larger chunks of text about a topic</li> <li>-Use new strategies to figure out the tricky words in nonfiction books.</li> <li>-Learn the different parts of a nonfiction book and what makes this text different from other forms of writing.</li> <li>-Learn new vocabulary, begin to notice punctuation and sentence structure.</li>                       Including but not limited to:                     <ul style="list-style-type: none"> <li>-Skim and scan nonfiction to make predictions.</li> <li>-Use pictures and labels to make meaning.</li> <li>-Share books about the same topic with partners to learn more about the topic (text-sets of just-right books).</li> <li>-Compare and contrast information.</li> </ul> <p><u>Words Their Way</u> -Phonemic Awareness</p> </ul>	<p><u>SF Reading Street</u> <u>Interactive Read Aloud</u> Comprehension Focus: Visualizing;</p> <p>-Sheep Out to Eat -Snowy Day -An Extraordinary Egg</p> <p><u>Shared Reading</u> Selection: - Jan's New Home Genre: Realistic Fiction</p> <p><u>Shared Reading</u> Selection: - Frog &amp; Toad Together Genre: Animal Fantasy</p> <p>Selection: - I'm a caterpillar Genre: Narrative Nonfiction</p> <p><u>Words Their Way</u> -Phonemic Awareness</p>	<p>4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p>	<p>1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.RRLTX.10. 1.R.L.RL.11. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b.</p>

			<ul style="list-style-type: none"> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>Continue word study units</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p><u><b>Step 4:</b></u></p> <p>Summative Assessment</p> <p>Words Their Way (WTH) Assessment:</p> <p>High Frequency Words; Fry Phrases</p>	<p>1.R.FS.F.4c.</p> <p>1.L.VAU.4.</p> <p>1.L.VAU.4a.</p> <p>1.L.VAU.4b.</p> <p>1.L.VAU.4c.</p> <p>1.L.VAU.5.</p> <p>1.L.VAU.5a.</p> <p>1.L.VAU.5b.</p> <p>1.L.VAU.5c.</p> <p>1.L.VAU.5d.</p> <p>1.L.VAU.6.</p> <p>L.CCR.KL.3.</p>
Details are meaningful parts of reading and writing.	How do you use personal experiences to write small moment stories?	Stretch Out a Small Moment	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Realize that a story needs to have a tiny moment.</li> <li>-Write a clear, small-moment personal narrative of at least 5 sentences with a beginning, an end, and some events in between.</li> <li>-Describe a setting that is integral to the experience.</li> <li>-Use dialogue as appropriate to add to the meaning of a story.</li> <li>-Tell details about the most important moments in a story; eliminate unimportant details.</li> <li>-Focus on one moment/experience.</li> <li>-Write in first person with pronoun "I"</li> <li>-Tell events in order that they occurred.</li> <li>-Use words that show the passage of time.</li> <li>-Write an engaging beginning and a satisfying ending - Demonstrate writing process and skills.</li> </ul>	<p>Lucy Calkins Writers Workshop</p> <ul style="list-style-type: none"> <li>- Primary Writing Mini-Lessons</li> <li>-"Thinking about the topic and how to write well"</li> <li>-"Stretching small moments"</li> <li>-"Ellipses create dramatic attention"</li> <li>-"Writing with ellipses"</li> <li>-"Comeback lines"</li> <li>-"Writing comeback lines"</li> <li>-"Using research details"</li> <li>-"Emulating authors in ways that matter"</li> <li>-'Editing for publication"</li> <li>-"About the author blurbs"</li> </ul>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>1.L.CSE.1.</p> <p>1.L.CSE.1a.</p> <p>1.L.CSE.1b.</p> <p>1.L.CSE.1c.</p> <p>1.L.CSE.1d.</p> <p>1.L.CSE.1e.</p> <p>1.L.CSE.1f.</p> <p>1.L.CSE.1g.</p> <p>1.L.CSE.1h.</p> <p>1.L.CSE.1i.</p> <p>1.L.CSE.1j.</p> <p>1.L.CSE.2.</p> <p>1.L.CSE.2a.</p> <p>1.L.CSE.2b.</p> <p>1.L.CSE.2c.</p> <p>1.L.CSE.2d.</p> <p>1.L.CSE.2e.</p> <p>1.W.PDW.6.</p>

				"Author celebration"		
<b>BUNDLE # 8</b>						
Readers use reading strategies to identify significant story events and comprehend the important events in the plot of a story.	How do readers use reading strategies to identify significant story events that lead to deeper story comprehension?	Plot Development	<ul style="list-style-type: none"> <li>- Learn to approach a book expecting to learn, think, and question by using shared books around common interests</li> <li>-Prove ideas by finding evidence in the text (go back to the text)</li> <li>-Learn more strategies for word-solving, cross-checking, and meaning-making.</li> <li>-Write and read poems about ‘feelings’ to better connect with the text</li> <li>-Revisit texts</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>Continue word study units</li> </ul>	<p>SF Reading Street  <u>Interactive Read Aloud</u>  Comprehension Focus: Exploring Fiction</p> <p><u>Shared Reading</u></p> <p>Selection:  - Where Are My Animal Friends?</p> <p>Genre:  Play</p> <p>Selection:  Mama’s Birthday Present</p> <p>Genre: Realistic Fiction</p> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress</p> <p>-Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection</p> <p>Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u></p>	<p>1.SL.CC.1.  1.SL.CC.1a.  1.SL.CC.1b.  1.SL.CC.1c.  1.SL.CC.1d.  1.SL.CC.2.  1.SL.CC.3.  1.SL.PKI.4.  1.SL.PKI.5.  1.SL.PKI.6.  K.R.CCR.RRLTX.10.  1.R.FS.PC.1.  1.R.FS.PC.1a.  1.R.FS.PA.2.  1.R.FS.PA.2a.  1.R.FS.PA.2b.  1.R.FS.PA.2c.  1.R.FS.PA.2d.  1.R.FS.PWR.3.  1.R.FS.PWR.3a.  1.R.FS.PWR.3b.  1.R.FS.PWR.3c.  1.R.FS.PWR.3d.  1.R.FS.PWR.3e.  1.R.FS.PWR.3f.  1.R.FS.PWR.3g.  1.R.FS.F.4.  1.R.FS.F.4a.  1.R.FS.F.4b.  1.R.FS.F.4c.  1.L.VAU.4.  1.L.VAU.4a.  1.L.VAU.4b.  1.L.VAU.4c.  1.L.VAU.5.  1.L.VAU.5a.  1.L.VAU.5b.</p>

					Summative Assessment Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. L.CCR.KL.3.
Details are meaningful parts of reading and writing.	How do writers make their stories easy to read?	How-To Writing	Including but not limited to: Model how to check revisions and publish an edited copy. -Model using features of non-fiction text in your own writing. -Write about topics writers are expert in with focus on learning to sequence steps. -Learn different genres of books (fiction, nonfiction). -Use features (page numbers, title, labeled pictures, table of contents, headings, etc.) as appropriate to guide readers -Think about audience when writing on a topic. -Select interesting information to include. -Introduce information in categories. -Provide supporting details in each category. -Use some vocabulary specific to a topic. -Use a narrative structure to help readers understand information and interest them in a topic	Lucy Calkins Writers Workshop - "Introducing how to books- nonfiction writing procedures and reports" - "Checking for clarity" - "Ellipses create dramatic attention" - "Revising Words and Pictures" - "Incorporating features of how to writing" - "Writing comeback lines" - "Using research details" - "Emulating authors in ways that matter" - 'revising - nonfiction writing procedures and reports" - "Editing"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. 1.W.TTP.1. 1.W.TTP.2. 1.W.TTP.3. 1.W.RPK.7.

BUNDLE # 9						
Readers apply comprehension strategies (e.g. self monitoring) to deepen story understanding for life application.	How do readers use self-monitoring strategies to identify and examine cause and effect relationships in a story?	Cause and Effect	<ul style="list-style-type: none"> <li>- Learn to approach a book expecting to learn, think, and question by using shared books around common interests</li> <li>-Prove ideas by finding evidence in the text (go back to the text)</li> <li>-Learn more strategies for word-solving, cross-checking, and meaning-making.</li> <li>-Write and read poems about ‘feelings’ to better connect with the text</li> <li>-Revisit texts</li> </ul> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>-Continue word study units</li> </ul>	<p>SF Reading Street</p> <p><u>Interactive Read Aloud</u></p> <p>Comprehension Focus: Exploring Nonfiction</p> <p>The Trip Feeding Time at the Zoo Kangaroo Joey Grows Up</p> <p><u>Shared Reading</u></p> <p>Selection: Selection: - The Dot Genre: Realistic Fiction</p> <p>Selection: Mister Bones: Dinosaur Hunter Genre: Biography</p> <p>Selection: - The Lady in the Moon Genre: Realistic Fiction</p> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word</li> </ul>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)</p> <p><u>Step 2:</u> Monitor Progress</p> <p>-Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels</p> <p>-Practice Book pages at point of use</p> <p>Weekly Selection</p> <p>Tests or Fresh Reads for Differentiated Test Practice</p> <p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u> Summative Assessment</p>	<p>1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.4. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.IKI.7. 1.R.L.IKI.9. 1.R.L.IKI.9a. 1.R.L.RRLTX.10. 1.R.L.RL.11. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a.</p>

				<p>study</p> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p>Words Their Way (WTH)</p> <p>Assessment: High Frequency Words; Fry Phrases</p>	<p>1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3.</p>
We use what we know along with what we want to know (or convey) when writing and reading.	How can we use writing strategies to convey factual information?	Informational Text	Including but not limited to:	<p>Lucy Calkins Writers Workshop</p> <ul style="list-style-type: none"> <li>- Primary Writing Mini-Lessons</li> <li>- "Introducing all about books-</li> <li>- Nonfiction Writing Procedures and Reports"</li> <li>- "Fitting information Into writing"</li> <li>- "Making labeled diagrams"</li> <li>- "Making texts that teach"</li> <li>- "Becoming resourceful word solvers"</li> <li>- "Celebration"</li> </ul>	<p>Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</p>	<p>1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e.</p>

BUNDLE # 10						
Readers apply comprehension strategies (e.g. self monitoring) to deepen story understanding for life application.	How do readers use self-monitoring strategies to identify and examine cause and effect relationships in a story?	Cause and Effect	Including but not limited to:  -Learn to read about a character in a series of books by thinking about how the character is the same and different across many stories -Use information about characters to understand and predict and pay attention to the important parts.  <u>Words Their Way</u> -Phonemic Awareness -Phonics Lessons -Phonics A to Z -Continue word study units	SF Reading Street  <u>Shared Reading</u> Selection: -Peter's Chair Genre: General Fiction  Selection: - Henry and Mudge Genre: Realistic Fiction  Selection: - Tippy Toe Chick, Go Genre: Animal Fantasy  <u>Words Their Way</u> -Phonemic Awareness -Phonics -Vocabulary -Letter and word study	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test)  <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels  -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice  <u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests)  <u>Step 4:</u> Summative Assessment	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d.

					Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases	1.L.VAU.6. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.4. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.IKI.7. 1.R.L.IKI.9. 1.R.L.IKI.9a. 1.R.L.RRLTX.10. 1.R.L.RL.11.
Imagery and word choice enhance writing.	How does poetry encourage the creative use of words and ideas?	Poetry: Powerful Thoughts in Tiny Packages	Including but not limited to: -Introduce repetition and other structures in poems. -Model how to choose a topic involving strong feelings and concrete details to use in writing poetry. -Model how poets invigorate their poems with poetic language and voice. -Model finding a bit from a previous writing that deserves to be kept and made into a poem. -Model that poets stay with and develop their comparisons. -Model how to turn a story-like draft into a poem. -Model artful language to convey a sound, an image, an observation, and an idea. -Develop the concept that language can be used differently to communicate and express ideas -Foster higher-order thinking skills through a variety of writing.	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  - "Appreciating poetry- Poetry powerful thoughts in tiny packages" - "Finding ingredients of a poem" - "Experimenting with ideas and words" - "Exploring line break and shape" - "Using specific words imagery and sounds" - "Taking risks with unknown words" - "Re-reading their own poetry" - "Revising and publishing" - "Celebration"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	1.W.RBPK.8. 1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. L.CCR.KL.3.

			<ul style="list-style-type: none"> <li>- Demonstrate writing process and skills.</li> <li>- Celebrate by publishing a piece of writing.</li> </ul>			
<b>BUNDLE # 11</b>						
We are all motivated by different things and we search for what interests us.	<p>What is fiction? Why are people interested in imaginative stories or poems?</p> <p>Are there strategies that people use to help them understand or create imaginative pieces?</p>	<p>Mastering the Skill of Fiction Writing</p> <p>Learning Qualities of Good Writing</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Apply writing in all subject areas</li> <li>-Learn some revision strategies, including cutting, stapling, and re-sequencing</li> <li>-Use the writing tools properly.</li> </ul>	<p>Lucy Calkins Writers Workshop</p> <ul style="list-style-type: none"> <li>- Primary Writing Mini-Lessons</li> <li>-"Using story elements- Small moments"</li> <li>-"Creating internal and external stories"</li> <li>-"Creating problems and resolutions"</li> <li>-"Using story language, authors as mentors"</li> <li>-"Focusing on the most important part- small moments"</li> <li>-"Using illustrations to enhance the story"</li> <li>-"Using dialogue-The craft of revision"</li> </ul>	<p>Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation</p>	<p>1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. L.CCR.CSE.1. L.CCR.CSE.2.</p>
Readers compare and contrast story elements within and across texts to deepen their understanding.	How do readers compare and contrast story elements to deepen understanding?	Compare and Contrast	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Read to find out more about a topic</li> <li>-Develop and increase vocabulary</li> <li>Demonstrate synthesizing skills.</li> <li>Begin to make predictions and</li> </ul>	<p>SF Reading Street</p> <p><u>Shared Reading</u></p> <p>Selection: - Mole and Baby Bird</p>	<p>4-Step Assessment Plan</p> <p><u>Step 1:</u> Diagnose and Differentiate</p> <p>1.SL.PKI.4.</p>	<p>1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3.</p>

			<p>use picture clues.</p> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics Lessons</li> <li>-Phonics A to Z</li> <li>-Continue word study units</li> </ul>	<p>Genre: Animal Fantasy</p> <p>Selection: Dot and Jabber</p> <p>Genre: Animal Fantasy</p> <p>- Simple Machines</p> <p>Genre: Expository Nonfiction</p> <p><u>Words Their Way</u></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics</li> <li>-Vocabulary</li> <li>-Letter and word study</li> </ul>	<p><u>Step 2:</u></p> <p>Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use</p> <p><u>Step 3:</u></p> <p>Assess and Regroup (weekly assessments, Unit Benchmark Tests)</p> <p><u>Step 4:</u></p> <p>Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	<p>1.SL.PKI.5. 1.SL.PKI.6. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6. L.CCR.KL.3. 1.R.IT.KID.1. 1.R.IT.KID.2. 1.R.IT.KID.3. 1.R.IT.CS.4. 1.R.IT.CS.5. 1.R.IT.CS.6. 1.R.IT.IKI.7. 1.R.IT.IKI.8. 1.R.IT.IKI.9. 1.R.IT.RRLTX.10.</p>
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BUNDLE # 12

We are all motivated by different things and we search for what interests us.	What is fiction? Why are people interested in imaginative stories or poems? Are there strategies that people use to help them understand or create imaginative pieces?	Mastering the Skill of Fiction Writing  Writing for Different Genres and Purposes	Including but not limited to:  -Practice and extend reading strategies -Allow for the transition to independent reading -Develop a fluent reader's voice as a model of appropriate phrasing and pronunciation, intonation and problem solving -Develop and expand language usage and vocabulary -Build comprehension and higher-order thinking	Lucy Calkins Writers Workshop - Primary Writing Mini-Lessons  - "Writing readable ideas" - "Choosing a topic and genre in which to write" - "Using illustrations to enhance the story" - "Increasing independence as a writer through story length"	Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation	1.SL.CC.1. 1.SL.CC.1a. 1.SL.CC.1b. 1.SL.CC.1c. 1.SL.CC.1d. 1.SL.CC.2. 1.SL.CC.3. 1.SL.PKI.4. 1.SL.PKI.5. 1.SL.PKI.6. K.R.CCR.RRLTX.10. 1.R.FS.PC.1. 1.R.FS.PC.1a. 1.R.FS.PA.2. 1.R.FS.PA.2a. 1.R.FS.PA.2b. 1.R.FS.PA.2c. 1.R.FS.PA.2d. 1.R.FS.PWR.3. 1.R.FS.PWR.3a. 1.R.FS.PWR.3b. 1.R.FS.PWR.3c. 1.R.FS.PWR.3d. 1.R.FS.PWR.3e. 1.R.FS.PWR.3f. 1.R.FS.PWR.3g. 1.R.FS.F.4. 1.R.FS.F.4a. 1.R.FS.F.4b. 1.R.FS.F.4c. 1.L.VAU.4. 1.L.VAU.4a. 1.L.VAU.4b. 1.L.VAU.4c. 1.L.VAU.5. 1.L.VAU.5a. 1.L.VAU.5b. 1.L.VAU.5c. 1.L.VAU.5d. 1.L.VAU.6.
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						L.CCR.KL.3. 1.R.L.KID.1. 1.R.L.KID.2. 1.R.L.KID.3. 1.R.L.CS.4. 1.R.L.CS.5. 1.R.L.CS.6. 1.R.L.IKI.7. 1.R.L.IKI.9. 1.R.L.IKI.9a. 1.R.L.RRLTX.10. 1.R.L.RL.11.
Readers compare and contrast story elements within and across texts to deepen their understanding.	How do readers compare and contrast story elements to deepen understanding?	Compare and Contrast	Including but not limited to: - Understand how a text is organized in a nonfiction way. Work with a partner or small group to locate and share nonfiction features. -Model comparing two non-fiction books. Examine the text features used, and how the books are organized. - Research and create a nonfiction book including text features (table of context, index, bold words and photographs), comparisons and real information.	SF Reading Street  <u>Shared Reading</u> Selection: - Alexander Graham Bell Genre: Biography  <u>Words Their Way</u> -Phonemic Awareness -Phonics -Vocabulary -Letter and word study	4-Step Assessment Plan <u>Step 1:</u> Diagnose and Differentiate (Baseline Group Test) <u>Step 2:</u> Monitor Progress -Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels -Practice Book pages at point of use Weekly Selection Tests or Fresh Reads for Differentiated Test Practice	1.L.CSE.1. 1.L.CSE.1a. 1.L.CSE.1b. 1.L.CSE.1c. 1.L.CSE.1d. 1.L.CSE.1e. 1.L.CSE.1f. 1.L.CSE.1g. 1.L.CSE.1h. 1.L.CSE.1i. 1.L.CSE.1j. 1.L.CSE.2. 1.L.CSE.2a. 1.L.CSE.2b. 1.L.CSE.2c. 1.L.CSE.2d. 1.L.CSE.2e. L.CCR.CSE.1. L.CCR.CSE.2. 1.W.PDW.6.

					<p><u>Step 3:</u> Assess and Regroup (weekly assessments, Unit Benchmark Tests) <u>Step 4:</u> Summative Assessment</p> <p>Words Their Way (WTH) Assessment: High Frequency Words; Fry Phrases</p>	
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## New York State P-12 Common Core Learning Standards for English Language Arts

### KINDERGARTEN

#### College and Career Readiness (CCR) Anchor Standards for Reading

##### **Key Ideas and Details (KID)**

K.R.CCR.KID.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K.R.CCR.KID.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K.R.CCR.KID.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure (CS)**

K.R.CCR.CS.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K.R.CCR.CS.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K.R.CCR.CS.6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas (IKI)**

- K.R.CCR.IKI.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
K.R.CCR.IKI.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  
K.R.CCR.IKI.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity (RRLTX)**

- R.CCR.RRLTX.10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature (RL)**

- K.R.CCR.RL.11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Reading Standards for Literature K–5****Key Ideas and Details**

- K.R.L.KID.1. With prompting and support, ask and answer questions about key details in a text.  
K.R.L.KID.2. With prompting and support, retell familiar stories, including key details.  
K.R.L.KID.3. With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure**

- K.R.L.CS.4. Ask and answer questions about unknown words in a text.  
K.R.L.CS.5. Recognize common types of texts (e.g., storybooks, poems).  
K.R.L.CS.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Integration of Knowledge and Ideas**

- K.R.L.IKI.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

K.R.L.IKI.8. (Not applicable to literature)

K.R.L.IKI.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.R.L.IKI.9a. With prompting and support, students will make cultural connections to text and self.

**Range of Reading and Level of Text Complexity**

- K.R.L.RRLTX.10. Actively engage in group reading activities with purpose and understanding.

**Responding to Literature**

- K.R.L.RL.11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

**Reading Standards for Informational Text K–5****Key Ideas and Details**

- K.R.IT.KID.1. With prompting and support, ask and answer questions about key details in a text.  
K.R.IT.KID.2. With prompting and support, identify the main topic and retell key details of a text.

K.R.IT.KID.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Craft and Structure**

K.R.IT.CS.4. With prompting and support, ask and answer questions about unknown words in a text.

K.R.IT.CS.5. Identify the front cover, back cover, and title page of a book.

K.R.IT.CS.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### **Integration of Knowledge and Ideas**

K.R.IT.IKI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

K.R.IT.IKI.8. With prompting and support, identify the reasons an author gives to support points in a text.

K.R.IT.IKI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### **Range of Reading and Level of Text Complexity**

K.R.IT.RRLTX.10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills (K–5)

#### **Print Concepts**

K.R.FS.PC.1. Demonstrate understanding of the organization and basic features of print.

K.R.FS.PC.1a. Follow words from left to right, top to bottom, and page by page.

K.R.FS.PC.1b. Recognize that spoken words are represented in written language by specific sequences of letters.

K.R.FS.PC.1c. Understand that words are separated by spaces in print.

K.R.FS.PC.1d. Recognize and name all upper- and lowercase letters of the alphabet.

#### **Phonological Awareness**

K.R.FS.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.R.FS.PA.2a. Recognize and produce rhyming words.

K.R.FS.PA.2b. Count, pronounce, blend, and segment syllables in spoken words.

K.R.FS.PA.2c. Blend and segment onsets and rimes of single-syllable spoken words.

K.R.FS.PA.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.\*  
(This does not include CVCs ending with /l/, /r/, or /x/.)

K.R.FS.PA.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### **Phonics and Word Recognition**

K.R.FS.PWR.3. Know and apply grade-level phonics and word analysis skills in decoding words.

K.R.FS.PWR.3a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

K.R.FS.PWR.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

K.R.FS.PWR.3c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

K.R.FS.PWR.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### **Fluency**

K.R.FS.F.4. Read emergent-reader texts with purpose and understanding.

## **College and Career Readiness Anchor Standards for Writing**

### **Text Types and Purposes**

- K.W.CCR.TTP.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- K.W.CCR.TTP.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- K.W.CCR.TTP.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- K.W.CCR.PDW.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- K.W.CCR.PDW.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- K.W.CCR.PDW.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- K.W.CCR.RPK.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- K.W.CCR.RPK.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- K.W.CCR.RPK.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- K.W.CCR.RW.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Responding to Literature**

- K.W.CCR.RL.11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

## **Writing Standards K–5**

### **Text Types and Purposes**

- K.W.TTP.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- K.W.TTP.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.TTP.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Production and Distribution of Writing**

- K.W.PDW.4. (Begins in grade 3)

- K.W.PDW.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.PDW.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- K.W.RPK.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.W.RPK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.W.RBPK.9. (Begins in grade 4)

**Range of Writing**

K.W.RW.10. (Begins in grade 3)

**Responding to Literature**

K.W.RL.11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

**College and Career Readiness Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

K.SL.CCR.CC.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

K.SL.CCR.CC.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

K.SL.CCR.CC.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

K.SL.CCR.PKI.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

K.SL.CCR.PKI.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K.SL.CCR.PKI.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Speaking and Listening Standards K–5**

**Comprehension and Collaboration**

K.SL.CC.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

K.SL.CC.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

K.SL.CC.1b. Continue a conversation through multiple exchanges.

K.SL.CC.1c. Seek to understand and communicate with individuals from different cultural backgrounds.

K.SL.CC.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.CC.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

K.SL.PKI.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.SL.PKI.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.PKI.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**College and Career Readiness Anchor Standards for Language**

**Conventions of Standard English**

L.CCR.CSE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.CSE.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

L.CCR.KL.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

L.CCR.VA.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.VA.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.CCR.VA.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Language Standards K–5**

### **Conventions of Standard English**

K.L.CSE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.CSE.1a. Print many upper- and lowercase letters.

K.L.CSE.1b. Use frequently occurring nouns and verbs.

K.L.CSE.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

K.L.CSE.1d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

K.L.CSE.1e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

K.L.CSE.1f. Produce and expand complete sentences in shared language activities.

K.L.CSE.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.CSE.2a. Capitalize the first word in a sentence and the pronoun *I*.

K.L.CSE.2b. Recognize and name end punctuation.

K.L.CSE.2c. Write a letter or letters for most consonant and short vowel sounds (phonemes).

K.L.CSE.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Knowledge of Language**

3. (Begins in grade 2)

### **Vocabulary Acquisition and Use**

K.L.VA.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

K.L.VA.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

K.L.VA.4b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, ful, -less*) as a clue to the meaning of an unknown word.

K.L.VA.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

K.L.VA.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K.L.VA.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

K.L.VA.5c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

K.L.VA.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

K.L.VA.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **FIRST GRADE**

### **Reading Standards for Literature K–5**

#### **Key Ideas and Details**

1.R.L.KID.1. Ask and answer questions about key details in a text.

1.R.L.KID.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.R.L.KID.3. Describe characters, settings, and major events in a story, using key details.

#### **Craft and Structure**

1.R.L.CS.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.R.L.CS.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

1.R.L.CS.6. Identify who is telling the story at various points in a text.

#### **Integration of Knowledge and Ideas**

1.R.L.IKI.7. Use illustrations and details in a story to describe its characters, setting, or events.

1.R.L.IKI.8. (Not applicable to literature)

1.R.L.IKI.9. Compare and contrast the adventures and experiences of characters in stories.

1.R.L.IKI.9a. With prompting and support, students will make cultural connections to text and self.

#### **Range of Reading and Level of Text Complexity**

1.R.L.RRLTX.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### **Responding to Literature**

1.R.L.RL.11. Make connections between self, text, and the world around them (text, media, social interaction).

### **Reading Standards for Informational Text K–5**

1.R.IT.KID.1. Ask and answer questions about key details in a text.

1.R.IT.KID.2. Identify the main topic and retell key details of a text.

1.R.IT.KID.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Craft and Structure**

1.R.IT.CS.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.R.IT.CS.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.R.IT.CS.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **Integration of Knowledge and Ideas**

1.R.IT.IKI.7. Use the illustrations and details in a text to describe its key ideas.

1.R.IT.IKI.8. Identify the reasons an author gives to support points in a text.

1.R.IT.IKI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### **Range of Reading and Level of Text Complexity**

1.R.IT.RRLTX.10. With prompting and support, read informational texts appropriately complex for grade 1.

### **Reading Standards: Foundational Skills (K–5)**

#### **Print Concepts**

1.R.FS.PC.1. Demonstrate understanding of the organization and basic features of print.

1.R.FS.PC.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### **Phonological Awareness**

1.R.FS.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.R.FS.PA.2a. Distinguish long from short vowel sounds in spoken single-syllable words.

1.R.FS.PA.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.R.FS.PA.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.R.FS.PA.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### **Phonics and Word Recognition**

1.R.FS.PWR.3. Know and apply grade-level phonics and word analysis skills in decoding words.

1.R.FS.PWR.3a. Know the spelling-sound correspondences for common consonant digraphs.

1.R.FS.PWR.3b. Decode regularly spelled one-syllable words.

1.R.FS.PWR.3c. Know final -e and common vowel team conventions for representing long vowel sounds.

1.R.FS.PWR.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1.R.FS.PWR.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.

1.R.FS.PWR.3f. Read words with inflectional endings.

1.R.FS.PWR.3g. Recognize and read grade-appropriate irregularly spelled words.

#### **Fluency**

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing Standards K–5**

#### **Text Types and Purposes**

1.W.TTP.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.W.TTP.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.W.TTP.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### **Production and Distribution of Writing**

1.W.PDW.4. (Begins in grade 3)

1.W.PDW.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.W.PDW.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Research to Build and Present Knowledge**

1.W.RBPK.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

1.W.RBPK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.RBPK.9. (Begins in grade 4)

#### **Range of Writing**

1.W.RW.10. (Begins in grade 3)

#### **Responding to Literature**

1.W.RL.11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

### **Speaking and Listening Standards K–5**

### **Comprehension and Collaboration**

- 1.SL.CC.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - 1.SL.CC.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - 1.SL.CC.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - 1.SL.CC.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
  - 1.SL.CC.1d. Seek to understand and communicate with individuals from different cultural backgrounds.
- 1.SL.CC.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.CC.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- 1.SL.PKI.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.PKI.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

## **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

- 1.L.CSE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 1.L.CSE.1a. Print all upper- and lowercase letters.
  - 1.L.CSE.1b. Use common, proper, and possessive nouns.
  - 1.L.CSE.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - 1.L.CSE.1d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  - 1.L.CSE.1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - 1.L.CSE.1f. Use frequently occurring adjectives.
  - 1.L.CSE.1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - 1.L.CSE.1h. Use determiners (e.g., articles, demonstratives).
  - 1.L.CSE.1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - 1.L.CSE.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.CSE.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 1.L.CSE.2a. Capitalize dates and names of people.
  - 1.L.CSE.2b. Use end punctuation for sentences.
  - 1.L.CSE.2c. Use commas in dates and to separate single words in a series.
  - 1.L.CSE.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - 1.L.CSE.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Knowledge of Language**

#### **Vocabulary Acquisition and Use**

- 1.L.VAU.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
  - 1.L.VAU.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 1.L.VAU.4b. Use frequently occurring affixes as a clue to the meaning of a word.
  - 1.L.VAU.4c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1.L.VAU.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

1.L.VAU.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1.L.VAU.5b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

1.L.VAU.5c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

1.L.VAU.5d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1.L.VAU.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**Subject Area: New York Mathematics**  
**Course: Mathematics - Kindergarten**

**Adopted Textbook: Everyday Math**

The school will offer a K-1 math curriculum that builds student competency over time in the five mathematics strands outlined in the New York State P-12 Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry). To help build the foundation, the school will use a ground and structured approach to mathematics where concepts are presented in a logical fashion with incremental steps that build upon each other to develop a solid base. Through this approach, the school will ensure that students become accomplished math learners with the foundation necessary for educational success. Students will learn to communicate mathematics using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. It is for this reason that the school will use the *Everyday Mathematics* for grades K-1 as its standardized text. *Everyday Math* is a challenging, standards-based, “spiraling” curriculum. Students learn concepts and skills from all mathematical strands, as well as the connections between these concepts, through multiple exposures to topics and frequent opportunities to review and practice. The distinguishing features of *Everyday Mathematics* are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction, using various methods for skills practice, and student inquiry and active involvement in their learning.

**\*NOTE:** Each bundle represents approximately 3-weeks of instruction.

Kindergarten - New York Mathematics Curriculum Timeline (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Objects can be counted. Compare groups of objects, numbers, and determine if groups have the same number or which is greater.	Big Idea/Enduring Understanding	Objects can be compared by their attributes. An object's location can be identified by its position in relation to other objects.
Essential Question/s	How many do you have? How can you use counting to help you in everyday life? Why is it important to be able to count? How can you tell if a group is greater or less than another group? How do you compare two or more groups to each	Essential Question/s	How are groups alike? How are groups different? How do you know where this unit belongs? How do you know an object's position? What words can you use to describe an object's position? How do you use sequencing to determine what you do on a daily basis?

	other? What attributes can you use to identify or compare objects?		
<b>Topic/Content</b>	<b>Number Quantities, and Identifying Shapes</b>  <b>Bundle 3</b>	<b>Topic/Content</b>	<b>Sorting, Attributes, and Positions of Objects</b>  <b>Bundle 4</b>
Big Idea/Enduring Understanding	Counting and connecting number words, numerals, and quantities. Developing strategies for accurately counting a set of objects by ones. Developing the idea of equivalence. Understanding length. Developing an understanding of the magnitude and positions of numbers. Using manipulatives, drawings, tools, and notations to show strategies.	Big Idea/Enduring Understanding	Patterns can be found in the world around us
Essential Question/s	What do we count and why? How did I count? Does order matter when you count? How did you measure? How did you compare?	Essential Question/s	How do you identify a pattern? How can you predict what comes next in pattern? How do you create a pattern?
<b>Topic/Content</b>	<b>Counting and Comparing</b>  <b>Bundle 5</b>	<b>Topic/Content</b>	Identifying and Extending Patterns and Problem Solving  <b>Bundle 6</b>
Big Idea/Enduring Understanding	Patterns can be found in different forms.	Big Idea/Enduring Understanding	Objects can be compared and ordered by length. Objects can be compared and ordered by area.
Essential Question/s	How do patterns help me predict? What words can you use to describe your pattern? What is a real-world example of a pattern?	Essential Question/s	What words do you use to describe the length of objects? What words do you use to compare the length of objects? How can you tell if an object is longer or shorter than another? What words do you use to describe the area of objects? What words do you use to compare the area of objects? How can you tell if an object covers more or less area?
<b>Topic/Content</b>		<b>Topic/Content</b>	<b>Comparing Attributes of Length and Area</b>  <b>Bundle 7</b>
			  <b>Bundle 8</b>

Big Idea/Enduring Understanding	Groups can be identified by quantities. Graphs can help you solve problems. Events can be compared according to their duration.	Big Idea/Enduring Understanding	Objects can be compared and ordered by weight and capacity. Objects can be compared and ordered by temperature.
Essential Question/s	How do I use counting in my everyday life? What are different ways to determine a quantity in a group? How can you record your quantity? How does making a graph or table help you solve problems? How does understanding a graph help you make a plan to solve a problem? What information does this graph tell me? What descriptive language can you use to compare duration of time? Why is it important to know how long an event takes? Which events in your daily schedule take the most/least time?	Essential Question/s	How can you tell if a container holds the same, more, or less than another? How can you compare the weights of different objects? What tools do you use to weigh objects? What information does a thermometer give you? What descriptive language can you use to determine whether something is hot or cold? How can you use your senses to determine if an object is hot or cold? How is temperature related to different objects and situations?
Topic/Content	Naming Quantities, Interpreting Graphs, and Duration of Events/Time	Including but not limited to: -focus on attributes of time, length, and temperature	Comparing Weight/Mass, Capacity, and Temperature
<b>Bundle 9</b>		<b>Bundle 10</b>	
Big Idea/Enduring Understanding	Objects can be sorted and described according to their attributes. Objects can be divided into parts	Big Idea/Enduring Understanding	Objects have equal parts. Quantities are determined by joining or separating.
Essential Question/s	How do attributes help me identify a shape? What attributes can you use to sort shapes? What two and three dimensional objects can be found in the real world? What is the relationship between Two and Three Dimensional Shapes? How do you know if parts are equal? How do parts compare to a whole? How can you divide an object into parts?	Essential Question/s	Why is a given part of a whole a half or not a half? What does equal mean? How can you tell if two objects/sets are equal? How do you know whether you are joining or separating? What symbols do you use to show an addition or subtraction number sentence? What is the relationship between addition and subtraction (joining and separating)?
Topic/ Content	Sorting and Describing Two and Three-Dimensional Shapes, Dividing Groups into Sets	Topic/Content	Explaining Parts, Addition, and Subtraction

Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Number sentences can be used to explain our thinking	Big Idea/Enduring Understanding	Mathematics can be found in everyday situations.
Essential Question/s	Why do you need to add or subtract numbers? How can you show a take-away story as a subtraction sentence? What do you want to find out? How can you show a joining story as an addition sentence?	Essential Question/s	What steps can you take to solve a problem? What strategies help you solve a problem? What tools can you use to solve a problem? What are some real world situations where math is used?
<b>Topic/Content</b>	Addition, Subtraction, and Explaining Our Thinking	<b>Topic/Content</b>	Problem Solving

Kindergarten - New York Mathematics Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State P-12 Common Core Learning Standards for Mathematics
<b>BUNDLE # 1</b>						
Objects can be counted.  Compare groups of objects, numbers, and determine if groups have the same number or which is greater.	How many do you have?  How can you use counting to help you in everyday life?  Why is it important to be able to count?  How can you tell if a group is greater or less than another group?  How do you compare two or more groups to each other?  What attributes can you use to identify or compare objects?	Calendar, Naming Number Quantities, and Identifying Shapes	Including but not limited to: -identify units of time and compare calendar elements -use pattern to read calendar -identify current month, last month, and the next month -identify yesterday, today, and tomorrow	Activity 1, 2- Introduction to Pattern Block  Activity 1, 3- Multisensory Counts  Activity 1, 4- Countdown to Zero  Activity 1, 5- Getting to Know Numbers (1-9)  Activity 1, 6- Introduction to Sorting  Activity 1, 7- Sand and Water Play	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Know number names and the count sequence.  K.CC1. K.CC2. K.CC3.

				Activity 1, 8- Birthday Graphs Activity 1, 9- Sound and Motion Patterns Activity 1, 10- Patterns with Color		
			Including but not limited to: -Process skill to be addressed with relevant content.			Know number names and the count sequence. K.CC1. K.CC2. K.CC3.
			Including but not limited to -count by ones to 50			Know number names and the count sequence. K.CC1. K.CC2. K.CC3.
			Including but not limited to -represent quantities to 5 -verbalize the counting sequence -connect objects to numerals given in verbal and written form -connect numerals and number words given in verbal and written form to the quantities they represent			Know number names and the count sequence. K.CC1. K.CC2. K.CC3.  Count to tell the number of objects. K.CC4 K.CC4.a
			Including but not limited to: -use numbers to describe objects in a			Know number names and the count sequence. K.CC1. K.CC2.

			set to 10			K.CC3.  Count to tell the number of objects. K.CC4.c
			Including but not limited to: -compare two sets of objects, each 10 or less, in which both sets have the same number of objects -compare two sets of objects each 10 or less in which one has more or less objects -Compare two sets of objects each 10 or less in which one set has two less or more than the other	Activity 1, 11-Coin Comparisons Activity 1, 12-Give the Next Number Game Activity 1, 13-Body Height Comparisons Activity 1, 14-Fingers Count Fun		Know number names and the count sequence. K.CC1. K.CC2. K.CC3.  Compare numbers. K.CC6. K.CC7.
			Including but not limited to -Draw and verbally describe attributes of specified shapes (sides and corners)			Know number names and the count sequence. K.CC1. K.CC2. K.CC3.  Count to tell the number of objects. K.CC5.

#### BUNDLE # 2

Objects can be compared by their attributes.  An objects location can be identified by its position in relation to other objects.	How are groups alike?  How are groups different?  How do you know where this unit belongs?  How do you know an object's	Sorting, Attributes, and Positions of Objects	Including but not limited to: -sort or classify two-dimensional geometric figures into groups based on student/teacher defined categories	Activity 2,1-Shape Collages Activity 2,2-Shapes By Feel Activity 2,3-Which Way Do I Go?	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  K.G1. K.G2. K.G3.
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	<p>position? What words can you use to describe an object's position? How do you use sequencing to determine what you do on a daily basis?</p>		<p>-describe how two-dimensional geometric figures are alike or different using appropriate vocabulary based on size, shape, color, texture, or use</p>	<p>Activity 2,4- Spin A Number Game</p>	<p>progress -Class Quiz</p>	
			<p>Including but not limited to            -select all shapes or objects of one attribute from a group (sorting)            -describe common objects by shape, size, color, texture or use</p>			<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).            K.G1.            K.G2.            K.G3.</p>
			<p>Including but not limited to:            -sort or classify shapes and objects into groups based on student/teacher defined categories            -describe how objects are alike or different using appropriate vocabulary based on size, shape, color, texture, or use            -identify and define shapes based on characteristics</p>			<p>Classify objects and count the number of objects in each category.            K.MD3.</p>
			<p>Including but not limited to:            • use association</p>			<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones,</p>

			words to describe relative position of events, object, and numbers			cylinders, and spheres). K.G1.
			Including but not limited to • identify and describe where an object is located			Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G1.
			Including but not limited to -associate number with ordinal position 1 – 10 (1 = first, 2 = second) -identify ordinal positions -sequence the steps needed to perform a common task using ordinal vocabulary			Count to tell the number of objects. K.CC4.c. K.CC4.d.
			Including but not limited to -Name and demonstrate the relative position of objects			Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G1.
<b>BUNDLE # 3</b>						
Counting and connecting number words, numerals, and quantities. Developing strategies for accurately counting a set of objects by ones.	What do we count and why? How did I count? Does order matter when you count? How did you measure? How did you compare?	Counting and Comparing	Including but not limited to: -order up to three events according to duration -order everyday events according to occurrence	Activity 2,9- Number Board Activity 2,10- Tricky Teens Activity 2,11- Listen and Do Activity 2,12- Teen Partners	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress	Count to tell the number of objects. K.CC4 K.CC4.a. K.CC4.b. K.CC4.c. K.CC4.d.  Compare numbers.

<p>Developing the idea of equivalence. Understanding length. Developing an understanding of the magnitude and positions of numbers. Using manipulatives, drawings, tools, and notations to show strategies.</p>				<p>-Class Quiz</p>	<p>K.CC6. K.CC7.</p>
		<p>Including but not limited to -compare two sets of objects, each 10 or less, in which both sets have the same number of objects -compare two sets of objects each 10 or less in which one has more or less objects -Compare two sets of objects each 10 or less in which one set has two less or more than the other</p>	<p>Activity 3,1- Number Books Activity 3,2- Macaroni Necklaces Activity 3,3- Roll and Record Activity 3,4- The Pan Balance</p>		<p>Know number names and the count sequence. K.CC1. K.CC2. K.CC3.</p> <p>Compare numbers. K.CC6. K.CC7.</p>
		<p>Including but not limited to -represent quantities to 10 -verbalize the counting sequence -connect objects to numerals given in</p>	<p>Activity 3,5- Domino Concentration Game Activity 3,6- Monster Squeeze Game Activity 3,7-</p>		<p>Count to tell the number of objects. K.CC4 K.CC4.a. K.CC4.b. K.CC4.c. K.CC4.d.</p>

			<p>verbal and written form -connect numerals and number words given in verbal and written form to the quantities they represent</p>	Measurement with Objects Activity 3,8-Pocket Problems		
			<p>Including but not limited to: -use numbers to describe objects in a set to 10</p>	Activity 3,9-Number Card Games Activity 3,10-Probability Stories Activity 3,11-Probability Tray Activity 3,12-Pan Balance 2: Leveling		Count to tell the number of objects. K.CC4. K.CC5.
			<p>Including but not limited to: -arrange objects in a floor or table graph according to attributes</p>	Activity 3,1-Number Books Activity 3,2-Macaroni Necklaces Activity 3,3-Roll and Record Activity 3,4-The Pan Balance		Count to tell the number of objects. K.CC4. K.CC5.  Describe and compare measurable attributes. K.MD1. K.MD2.
			<p>Including but not limited to: -gather, sort, and interpret data in response to questions posed by the teacher and students</p>			Classify objects and count the number of objects in each category. K.MD3.
			Including but not			Classify objects and count the

			limited to: -describe real-world situations			number of objects in each category. K.MD3.
<b>BUNDLE # 4</b>						
Patterns can be found in the world around us.	How do you identify a pattern? How can you predict what comes next in pattern? How do you create a pattern?	Identifying and Extending Patterns and Problem Solving	Including but not limited to: count by ones to 100.	Activity 3,5-Domino Concentration Game Activity 3,6-Monster Squeeze Game Activity 3,7-Measurement with Objects Activity 3,8-Pocket Problems	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Know number names and the count sequence. K.CC1. K.CC2. K.CC3.
			Including but not limited to -identify how objects are alike and different -order three sounds, physical movements, concrete objects according to given attributes -creates patterns using sounds, movement, and concrete objects	Activity 3,9-Number Card Games Activity 3,10-Probability Stories Activity 3,11-Probability Tray Activity 3,12-Pan Balance 2: Leveling		Count to tell the number of objects. K.CC4. K.CC4.a K.CC4.b K.CC4.d Compare numbers. K.CC6.  Describe and compare measurable attributes. K.MD2.
			Including but not limited to: Process skill to be addressed with relevant content.	Activity 3,13-Train Games Activity 3,14-Favorite Colors Graph Activity 3,15-Count by 10's Activity 3,16-		Know number names and the count sequence. K.CC1. K.CC2. K.CC3.  Compare numbers.

				Teen Frame Game		K.CC6. K.CC7.
<b>BUNDLE # 5</b>						
Patterns can be found in different forms.	How do patterns help me predict? What words can you use to describe your pattern? What is a real-world example of a pattern?	Predicting and Describing Patterns	Including but not limited to: -describe what is missing in a pattern or sequence	Activity 4,1- Number Line Mathematics Activity 4,2- Top-It-Card Games Activity 4,3- The Pattern-Block Template	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Count to tell the number of objects. K.CC4. K.CC4.a K.CC4.b K.CC4.c K.CC5.  Compare numbers. K.CC6. K.CC7.
			Including but not limited to -Process skill to be addressed with relevant content -Describe patterns using words, numbers, and technology	Activity 4, 5- Follow My Pattern Activity 4, 6- Interrupted Counts Activity 4,7- Meet the Calendar Activity 4,8- Roll and Record with Two Dice Activity 4, 9- Body and Rope Shapes Activity 4, 10- Shape Comparisons Activity 4, 12- Slate Activities		Count to tell the number of objects. K.CC4. K.CC4.a K.CC4.b K.CC4.c K.CC5.  Compare numbers. K.CC6. K.CC7.
			Including but not limited to -Process skill to be addressed with	Activity 5,1- Order of Daily Events Activity 5, 2-		Count to tell the number of objects. K.CC4. K.CC4.a K.CC4.b

			relevant content	Patterns with Craft Sticks Activity 5, 3- Find the Block Game Activity 5,4- Guess My Number Game		K.CC4.c K.CC5.  Compare numbers. K.CC6. K.CC7.
			Including but not limited to -Identify and describe where an object is located in a pattern			Compare numbers. K.CC6. K.CC7.
			Including but not limited to -Name and demonstrate the relative position of objects in a pattern.			Compare numbers. K.CC6. K.CC7.
			Including but not limited to: -compare two sets of objects, each 20 or less, in which both sets have the same number of objects -compare two sets of objects each 20 or less in which one has more or less objects			Classify objects and count the number of objects in each category. K.MD3.
			Including but not limited to: -verbalize the counting sequence -connect objects to numerals given in verbal and written			Classify objects and count the number of objects in each category. K.MD3.

			<p>form</p> <ul style="list-style-type: none"> <li>-connect numerals and number words given in verbal and written form to the quantities they represent</li> </ul>			
			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-counting a set of objects to compare to another set of objects.</li> </ul>			<p>Classify objects and count the number of objects in each category. K.MD3.</p>
<b>BUNDLE # 6</b>						
Objects can be compared and ordered by length. Objects can be compared and ordered by area.	<p>What words do you use to describe the length of objects?</p> <p>What words do you use to compare the length of objects?</p> <p>How can you tell if an object is longer or shorter than another?</p> <p>What words do you use to describe the area of objects?</p> <p>What words do you use to compare the area of objects?</p> <p>How can you tell if an object covers more or less area?</p>	Comparing Attributes of Length and Area	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-estimate length before comparing objects</li> <li>-identify objects that are longer, shorter, or equal in length</li> <li>-use a benchmark length to decide if one object is longer than another</li> <li>-use mathematical language to describe lengths such as "longer than" or "shorter than"</li> </ul>	<p>Activity 5,6- Measurement with Children's Feet</p> <p>Activity 5,7- How Big Is a Foot?</p> <p>Activity 5,8- Count by 5's</p>	<ul style="list-style-type: none"> <li>-Everyday Math Assessment (unit/chapter test)</li> <li>-Observation of students' use and understanding of mathematical terms</li> <li>-Use recording sheets to show progress</li> <li>-Class Quiz</li> </ul>	<p>Describe and compare measurable attributes. K.MD1.</p>
			<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-use visual estimation to determine which 2-dimensional object covers</li> </ul>	<p>Activity 5,9- Introduction of Tally Marks</p> <p>Activity 5, 10- The Raft Game</p> <p>Activity 5,11-</p>		<p>Describe and compare measurable attributes. K.MD1. K.MD2.</p>

			more or less area -identify tools used to measure area (color tiles) -use a benchmark area to decide if one object covers more than another	Standard and Nonstandard Feet Activity 5,12- Tools for Measuring Length		
			Including but not limited to -Process skill to be addressed with relevant content.			Describe and compare measurable attributes. K.MD1. K.MD2.
<b>BUNDLE # 7</b>						
Groups can be identified by quantities. Graphs can help you solve problems. Events can be compared according to their duration.	How do I use counting in my everyday life? What are different ways to determine a quantity in a group? How can you record your quantity? How does making a graph or table help you solve problems? How does understanding a graph help you make a plan to solve a problem? What information does this graph tell me? What descriptive language can you use to compare duration of time?	Naming Quantities, Interpreting Graphs, and Duration of Events/Time	Including but not limited to: -represent data gathered through graphs/surveys, numbers, or words -focus on attributes of time, length, and temperature -introduce penny and nickel	Activity 5,13- Pet Bar Graph Activity 5, 14- Attribute Spinner Game Activity 5,15- Introduction to the Number Grid Activity 5,16- Number-Grid Search Game  Activity 6,1- Introduction of the Penny Activity 6, 2- Introduction of the Nickel Activity 6,3- Solid Shape Museum Activity 6,4- Counts to Measure Time Activity 6,5-	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Describe and compare measurable attributes. K.MD1.

	Why is it important to know how long an event takes? Which events in your daily schedule take the most/least time?			Surveys and Graphs Activity 6, 6-I Spy With Shapes Activity 6,7- Introduction of the Dime Activity 6,8- Coin Exchanges		
			Including but not limited to: -compare two sets of objects, each 20 or less, in which both sets have the same number of objects -compare two sets of objects each 20 or less in which one has more or less objects -Compare two sets of objects each 20 or less in which one set has two less or more than the other			Classify objects and count the number of objects in each category. K.MD3.
			Including but not limited to: -verbalize the counting sequence -connect objects to numerals given in verbal and written form -connect numerals and number words given in verbal and written form to the	Activity 6,9- Comparison Number Stories		Classify objects and count the number of objects in each category. K.MD3.

			quantities they represent			
			Including but not limited to: -use numbers to describe objects in a set to 20			Classify objects and count the number of objects in each category. K.MD3.
			Including but not limited to: -arrange objects in a floor or table graph according to attributes -label graphs appropriately -construct both horizontal and vertical graphs			Classify objects and count the number of objects in each category. K.MD3.
			Including but not limited to: -gather, sort and interpret data in response to questions posed by the teacher and students			Classify objects and count the number of objects in each category. K.MD3.

**BUNDLE # 8**

Objects can be compared and ordered by weight and capacity. Objects can be compared and ordered by temperature.	How can you tell if a container holds the same, more, or less than another? How can you compare the weights of different objects? What tools do you use to weigh objects? What information does a thermometer	Comparing Weight/ Mass, Capacity, and Temperature	Including but not limited to: -continue measurement activities with standard and non-standard tools -estimate length before comparing objects -identify objects that are longer, shorter, or equal in length	Activity 6,15- Symbolic Representations of Patterns	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Measurement and Data K.MD Describe and compare measurable attributes. K.MD1. K.MD2.
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	<p>give you? What descriptive language can you use to determine whether something is hot or cold? How can you use your senses to determine if an object is hot or cold? How is temperature related to different objects and situations?</p>		<ul style="list-style-type: none"> <li>-use a benchmark length to decide if one object is longer than another</li> <li>-use mathematical language to describe lengths such as "longer than" or "shorter than"</li> </ul>			
			<ul style="list-style-type: none"> <li>Including but not limited to:</li> <li>-estimate weight/mass before measuring</li> <li>-use uniform objects in the environment to measure weight/mass</li> <li>-use objects to measure weight/mass (teddy bear counters, cubes)</li> <li>-use a benchmark weight/mass to decide if another object is heavier, lighter, or equal weight/mass</li> </ul>	Activity 7,1- Money Cube Game Activity 7,2- Class Collection Activity 7,3- Class Number Story Book Activity 7,4- Marshmallows and Toothpick Shapes		Measurement and Data K.MD Describe and compare measurable attributes. K.MD1. K.MD2.
			<ul style="list-style-type: none"> <li>Including but not limited to</li> <li>-identify hot and cold in everyday experiences and</li> </ul>			Measurement and Data K.MD Describe and compare measurable attributes. K.MD1. K.MD2.

			pictures -identify the tool to measure temperature			
			Including but not limited to -Process skill to be addressed with relevant content.			Measurement and Data K.MD Describe and compare measurable attributes. K.MD1. K.MD2.

**BUNDLE # 9**

Objects can be sorted and described according to their attributes. Objects can be divided into parts.	How do attributes help me identify a shape? What attributes can you use to sort shapes? What two and three dimensional objects can be found in the real world? What is the relationship between Two and Three Dimensional Shapes? How do you know if parts are equal? How do parts compare to a whole? How can you divide an object into parts?	Sorting and Describing Two and Three-Dimensional Shapes, Dividing Groups into Sets	Including but not limited to: -sort or classify two & three-dimensional geometric figures into groups based on student/teacher defined categories -describe how two & three-dimensional geometric figures are alike or different using appropriate vocabulary based on size, shape, color, texture, or use		-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  K.G1. K.G2. K.G3.  Analyze, compare, create, and compose shapes.  K.G4. K.G5. K.G6.
			Including but not limited to: -identify and describe two-dimensional figures and three-dimensional objects			Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  K.G1. K.G2. K.G3.

		<p>from the environment using the child's own vocabulary</p> <ul style="list-style-type: none"> <li>-explain why groups are alike and different</li> <li>-justify how groups were formed</li> </ul>			<p>Analyze, compare, create, and compose shapes.</p> <p>K.G4.</p> <p>K.G5.</p> <p>K.G6.</p>
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-identify and describe three-dimensional figures from the environment using the child's own vocabulary</li> </ul>			<p>Analyze, compare, create, and compose shapes.</p> <p>K.G4.</p> <p>K.G5.</p> <p>K.G6.</p>
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe shapes using words, numbers, objects, pictures, and technology</li> <li>-Process skill to be addressed with relevant content</li> </ul>			<p>Analyze, compare, create, and compose shapes.</p> <p>K.G4.</p> <p>K.G5.</p> <p>K.G6.</p>
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Process skill to be addressed with relevant content</li> </ul>			<p>Analyze, compare, create, and compose shapes.</p> <p>K.G4.</p> <p>K.G5.</p> <p>K.G6.</p>
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-verbalizes an understanding of equal as being the same size or number</li> <li>-use models to</li> </ul>			<p>Analyze, compare, create, and compose shapes.</p> <p>K.G4.</p> <p>K.G5.</p> <p>K.G6.</p>

			separate a set of objects into two equal parts -demonstrate ways to divide an object in half -recognizes items as being whole or parts of a whole			
<b>BUNDLE # 10</b>						
Objects have equal parts. Quantities are determined by joining or separating.	<p>Why is a given part of a whole a half or not a half?</p> <p>What does equal mean?</p> <p>How can you tell if two objects/sets are equal?</p> <p>How do you know whether you are joining or separating?</p> <p>What symbols do you use to show an addition or subtraction number sentence?</p> <p>What is the relationship between addition and subtraction (joining and separating)?</p>	Explaining Parts, Addition, and Subtraction	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Explain what the word equal means and justify if an object has or has not been divided equally</li> <li>-Explore equivalent names for numbers</li> </ul>	Activity 7,5- Introduction of the Quarter  Activity 7,6- Dice Addition Games  Activity 7,7- Late-in-the-Year Counting Activity  Activity 7,8- 10s and 1s with Craft Sticks  Activity 7,9- Name Collections with Craft Sticks  Activity 7,10- Number Scrolls  Activity 7,11- Decade Count  Activity 7,12- Plus or Minus Game	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA1. K.OA2. K.OA3. K.OA4. K.OA5.
	Why do you need to add or subtract numbers? What		Including but not limited to: -use equation			Understand addition as putting together and adding to, and understand subtraction as taking

	strategies can you use to add and subtract correctly?		(number sentence) to represent addition up to 8 -represent and use whole numbers in flexible ways by joining numbers -model using manipulatives real life situations analyzing operation needed to solve the problem -analyze and explain that addition of whole numbers yields an equal or greater whole number			apart and taking from. K.OA1. K.OA2. K.OA3. K.OA4. K.OA5.	Work with numbers 11–19 to gain foundations for place value. K.NBT1.
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**BUNDLE # 11**

Number sentences can be used to explain our thinking.	Why do you need to add or subtract numbers? How can you show a take-away story as a subtraction sentence? What do you want to find out? How can you show a joining story as an addition sentence?	Addition, Subtraction, and Explaining Our Thinking	Including but not limited to: -represent and use whole numbers in flexible ways by separating numbers -model using manipulatives in real life situations and analyzing the operation needed to solve the problem -analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number -use equation (number sentence)	Activity 8,1-Ones, Tens, Hundreds Game Activity 8,2-How Long Is an Hour? Activity 8,3-The Hour-Hand Clock Activity 8,4-High Roller Game Activity 8,5-Introduction to Function Machines Activity 8,6-Number Gymnastics	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA1. K.OA2. K.OA3. K.OA4. K.OA5.	Work with numbers 11–19 to gain foundations for place value. K.NBT1.
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			to represent subtraction up to 8	Game Activity 8,7- Introduction of the \$1 Bill Activity 8,8- One-Dollar Game Activity 8,9- Name Collection Posters Activity 8,10- "What's My Rule?" with Numbers Activity 8,11- Hour Hand, Minute Hand Story Activity 8,12- Time Match Game		
			Including but not limited to: -Introduce the use of the hour hand and estimate time -Introduce the concept of hours and minutes -Introduce function machines and function rules -Explore place-value concepts -Introduce \$1 and \$10 bills		Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA1. K.OA2. K.OA3. K.OA4. K.OA5.  Work with numbers 11–19 to gain foundations for place value. K.NBT1.	
<b>BUNDLE # 12</b>						
Mathematics can be found in	What steps can you take to solve a	Problem Solving	Including but not limited to:	-Revisit activities as	-Everyday Math Assessment	Understand addition as putting together and adding to, and

<p>everyday situations.</p>	<p>problem? What strategies help you solve a problem? What tools can you use to solve a problem? What are some real world situations where math is used?</p>	<ul style="list-style-type: none"> <li>-Process skill to be addressed with relevant content.</li> <li>-Introduce “missing number” problems.</li> <li>-Reinforce and extend counting, estimation, and other numeration skills.</li> </ul>	<p>needed</p> <ul style="list-style-type: none"> <li>Activity 8,13-Missing Number Problems</li> <li>Activity 8,14-Number Stories with Calculators</li> <li>Activity 8,15-Pan Balance with Uniform Weights</li> <li>Activity 8,16-Continue activities with \$1 and \$10 bills</li> <li>-Continue activities with 2 and 3 D shapes</li> <li>-Continue graphing and measurement activities</li> </ul>	<p>(unit/chapter test)</p> <ul style="list-style-type: none"> <li>-Observation of students’ use and understanding of mathematical terms</li> <li>-Use recording sheets to show progress</li> <li>-Class Quiz</li> </ul>	<p>understand subtraction as taking apart and taking from. K.OA1. K.OA2. K.OA3. K.OA4. K.OA5.</p> <p>Work with numbers 11–19 to gain foundations for place value. K.NBT1.</p>
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**Subject Area: New York Mathematics**  
**Course: Mathematics - Kindergarten**

**Adopted Textbook: Everyday Math**

**\*NOTE:** Each bundle represents approximately 3-weeks of instruction.

<b>First Grade - New York Mathematics Curriculum Timeline (Year at a Glance)</b>			
<b>Bundle 1</b>		<b>Bundle 2</b>	
Big Idea/Enduring Understanding	Numbers represent values. Numbers can be compared. Numbers can help us solve problems. Numbers help us understand our world. Data can be organized.	Big Idea/Enduring Understanding	Addition helps us explain sums shared among numbers, sets and patterns. Symbols help us communicate mathematical situations. Addition strategies can help us solve problems. Numbers help us solve real world Problems.
Essential Question/s	Why is it important to count objects? How can we recognize and communicate comparisons of numbers and sets? How can we use numbers every day? Why do we collect data? How does the representation help someone understand data? How do we compare quantities?	Essential Question/s	What happens to the quantity when you add or subtract? What patterns can we find in addition and subtraction? How can the same quantity be represented in different ways? Why is it important to investigate and learn problem solving approaches?
Topic/Content	Count and Compare Data	Topic/Content	Addition and Subtraction
<b>Bundle 3</b>		<b>Bundle 4</b>	
Big Idea/Enduring Understanding	Patterns can be found all around. Quantities can be represented in different ways. Numbers help us solve problems.	Big Idea/Enduring Understanding	Subtraction helps us explain differences among numbers, sets and patterns Subtraction strategies can help us solve problems
Essential Question/s	Where can we find patterns? How do different kinds of patterns repeat? How can understanding patterns be a strategy for solving problems? How can we represent quantities when speaking? How can we represent quantities on paper or on the computer? How can we represent quantities with objects?	Essential Question/s	How can patterns help us create and use strategies for solving addition and subtraction problems? Why is the order of a number sentence important? How are addition and subtraction related? How can we separate groups of numbers, objects or shapes?
Topic/Content	Patterns and Number Sense	Topic/Content	Number Relationships in Addition and Subtraction

Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Numbers help us solve problems	Big Idea/Enduring Understanding	Understanding place value and properties of operations can help mathematical decision-making.
Essential Question/s	How can mathematical situations and problems be represented?	Essential Question/s	How do tens and ones affect number order? How does the position of a digit in a number affect its value? How are place value patterns repeated in numbers?
Topic/Content	Number Relationships in Addition and Subtraction	Topic/Content	Introduction to Place Value
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Fact families can help us identify relationships among numbers.	Big Idea/Enduring Understanding	Fact families can help us identify relationships among numbers.
Essential Question/s	How can I determine what strategies will solve a mathematical problem? What is the relationship between addition and subtraction? Why is it important to be fluent in solving problems?	Essential Question/s	How can I determine what strategies will solve a mathematical problem? What is the relationship between addition and subtraction? Why is it important to be fluent in solving problems?
Topic/Content	Basic Fact Strategies	Topic/Content	Basic Fact Strategies
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Attributes demonstrate similarities and differences. Attributes can be described and compared. 2 and 3 dimensional shapes can be represented by models and constructs.	Big Idea/Enduring Understanding	Money represents units of measurement. Money has value, can be compared & represented in multiple ways. Sums and differences of quantities can be estimated with monetary values. Time is a form of measurement. Time can be represented in various forms.
Essential Question/s	How can shapes and numbers be classified, compared and represented? How can patterns be created, reproduced or extended? What is symmetry? How can fractions convey a portion or size?	Essential Question/s	How can we compare objects and events (length and time)? How do you measure objects and events (length and time)? How does the tool relate to what is being measured (length and time)?
Topic/Content	Geometry and Fractions	Topic/Content	Money and Time
Bundle 11		Bundle 12	

Big Idea/Enduring Understanding	Measurement helps us describe our world. Place value can help us in everyday situations.	Big Idea/Enduring Understanding	Numbers can be compared and ordered Inverse relationships exist between addition and subtraction Statements. Mathematical situations can be represented by operations
Essential Question/s	How can we measure objects? How can we compare the measurements of objects? How can we represent the measurements of objects? What terms communicate measurement?	Essential Question/s	How can we represent similar numerical operations? Why should a mathematical operation be chosen to represent a solution to a problem? How can subtraction be extended into multiplication?
Topic/Content	Measurement – Capacity, Weight/ Mass, and Temperature Application of Place Value	Topic/Content	Two Digit Addition and Subtraction

Grade One - New York Mathematics Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State P-12 Common Core Learning Standards for Mathematics
<b>BUNDLE # 1</b>						
Numbers represent values.  Numbers can be compared .  Numbers can help us solve problems.  Numbers help us understand our world.  Data can be organized.	Why is it important to count objects?  How can we recognize and communicate comparisons of numbers and sets?  How can we use numbers every day?  Why do we collect data? How does the representation help someone understand data? How do we	Count and Compare Data	Including but not limited to: -Count and compare quantities in graphs related to everyday situations -Explore various manipulatives. Use according to teacher's expectations. -Use manipulatives and technology to represent data from graphs in order to count and compare quantities. -Use objects, words, pictures, and numbers to represent observations about quantities on graphs. - Use objects, words, pictures, and numbers to explain how quantities from graphs were compared. -Work as a class to create different ways to collect and sort	Introduction to First Grade Everyday Mathematics  Unit 1: Establishing Routines  Activity 1,1- Daily Routines Activity 1,2- Investigating the Number Line Activity 1,3- Tools for Doing Mathematics Activity 1,4- Number-Writing	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	1.NBT2.c. 1.NBT1.     1.NBT2.c. 1.NBT1. 1.OA5. 1.MD4.

	compare quantities?		data.	Practice Activity 1,5- One More, One Less Activity 1,6- Compare Numbers Activity 1,7- Record Tally Counts		
			Including but not limited to: -Work as a class to create different ways to collect and sort data -Investigate equally likely outcomes -Work as a class to label graphs appropriately including title, category labels, key (on picture graphs) -Work as a class to construct both horizontal and vertical bar-type	Activity 1,2- Investigate the Number Line Activity 1,3- Outcomes Activity 1,4- Number-Writing Practice Activity 1,5- One More, One Less Activity 1,6- Compare Numbers Activity 1,7- Record Tally Counts		1.NBT1 1.G2. 1.MD4.
			Including but not limited to -Connect concrete to pictorial by graphing classroom data. -Compare/order quantities in graphs from greatest to least and least to greatest.			
<b>BUNDLE # 2</b>						
Addition helps us explain sums shared among numbers, sets and patterns.	What happens to the quantity when you add or subtract? What patterns can	Addition and Subtraction	Including but not limited to: -Solve addition and subtraction problems about everyday experiences with teacher modeling and guidance.	Unit 2: Everyday Uses of Numbers Activity 1,11-	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and	Represent and solve problems involving addition and subtraction. 1.OA1. 1.OA2.

<p>Symbols help us communicate mathematical situations.</p> <p>Addition strategies can help us solve problems</p> <p>Numbers help us solve real world Problems.</p>	<p>you find in addition and subtraction? How can the same quantity be represented in different ways? Why is it important to investigate and learn problem solving approaches?</p>	<p>-Use a variety of manipulatives to model and create addition and subtraction problems.</p> <ul style="list-style-type: none"> <li>- Use objects, words, pictures, and numbers to explain how addition and subtraction problems were solved.</li> </ul>	<p>Explorations:</p> <p>Exploring Math Materials</p> <p>Activity 1,12- Weather and Temperature Routines</p> <p>Activity 1,13- Number Stories</p> <p>Activity 1,5- One More, One Less</p> <p>Activity 1,6- Compare Numbers</p> <p>Activity 1,7- Record Tally Counts</p> <p>Activity 2,1- Number Grids</p> <p>Activity 2,2- Numbers All Around</p>	<p>understanding of mathematical terms</p> <ul style="list-style-type: none"> <li>-Use recording sheets to show progress</li> <li>-Class Quiz</li> </ul>	<p>1.OA1. Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA3.</p> <p>1.OA4.</p> <p>Add and subtract within 20.</p> <p>1.OA5.</p> <p>1.OA6.</p> <p>Work with addition and subtraction equations.</p> <p>1.OA7.</p> <p>1.OA8.</p> <p>1.NBT1</p> <p>1.G2.</p> <p>1.MD4.</p>
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Develop problem solving strategies for solving addition and subtraction problems.</li> </ul>			
		<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Model and explain addition or subtraction problems using concrete materials and pictures in contextual situations.</li> <li>-Analyze and explain that subtraction of whole numbers equals an answer smaller than or equal to the original number</li> <li>-Analyze and explain that addition of whole numbers equals an answer equal to or greater than the original number</li> </ul>	<p>Unit 2:</p> <p>Everyday Uses of Numbers</p> <p>Activity 2,5- Analog Clocks</p> <p>Activity 2,7- Explorations: Exploring Lengths, Straightedges</p> <p>Activity 2,8- Pennies</p>		<p>1.NBT2.c.</p> <p>1.NBT1.</p> <p>1.OA5.</p> <p>1.OA1.</p>

			<ul style="list-style-type: none"> <li>-Model real addition and subtraction situations when parts are unknown</li> <li>-Use equation (number sentence) to represent addition or subtraction situations</li> </ul>	Activity 2,9- Nickels Activity 2,10- Counting Pennies and Nickels Activity 2,11- Number Models Activity 2,12- Subtraction Number Models Activity 2,13- Number Stories		1.NBT2.c. 1.NBT1. 1.OA5. 1.OA1. 1.OA8. 1.MD4.
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### BUNDLE # 3

<p>Patterns can be found all around.</p> <p>Quantities can be represented in different ways.</p> <p>Numbers help us solve problems.</p>	<p>Where can we find patterns?</p> <p>How do different kinds of patterns repeat?</p> <p>How can understanding patterns be a strategy for solving problems?</p> <p>How can we represent quantities when speaking?</p> <p>How can we represent quantities on paper or on the computer?</p> <p>How can we represent quantities with objects?</p>	<p>Patterns and Number Sense</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Use a variety of manipulatives when solving problems with patterns.</li> </ul>	<p>Unit 3: Visual Patterns, Number Patterns, and Counting</p> <p>Activity 3,1- Visual Patterns</p> <p>Activity 3,2- Evan &amp; Odd Number Patterns</p> <p>Activity 3,3- Number-Grid Patterns</p> <p>Activity 3,4- Exploring Number Patterns, Shapes, and Visual Patterns</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students' use and understanding of mathematical terms</p> <p>-Use recording sheets to show progress</p> <p>-Class Quiz</p>	<p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA1.</p> <p>1.OA2</p> <p>1.NBT2.c.  1.NBT1.  1.OA5..</p>
			<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Recognize and generate equivalent forms for the same number using concrete and pictorial models.</li> </ul>			<p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA1.</p> <p>1.OA2.</p>

			<ul style="list-style-type: none"> <li>-Connect concrete to pictorial by making pictorial representations to illustrate concrete examples</li> <li>-Connect pictorial to concrete by making concrete examples to model pictorial representations</li> <li>-Compare/order up to three sets of concrete or pictorial objects from least to greatest and greatest to least in different formats (i.e. vertically, horizontally).</li> <li>-Compare/order using correct mathematical vocabulary and symbols <math>&gt;</math> <math>=</math> <math>&lt;</math>.</li> </ul>			
			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Write a numeral to describe a set of concrete or pictorial objects.</li> <li>-Create a concrete or pictorial set to illustrate a numeral.</li> </ul>			<p>Represent and solve problems involving addition and subtraction. 1.OA1. 1.OA2.</p> <p>Extend the counting sequence. 1.NBT1.</p>
			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate the difference between an additive (growing pattern) and repeating pattern using concrete objects.</li> <li>-Create and extend additive and repeating patterns (Concrete and pictorial).</li> <li>– Additive: ab, aab, aaab, aaaab or 2, 4, 6, 8, 10, 12 (The repetitive part is the way it changes.)</li> <li>– Repeating: abababab or 12121212 or repeated shapes</li> </ul>			<p>Represent and solve problems involving addition and subtraction. 1.OA1. 1.OA2.</p>

			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe characteristics of concrete, pictorial, and numerical patterns</li> <li>-Create and extend patterns</li> <li>-Model skip counting using concrete objects, 100's chart, coins, T-chart, etc.</li> </ul>			<p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA1. 1.OA2.</p> <p>Extend the counting sequence.</p> <p>1.NBT1.</p>
			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Illustrate and explain the difference between odd and even.</li> <li>-Identify patterns in the environment of even and odd</li> <li>-Identify even and odd on a 100's chart.</li> </ul>			<p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA1. 1.OA2.</p> <p>Extend the counting sequence.</p> <p>1.NBT1.</p>
<b>BUNDLE # 4</b>						
Subtraction helps us explain differences among numbers, sets and patterns  Subtraction strategies can help us solve problems  Numbers help us solve problems	<p>How can patterns help us create and use strategies for solving addition and subtraction problems?</p> <p>Why is the order of a number sentence important?</p> <p>How are addition and subtraction related?</p> <p>How can we separate groups of numbers, objects or shapes?</p>	Number Relationships in Addition and Subtraction	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Solve simple number stories</li> <li>-Find simple sums and missing addends</li> </ul>	<p>Unit 4: Measurement and Basic Facts</p> <p>Activity 3,5- Counting on the Number Lines</p> <p>Activity 3,6- Adding and Subtracting on the Number Line</p> <p>Activity 3,7- Telling Time to the Half-Hour</p> <p>Activity 3,8- Introduction to the Frames-and-Arrows Problems</p>		<p>1.NBT1. 1.OA5. 1.OA1. 1.OA8.</p>
			<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Calculate the value of coin</li> </ul>	Activity 3,9- More Frames-		

			combination	and-Arrows Problems Activity 3,10- Counting with a Calculator Activity 3,11- Dimes Activity 3,12- Counting Dimes, Nickels, and Pennies		1.NBT1. 1.OA5. 1.OA1. 1.OA8. 1.G3.
				Activity 3,13- Data Day Activity 3,14- Domino Addition Activity 3,15- Progress Check Activity 4,1- Math Message and Reading a Thermometer		1.OA1. 1.MD4.
<b>BUNDLE # 5</b>						
Numbers help us solve problems.	How can mathematical situations and problems be represented?	Number Relationships in Addition and Subtraction	Including but not limited to: - Connect the model, number word, and number using a variety of representations. -Compare using appropriate language, with respect to the attribute selected.	Unit 4: Measurement and Basic Facts  Activity 4,2- Nonstandard Linear Measures Activity 4,3- Personal “Foot” and Standard Foot Activity 4,4- The Inch Activity 4,5- The 6-Inch Rule		1.NBT2.c. 1.NBT1. 1.OA5. 1.MD1.
			- Use standard units for	Activity 4,6-		

			measuring length	Measuring with a Tape Measure Activity 4,7- Exploring Data, Shapes, and Base-10 Blocks		
			Including but not limited to: -Tell time to nearest half hour	Activity 4,8- Telling Time on the Quarter Hour Activity 4,9- Timelines Activity 4,10- Number Scrolls Activity 4,11- Introducing Fact Power		

**BUNDLE # 6**

Understanding place value and properties of operations can help mathematical decision-making.	<p>How do tens and ones affect number order?</p> <p>How does the position of a digit in a number affect its value?</p> <p>How are place value patterns repeated in numbers?</p>	Introduction to Place Value	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Students identify the place value of numbers in the world around them.</li> <li>- Use a variety of manipulatives when solving place value problems, including base ten blocks.</li> <li>- Use place value concepts to represent whole numbers with expanded notation and concrete models.</li> <li>-Introduce relation symbols &lt; and &gt;.</li> <li>-Add 2-digit numbers.</li> <li>-Make up and solve number stories.</li> <li>-Use dice to add sums.</li> <li>-Introduce the “What’s My Rule?” routine.</li> <li>-Find the rules for give output and input.</li> </ul>	<p>Unit 5: Place Value, Number Stories &amp; Basic Facts</p> <p>Activity 4,12- Good Fact Habits</p> <p>Activity 5,1- Place Value: Tens and Ones</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students' use and understanding of mathematical terms</p> <p>-Use recording sheets to show progress</p> <p>-Class Quiz</p>	<p>Understand place value.</p> <p>1.NBT2. 1.NBT2.a. 1.NBT2.b. 1.NBT2.c. 1.NBT3.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>1.NBT4. 1.NBT5. 1.NBT6.</p> <p>1.NBT2.b. 1.NBT1. 1.OA5. 1.MD1. 1.OA1 1.OA3 1.OA4</p>
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						1.OA5 1.OA8
				Activity 5,3- Relations: Greater Than, Less Than, and Equal To  Activity 5,4- Exploring Area, Weight, and Counting  Activity 5,6- Relations: More Than and Less Than Number Stories Activity 5,7- Comparison Number Stories Activity 5,8- Solving Number Stories Activity 5,9- Dice Sums Activity 5,10- Turn-Around Facts		1.NBT2.b. 1.NBT1. 1.OA5. 1.MD1. 1.OA1 1.OA3 1.OA4 1.MD1. 1.MD4.

**BUNDLE # 7**

Fact families can help us identify relationships among numbers.	How can I determine what strategies will solve a mathematical problem? What is the relationship between addition and subtraction?	Basic Fact Strategies	Including but not limited to: -Define fact power as the ability to almost instantly recall the sums of and differences between single-digit numbers. -Review format for writing addition and subtraction facts. -Review counting on as an interim strategy for learning	Unit 6: Developing Fact Power  Activity 5, 11- Easy Facts  Activity 5, 12- What's My Rule?	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show	1.NBT1. 1.OA1 1.OA6 1.OA8 1.OA4
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	Why is it important to be fluent in solving problems?		<p>facts</p> <ul style="list-style-type: none"> <li>- Use patterns on a fact table to learn shortcuts: doubles, plus zero, plus one.</li> <li>-Review facts with a fact power dice game, a tally of dice throw combinations to visualize equivalent names, and Addition Top-It.</li> <li>-Review and emphasize the fact that numbers can be expressed in many ways.</li> </ul>	Activity 5, 13- Applying Rules  Activity 5, 14- Progress	progress -Class Quiz	
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**BUNDLE # 8**

Fact families can help us identify relationships among numbers.	<p>How can I determine what strategies will solve a mathematical problem?</p> <p>What is the relationship between addition and subtraction?</p> <p>Why is it important to be fluent in solving problems?</p>	Number Basic Fact Strategies	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Extend the “What’s My Rule?” routine</li> <li>Find and show money amounts with coins</li> <li>-Calculate the value of coin combinations--"P," "N," "D," and "Q"</li> <li>-Measure objects to the nearest centimeters</li> <li>-Understand digital notation for time. Associate the displays of analog and digital clocks</li> <li>-Explore the Fact Triangles</li> <li>-Introduce the range as a statistical landmark</li> </ul>	<p>Unit 6: Developing Fact Power</p> <p>Activity 6, 6- The Centimeter</p> <p>Activity 6, 9- Quarters</p> <p>Activity 6, 10- Digital Clocks</p> <p>Activity 6, 13- Progress Check</p> <p>Activity 7, 1- Attribute Rules</p> <p>Activity 7, 2- Explorations: Exploring Attributes, Designs, and Fact Platters</p> <p>Activity 7, 3- Pattern-Block and Template Shapes</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students’ use and understanding of mathematical terms</p> <p>-Use recording sheets to show progress</p> <p>-Class Quiz</p>	<p>1.NBT1. 1.NBT3. 1.OA1 1.OA8 1.G2.</p> <p>1.NBT1. 1.NBT3. 1.OA5. 1.OA2. 1.OA3. 1.MD4.</p>
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<b>BUNDLE # 9</b>						
Attributes demonstrate similarities and differences.	How can shapes and numbers be classified, compared and represented?	Geometry and Fractions	Including but not limited to -Students identify geometric figures in the world around them. - Name circle, triangle, rectangle, square (special type of rectangle), hexagon, trapezoid, and rhombus	Unit 7: Geometry and Attributes  Activity 7,4- Making Polygons Activity 7,5- Spheres, Cylinders, and Rectangular Prisms Activity 7,6- Pyramids, Cones, and Cubes Activity 7,7- Symmetry	-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz	1.NBT3. 1.OA1. 1.OA8 1.G2
Attributes can be described and Compared.	How can patterns be created, reproduced or extended?					
2 and 3 dimensional shapes can be represented by models and constructs.	What is symmetry? How can fractions convey a portion or size?					
Geometric shapes can be described, classified & compared according to their characteristics						
Geometric patterns can be recognized, described, extended and created based on attributes and numbers						
Shapes can be classified and found in nature						

Shapes are symmetrical and can be defined as fractions.						
Sets and objects can be taken apart or combined to make a whole.	<p>What happens when you combine or take apart shapes or sets?</p> <p>Why do fractions need to be equal parts?</p> <p>How can we describe parts of a set or whole?</p>	Parts and Wholes	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Connect concrete models to pictorial representations.</li> <li>-Create and identify new shapes by combining existing shapes (such as 2 triangles make a parallelogram).</li> </ul> <p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Represent commonly used fractions using words, concrete, and pictorial models.</li> <li>-Recognize fractions are represented by equal size parts of a whole and of a set of objects.</li> <li>-Create concrete and pictorial models of a whole separated into two, three, and four equal parts.</li> </ul>			<p>1.NBT3. 1.OA1. 1.OA8 1.G2</p>
			<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Represent commonly used fractions using words, concrete, and pictorial models.</li> <li>-Recognize fractions are represented by equal size parts of a whole and of a set of objects.</li> <li>-Create concrete and pictorial models of a whole separated into two, three, and four equal parts.</li> </ul>			
			<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Use "out of" when distinguishing part versus whole.</li> </ul>			

			<p>-Use a variety of concrete and pictorial objects to divide a set up to 18 into fractional parts and put fractional parts together as a whole.</p> <p>-Use a variety of attributes to describe sets</p>			
<b>BUNDLE # 10</b>						
<p>Money represents units of measurement</p> <p>Money has value, can be compared &amp; represented in multiple ways.</p> <p>Sums and differences of quantities can be estimated with monetary values</p> <p>Time is a form of measurement.</p> <p>Time can be represented in various forms.</p>	<p>Why is it important to know the differences between coins?</p> <p>How can skip counting help you count coins?</p> <p>What are the different ways to represent the same value with different coins?</p>	<p>Money and Time</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Find the value of a combination of coins ONLY to understand relationships among coins: 1 dime is 2 nickels, 1 nickel and five pennies, or 10 pennies; 1 quarter = two dimes and a nickel.</li> <li>-Use cent symbol with value.</li> <li>-Find the value of sets of like coins</li> <li>-Use dimes and pennies to model place</li> </ul>	<p>Unit 8: Mental Arithmetic, Money, Fractions</p> <p>Activity 8,1- Review Money</p> <p>Activity 8,2- Dollars</p> <p>Activity 8,3- Place Value-Hundreds, Tens, and Ones</p> <p>Activity 8,4- Application: Shopping at the School Store</p> <p>Activity 8,5- Making Change</p> <p>Activity 8,6- Equal Shares</p> <p>Activity 8,7- Fractions</p> <p>Activity 8,8- Sharing Pennies</p> <p>Activity 8,9 – Exploring Fractional Parts</p> <p>Activity 9,1 – Tens and Ones Patterns on the</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students' use and understanding of mathematical terms</p> <p>-Use recording sheets to show progress</p> <p>-Class Quiz</p>	<p>Tell and write time and money.</p> <p>1.MD3.</p> <p>1.NBT2.c.</p> <p>1.NBT1.</p> <p>1.G3</p> <p>1.NBT2.c.</p> <p>1.NBT1.</p> <p>1.G3</p> <p>1.OA1</p> <p>1.OA8</p> <p>1.OA3.</p>

				Number Grid		
<b>BUNDLE # 11</b>						
Measurement helps us describe our world.	<p>How can we compare objects and events (length and time)?</p> <p>How do you measure objects and events (length and time)?</p> <p>How does the tool relate to what is being measured (length and time)?</p>	Measurement – Length and Time	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Order three or more everyday, common events according to duration.</li> </ul> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Identify hour hand and minute hand.</li> <li>-Model the direction that hands move on a clock.</li> <li>-Understand the position of the hour hand according to the position of the minute hand analog and digital clocks.</li> <li>-Identify the sequence of times on 3 separate clocks</li> </ul> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Order three or more everyday, common events according to duration.</li> </ul>	<p>Unit 9: Place Value and Fractions Activity 9,2- Adding and Subtracting Tens Activity 9,3- Number Grid Puzzles Activity 9,4- Ones, tens, hundreds game Activity 9,5- How long is an hour?</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students' use and understanding of mathematical terms</p> <p>-Use recording sheets to show progress</p> <p>-Class Quiz</p>	<p>Measure lengths indirectly and by iterating length units.</p> <p>1.MD1.</p> <p>1.MD2.</p> <p>Tell and write time and money.</p> <p>1.MD3.</p>
Place value can help us in everyday situations.	<p>How can you represent place value in different ways?</p> <p>How can place value help you combine quantities</p>	Application of Place Value	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Understand tens &amp; ones patterns on the number grid</li> <li>-Add and subtract tens</li> <li>-Learn number grid puzzles</li> <li>-Add and subtract tow digit numbers</li> </ul>	<p>Unit 9: Place Value and Fractions Activity 9,6-The Hour-Hand Clock Activity 9,7-</p>	<p>-Everyday Math Assessment (unit/chapter test)</p> <p>-Observation of students' use and understanding of mathematical</p>	<p>Understand place value.</p> <p>1.NBT2.</p> <p>1.NBT2.a.</p> <p>1.NBT2.b.</p> <p>1.NBT2.c.</p> <p>1.NBT3.</p>

	<p>and take them apart? How does place value help you compare quantities?</p>		<ul style="list-style-type: none"> <li>-Explore capacity, symmetry, and height</li> <li>-Understand fractional parts of the whole</li> <li>-Compare fractions</li> <li>-Learn many names for fractional parts</li> </ul> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Solve problems about the time on real clocks.</li> <li>-Measure the length of everyday objects.</li> <li>-Solve problems about the duration of everyday events.</li> </ul>	<p>High Roller Game Activity 9,8- Many Names for Fractional Parts Activity 10,1- End-of-Year Heights Activity 10,3&amp;4- Mental Arithmetic Activity 10,7- Review: Place Value, Scrolls, and Number Grids</p>	<p>terms -Use recording sheets to show progress -Class Quiz</p>	<p>Use place value understanding and properties of operations to add and subtract. 1.NBT4. 1.NBT5. 1.NBT6.</p>
Measurement helps us describe our world.	<p>How can we compare objects and events (area)? How do you measure objects and events (area)? How does the tool relate to what is being measured (area)?</p>	<p>Measurement – Area and Review</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>-Use a variety of containers and objects when solving area problems.</li> <li>-Use balances to solve problems about area.</li> <li>-Estimate before determining area.</li> <li>-Directly compare the area of up to 5 objects</li> <li>-Use nonstandard units to compare the area of up to 3 objects.</li> </ul>	<p>Unit 10: Year-End Review and Assessment Activity 10,5- Year End Geometry Review</p>	<p>-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording sheets to show progress -Class Quiz</p>	<p>Measure lengths indirectly and by iterating length units. 1.MD1. 1.MD2. Represent and interpret data. 4.</p>
<b>BUNDLE # 12</b>						
Measurement helps us describe our world.	<p>How can we compare objects and events (capacity, weight/mass, and temperature)? How do you measure objects and events</p>	<p>Measurement – Capacity, Weight/ Mass, and Temperature</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Use a variety of containers and objects when solving capacity, weight/mass, and temperature problems.</li> <li>-Use balances to solve problems about capacity, weight/mass, and temperature.</li> </ul>	<p>Activity, 10, 6- Review: Thermometers and Temperature Activity 10,6: Review, thermometers and temperature</p>	<p>-Everyday Math Assessment (unit/chapter test) -Observation of students' use and understanding of mathematical terms -Use recording</p>	<p>1.NBT1. 1.NBT2.b. 1.G3 1.OA2 1.G2</p>

	(capacity, weight/mass, and temperature)? How does the tool relate to what is being measured (capacity, weight/mass, and temperature)?		<ul style="list-style-type: none"> <li>-Estimate before determining capacity.</li> <li>-Use various sizes of nonstandard units to determine the capacity of one container.</li> <li>-Directly compare the capacity of up to 5 containers</li>   <li>-Estimate before determining weight/mass.</li> <li>-Use various sizes of nonstandard units to determine the weight/mass of one object</li>             Including but not limited to           <ul style="list-style-type: none"> <li>-Understand that the level of the mercury indicates if the temperature is getting hotter or colder.</li> <li>-Understand that as the number increases, the temperature is getting hotter. As the number decreases, the temperature is getting colder.</li> <li>-Identify the tool to measure temperature (thermometer).</li> <li>-Order objects in relative temperature (not actual measurements) from coldest to hottest or hottest to coldest..</li> </ul> </ul>		sheets to show progress -Class Quiz	
Numbers can be compared and ordered Inverse relationships exist between addition and subtraction Statements. Mathematical	How can we represent similar numerical operations? Why should a mathematical operation be chosen to represent a solution to a	Two Digit Addition and Subtraction	<ul style="list-style-type: none"> <li>-Subtract tens, count back, regroup, use models to subtract, use pictures to subtract, organize numbers to subtract, mental math.</li> <li>-Find patterns in numbers</li> <li>-Use symbols to compare numbers</li> <li>-Explain why addition and</li> </ul>			1.OA1 1.OA3 1.OA8

situations can be represented by operations	problem? How can subtraction be extended into multiplication?		subtraction strategies work			
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## New York State P-12 Common Core Learning Standards for Mathematics

### KINDERGARTEN

#### Counting and Cardinality **K.CC**

##### **Know number names and the count sequence.**

K.CC1. Count to 100 by ones and by tens.

K.CC2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

##### **Count to tell the number of objects.**

K.CC4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC4.c. Understand that each successive number name refers to a quantity that is one larger.

K.CC4.d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

K.CC5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

##### **Compare numbers.**

K.CC6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.CC7. Compare two numbers between 1 and 10 presented as written numerals.

#### Operations and Algebraic Thinking **K.OA**

##### **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

K.OA1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

K.OA4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA5. Fluently add and subtract within 5.

Number and Operations in Base Ten K.NBT

**Work with numbers 11–19 to gain foundations for place value.**

K.NBT1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

K.MD1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Classify objects and count the number of objects in each category.**

K.MD3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.G

**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

K.G1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G2. Correctly name shapes regardless of their orientations or overall size.

K.G3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Analyze, compare, create, and compose shapes.**

K.G4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

## FIRST GRADE

Operations and Algebraic Thinking 1.OA

**Represent and solve problems involving addition and subtraction.**

1.OA1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**Understand and apply properties of operations and the relationship between addition and subtraction.**

1.OA3. Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

1.OA4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**Add and subtract within 20.**

1.OA5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Work with addition and subtraction equations.**

1.OA7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

1.OA8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = - 3$ ,  $6 + 6 =$ .

Number and Operations in Base Ten 1.NBT

**Extend the counting sequence.**

1.NBT1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Understand place value.**

1.NBT2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT2.a. 10 can be thought of as a bundle of ten ones—called a “ten.”

1.NBT2.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ . Use place value understanding and properties of operations to add and subtract.

**Use place value understanding and properties of operations to add and subtract.**

1.NBT4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data 1.MD

**Measure lengths indirectly and by iterating length units.**

1.MD1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**Tell and write time and money.**

1.MD3. Tell and write time in hours and half-hours using analog and digital clocks.

1.MD4. Recognize and identify coins, their names, and their value.

**Represent and interpret data.**

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

**Reason with shapes and their attributes.**

1.G1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.

1.G2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**Subject Area: New York Science**

**Course: New York Science - Kindergarten**

**Adopted Textbook: Full Options Science System (FOSS)**

All students at East Harlem Scholars II will learn science through inquiry, asking questions and making meaning of their observation of the natural world with strategic and deliberate direct instruction. Students will learn science content that builds from grade level to grade level and develop science skills that also progress through grade levels K through 5. Teachers will use the research-based Full Options Science System (FOSS) for all students, grades kindergarten through five, and all the resources that assist science learning and teaching.

The aim of the School's science curricula is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it. Accordingly, the School's science education programs will be inquiry-based and rooted in "real world" situations and experiences. To achieve this, all science units are developed to address the process skills identified by NYSED in Standards 1, 2, 6, and 7.

The East Harlem Scholars II's science program will:

- 1) Develop students' science literacy (infusion of Common Core State Standards) and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science.
- 2) Teach students how to manipulate scientific tools as they expand their science vocabulary.
- 3) Strengthen students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

**Research/Track Record for Instructional Strategies and Materials:**

-FOSS is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley.

-FOSS is also an ongoing research project dedicated to improving the learning and teaching of science.

The proposed curriculum has been —designed for all students to develop critical basic knowledge and basic skills, interests, and habits of mind that will lead to productive efforts to learn and understand the subject more deeply. It was authored and endorsed by the Board on Science Education (BOSE), the Center for Education (CFE), and The Division of Behavioral and Social Sciences and Education (DBASSE).

\*NOTE: Each bundle represents approximately 3-weeks of instruction.

Kindergarten - New York Science Curriculum Timeline (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Practice of Science (use all year) All About Me- What Makes Human Special? All About Me- What Makes Human Special?	Big Idea/Enduring Understanding	Properties of Matter
Essential Question/s	How do we use our senses to gather information? What are the functions of the eyes, nose, ears, tongue, and skin?	Essential Question/s	In what ways can we describe objects? In what ways can we sort objects?
Topic/Content	Introduction to Science Five Senses and Body Parts for Senses	Topic/Content	Sorting and Describing Objects
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Sorting and Describing Objects	Big Idea/Enduring Understanding	Sorting and Describing Objects
Essential Question/s	How do similar objects of different materials differ from each other? How can we change the shape of materials?	Essential Question/s	How do similar objects of different materials differ from each other? How can we change the shape of materials?
Topic/Content	Changes in Matter Motion Seasons	Topic/Content	Changes in Matter
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Forces and Changes in Motion	Big Idea/Enduring Understanding	Forces and Changes in Motion
Essential Question/s	How are sounds produced?	Essential Question/s	How does gravity affect objects?
Topic/Content	Forms of Energy	Topic/Content	Forms of Energy
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Plants	Big Idea/Enduring Understanding	Plants
Essential Question/s	Plants	Essential Question/s	Plants
Topic/Content	Plants	Topic/Content	Plants

<b>Bundle 9</b>		<b>Bundle 10</b>	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	What are some changes we see in trees during the year?	Essential Question/s	How are plants and animals alike and different?
Topic/Content	Trees Through the Seasons Earth in Space and Time Seasons	Topic/Content	Trees Through the Seasons
<b>Bundle 11</b>		<b>Bundle 12</b>	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms Animals	Big Idea/Enduring Understanding	Organization and Development of Living Organisms Animals
Essential Question/s	How are plants and animals alike and different?	Essential Question/s	How are plants and animals alike and different? What changes can animals go through during its life span? How do an animal's body parts, covering, and movement help it survive?
Topic/Content	Trees Through the Seasons Observing and Describing Plants and Animals	Topic/Content	Observing and Describing Plants and Animals

\*NOTE: Each bundle represents approximately 3-weeks of instruction.

Kindergarten - New York Science Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State Standards, Key Ideas, Performance Indicators, and Major Understandings
<b>BUNDLE # 1</b>						
Practice of Science (use all year)	How do we observe and describe objects?	Introduction to Science	Including but not limited to: -Describe things observed using the five senses. -Investigate and understand simple patterns in his/her daily life. -Observe things and compare observations with a partner.		-completion of exercise -written Unit/chapter test -FOSS Assessment (exams) -discussions -Class Quiz	MST STANDARD 1 Key Idea S1.1 PIS1.1.1 MUS1.1.1a MUS1.1.1b  PIS1.1.2 MUS1.1.2a PIS1.1.3 MUS1.1.3a  MST STANDARD 2

		<p>-Record observations using pictures and words.</p> <p>Use appropriate safety procedures when conducting investigations.</p> <p>-Predict and explain information or events based on observation or previous experience.</p> <p>-Ask questions about objects and events</p> <p>Investigate and understand that change occurs over time and rates may be fast or slow.</p> <p>a. natural and human made things change over time</p> <p>b. changes can be noted and measured.</p> <p>- Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g., using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models).</p>			<p>Key Idea 2.1 PI2.1.1 MU2.1.1a</p> <p>Key Idea 2.2 MU2.2.1a</p> <p>Key Idea 2.3 PI2.2.3 MU2.2.3c</p> <p>MST STANDARD 6 Key Idea 6. 1 PI6.1.1 PI6.1.2 Key Idea 6.2 PI6.2.1 PI6.2.2 PI6.2.3</p> <p>Key Idea 6.5 PI6.5.1 PI6.5.2</p> <p>MST STANDARD 7 Key Idea 7.1 PI7.1.1 Key Idea 7.2 PI7.2.1 PI7.1.2 PI7.1.3 PI7.1.4 PI7.1.5 PI7.1.6</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.3.7. READING</p>
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All About Me- What Makes Human Special?  Our body has many parts, each with an important and different function.  -Our five senses help us gather information about the world around us.	How do we use our senses to gather information?  What are the functions of the eyes, nose, ears, tongue, and skin?	Five Senses and Body Parts for Senses	Including but not limited to: <ul style="list-style-type: none"><li>-Understand that the human body has distinct structures and that they serve different functions.</li><li>-Identify structures of the human body used for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.</li><li>-Locate from memory the organs associated with each of the five senses.</li><li>- Identify the functions of the sensory organs</li></ul>	Activity 1, Part 1— Introduction to Wood Samples Activity 1  Activity 1, Part 2— Wood Hunt  Introduce eye droppers and how to use them <ul style="list-style-type: none"><li>-Everyday Materials: Wood by Andrew Langle</li></ul> Activity 1, Part 3— Wood and Water <ul style="list-style-type: none"><li>-First Step Non Fiction-Wood by Melanie Mitchell</li><li>-Some Things Float by Lesley Pether</li></ul> Activity 1, Part 4— Sinking Pine and Plywood <ul style="list-style-type: none"><li>-FOSS: “Story of a Chair”</li><li>-Who Sank the Boat?</li></ul>		MST STANDARD 4 Key Idea PS 4.3 PI 4.3.1 MU 4.3.1b
Seasons:  Our weather and even the amount of daylight in the day vary with the seasons.	What do we notice about fall?	Fall	Including but not limited to: <ul style="list-style-type: none"><li>-Identify the current season.</li><li>-Name major characteristics of the seasons</li><li>-Identify predominate</li></ul>			MST STANDARD 4 Key Idea PS 4.1 PI PS 4.1.1 MU PS 4.1.1a

			<p>weather for each season.</p> <ul style="list-style-type: none"> <li>-Identify activities associates with each season</li> <li>-Explain the choices we make about what to wear and what to do according to the weather or season.</li> </ul>			
<b>BUNDLE # 2</b>						
<p>Properties of Matter:</p> <p>All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass. Objects and substances can be classified by their physical and chemical properties.</p>	<p>How do we observe and describe objects?</p> <p>In what ways can we describe objects?</p> <p>In what ways can we sort objects?</p>	<p>Sorting and Describing Objects</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Know that different materials have different properties.</li> <li>-Classify objects by their observable properties (size, color, shape, and magnetic attraction)</li> <li>-Determine that something belongs to a category based on their descriptions.</li> <li>-Exemplify observable properties of objects, or illustrate observable properties using pictures or words.</li> </ul>	<p>Activity 1, Part 5—Sinking Investigation (Optional)</p> <p>National Geographic Wood by Katie McGough</p> <p>Who Sank the Boat?</p> <p>Activity 2, Part 1—Sanding Wood</p> <p>-Let's Look at a Baseball Bat by Angela Royston</p> <p>Activity 2, Part 2—Sawdust &amp; Shavings</p> <p>- Wood (Big Book)</p> <p>Activity 2, Part 3—Making Sawdust Wood</p> <p>-How Does It Feel? By Kevin Biggs</p> <p>Activity 2, Part 4—Making Sandwich Wood</p> <p>- FOSS: “Are You a Scientist”</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4</p> <p>Key Idea PS 4.3</p> <p>PI PS 4.3.1</p> <p>MU PS 4.3.1a</p> <p>MU PS 4.3.1b</p> <p>MU PS 4.3.1c</p> <p>MU PS 4.3.1e</p> <p>MU PS 4.3.1f</p>

<b>BUNDLE # 3</b>						
Changes in Matter:  Matter can undergo a variety of changes. Matter can be changed physically or chemically (i.e., color, size).	How do we observe and describe objects?  How do similar objects of different materials differ from each other?  How can we change the shape of materials?	Sorting and Describing Objects	Including but not limited to:  -Compare the properties of materials -Detect ways that objects (wood, plastic, metal, cloth, and paper) are alike and different. -Identify examples of each material based on its description; or infer what an object is made of based on its properties.	Activity 3, Part 1— Paper Hunt -Paper, Paper, Everywhere by Gail Gibbons  Activity 3, Part 2— Writing and Drawing on Paper -FOSS: “The Story of a Box” -“Paper Products”  Activity 3, Part 3— Folding Paper -From Tree to Paper (big Book) by Wendy Davis -The Paper Crane by Molly Bang	-completion of exercise -written Unit/chapter test -FOSS Assessment (exams) -discussions -Class Quiz	MST STANDARD 4  Key Idea PS 4.3 PI 4.3.2 MU PS 4.3.2a MU PS 4.3.2b MU PS 4.3.2c  MST STANDARD 4  Key Idea PS 4.3 PI PS 4.3.1 MU PS 4.3.1g
<b>BUNDLE # 4</b>						
Changes in Matter:  Matter can undergo a variety of changes. Matter can be changed physically or chemically (i.e., color, size).	How do we observe and describe objects?  How do similar objects of different materials differ from each other?  How can we change the shape of materials?	Sorting and Describing Objects	Including but not limited to:  -Compare the properties of materials -Detect ways that objects (wood, plastic, metal, cloth, and paper) are alike and different. -Identify examples of each material based on its description; or infer what an object is made of based on its properties.	Activity 5, Part— Paper Boxes -FOSS: “Mighty Tree”  Activity 5, Part 2— Paper Weaving FOSS: Read and Sing “I am Wood”  Activity 5, Part 3— Wood and Paper Sculptures OR Old Copyright (Optional) #8 Nailing      #9 Staining Activity 2, Part 7—	-completion of exercise -written Unit/chapter test -FOSS Assessment (exams) -discussions -Class Quiz	MST STANDARD 4  Key Idea PS 4.3 PI 4.3.2 MU PS 4.3.2a MU PS 4.3.2b MU PS 4.3.2c  MST STANDARD 4  Key Idea PS 4.3 PI PS 4.3.1 MU PS 4.3.1g

				Woodworking #10 Wood Sculptures #1- Paper Collages -Bruno the Carpenter by Lars Kliting, Wood (BB) by Rebel Williams, -Making a Hat by Kate McGough, How a House is Built Gail Gibbons, -Comparing Materials by Cassie Mayer, Paper, Paper, Everywhere by Gail Gibbons		
Motion is a key characteristic of all matter that can be observed, described, and measured. The motion of objects can be changed by forces. Some forces act through physical contact, while others act at a distance.	How does a push or a pull change the way an object moves?  In what ways do objects move?		Including but not limited to:  Explore the fact that their bodies and body parts, such as arms, are capable of various movement patterns and that they can change their location and position by making these movements. -Explore the movement of various objects. -Discuss different types of movements that were observed during explorations (i.e., fast, slow). -Demonstrate fast and slow movements of			MST STANDARD 4 PI PS 4.5.1 MU PS 4.5.1a MU PS 4.5.1b

			various objects			
Seasons:  Our weather and even the amount of daylight in the day vary with the seasons.	What do we notice about winter?	Winter	<ul style="list-style-type: none"> <li>-Identify the current season.</li> <li>-Name major characteristics of the seasons</li> <li>-Identify predominate weather for each season.</li> <li>-Identify activities associates with each season</li> <li>-Explain the choices we make about what to wear and what to do according to the weather or season.</li> </ul>			MST STANDARD 4  Key Idea PS 4.1 PI PS 4.1.1 MU PS 4.1.1a

#### BUNDLE # 5

Forces and Changes in Motion:  Energy is involved in all physical processes and is a unifying concept in many areas of science. Energy exists in many forms and has the ability to do work or cause a change	How are sounds produced?	Forms of Energy: Sound	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Know that energy, force and motion are related.</li> <li>*Light sources include but are not limited to natural and man-made. Light comes bright, dim, in different colors, and can be seen through different materials and not seen through other materials. Can you change or control the intensity? How? Why?</li> <li>*Heat includes but it not limited to natural and man-made.</li> </ul>		<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>- (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	MST STANDARD 4  Key Idea PS 4.4 PI PS 4.4.1 MU PS 4.4.1a MU PS 4.4.1b MU PS 4.4.1c MU PS 4.4.1d MU PS 4.4.1f
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			<p>*Sound includes but is not limited to natural and man-made. Sounds exist in a range as well. Loud, soft, high pitch, low pitch, change based on circumstances, etc.</p> <p>Can you change the intensity? How? Why?</p> <p>-Produce sound by creating vibrations using a variety of objects or instruments</p>			
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#### BUNDLE # 6

Forces and Changes in Motion	How does gravity affect objects?	Gravity	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Show that objects are pulled toward the ground.</li> <li>-Explain that gravity is what pulls things toward the ground.</li> <li>-Drop a variety of objects.</li> <li>-Predict what will happen when different objects are dropped.</li> <li>-Observe and discusses what happens to objects as they are dropped.</li> <li>-Explore ways to keep objects from falling.</li> </ul>		<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>- (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4</p> <p>PI PS 4.5.1</p> <p>MU PS 4.5.1c</p> <p>MU PS 4.5.1d</p> <p>MU PS 4.5.1e</p> <p>MU PS 4.5.1f</p>
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#### BUNDLE # 7

Earth in Space and	How are day	Patterns of Day	Including but not		-completion of	MST STANDARD 4
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Time:  Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.	and night different? How are day and night different? What are patterns we see in the sky? What can you see at night and during the day?	and Night	limited to: -Know that the sun produces light for the Earth. -Know that the sun appears to change its position during the day. -Know that shadows change during the day. -Trace shadows to record changes in light from the sun during the day.		exercise -written - (exams) -discussions -Class Quiz	Key Idea PS 4.1 MU PS 4.1.1a MU PS 4.1.1b MU PS 4.1.1c
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#### BUNDLE # 8

Earth in Space and Time:  Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore	How are day and night different? What are patterns we see in the sky? What can you see at night and during the day?	Day and Night	Including but not limited to:  -Know that the earth rotates. -Know that sky looks different in the day than it does at night. -Know that the sun can only be seen in the daytime. -Know that we can see the moon at different times of day and		-completion of exercise -written Unit/chapter test -FOSS Assessment (exams) -discussions -Class Quiz	MST STANDARD 4 Key Idea PS 4.1 MU PS 4.1.1a MU PS 4.1.1b MU PS 4.1.1c
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continues to lead to the development of knowledge and understanding of our Solar System.			night			
<b>BUNDLE # 9</b>						
Organization and Development of Living Organisms	What are some changes we see in trees during the year?	Trees Through the Seasons	<ul style="list-style-type: none"> <li>-Identify the basic needs of plants</li> <li>-Illustrate the life cycle of a plant from seed to mature plant.</li> <li>-Identify that plant offspring resemble the parent plant.</li> </ul>	<p>Looking At Schoolyard Trees (Divide into 3 lessons)</p> <p>Read: Let's Look at Summer by Sarah Schuette – Literature Kit</p> <p>Draw tree for summer</p> <p>Read: It Could Be a Tree by Alan Fowler – Literature Kit</p> <p>A Tree Comes to Class</p> <p>Create class scrapbook – two sections: “Schoolyard Tree” &amp; “Other Activities.”</p> <p>Read: Red Leaf, Yellow Leaf by Lois Ehlert – Literature Kit</p> <p>Read: A Tree Comes to Class – from FOSS teacher guide</p>	<p>MST STANDARD 4</p> <p>Key Idea LE 4.1</p> <p>PI LE 4.1.1</p> <p>MU LE 4.1.1a</p> <p>MU LE 4.1.1b</p> <p>MU LE 4.1.1c</p> <p>MU LE 4.1.1d</p> <p>PI LE 4.1.2</p> <p>MU LE 4.1.2a</p> <p>Key Idea LE 4.4</p> <p>PI LE 4.4.1</p> <p>MU LE 4.4.1a</p> <p>MU LE 4.4.1b</p> <p>MU LE 4.4.1c</p> <p>MU LE 4.4.1d</p> <p>Key Idea LE 4.2</p> <p>PI LE 4.2.2</p> <p>MU LE 4.2.2a</p>	

				<p>Tree Puzzles          Part IV Tree          Silhouette Cards          Part V Tree Part          Cards          Read: Sam's          Season by          Christine Price –          Literature Kit          (reread with each          season)</p> <p>Read: Season to          Season by          Christine Price –          Literature Kit</p> <p>Tree Part Booklets          Part VII Adopt          Schoolyard Tree          (Add pictures &amp;          measurements to          scrapbook)</p> <p>Plant Class Tree          Ceremony          Include songs and          poems (add to          scrapbook)          Read: A Tree is          Nice by Janice          May Udry –          Literature Kit          Watch “Franklin          Plants a Tree” –          video</p>		
Earth in Space and Time:	How are day and night different? What are patterns	Day and Night Sky	Including but not limited to: -Use models to		-completion of exercise -written	MST STANDARD 4 Key Idea PS 4.1 MU PS 4.1.1a

<p>Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.</p>	<p>we see in the sky? What can you see at night and during the day? How do objects look as seen from the Earth?</p>		<p>simulate day/night and seasonal changes in heat and light.            -Use a globe and light to show that Earth's rotation causes day and night.            -Compare and contrast things seen in the day and night sky.            -Classify pictures showing day and night            -Identify that some things seen from Earth are big and some things seen from Earth are small            -Identify that some things seen from Earth are nearby and some things seen from Earth are far away</p>		<p>Unit/chapter test            -FOSS Assessment (exams)            -discussions            -Class Quiz</p>	<p>MU PS 4.1.1b            MU PS 4.1.1c</p>
<p>Seasons:            Our weather and even the amount of daylight in the day vary with the seasons.</p>	<p>What do we notice about spring?</p>	<p>Spring</p>	<p>-Identify the current season.            -Name major characteristics of the seasons            -Identify predominate weather for each season.            -Identify activities associates with each season            -Explain the choices</p>		<p>MST STANDARD 4            Key Idea PS 4.1            PI PS 4.1.1            MU PS 4.1.1a</p>	

			we make about what to wear and what to do according to the weather or season.			
<b>BUNDLE # 10</b>						
Organization and Development of Living Organisms:  All plants and animals, including humans, are alike in some ways and different in others	What are some changes we see in trees during the year?	Trees Through the Seasons	Leaf Walk Read: Let's Look at Fall by Sarah Schuette – Literature Kit  Read: Autumn Leaves by Gail Saunders Smith - Literature Kit  Read: Changing Colors by Gare Thompson – Literature Kit  Read: Sam's Season by Christine Price – Literature Kit (reread with each season)  Read: Season to Season by Christine Price – Literature Kit (reread with each season) Leaf Shapes  Read: Leaves by Vijaya Khisty Bodach - Literature Kit		MST STANDARD 4 Key Idea LE 4.1 PI LE 4.1.1 MU LE 4.1.1a MU LE 4.1.1b MU LE 4.1.1c MU LE 4.1.1d  PI LE 4.1.2 MU LE 4.1.2a  Key Idea LE 4.4 PI LE 4.4.1 MU LE 4.4.1a MU LE 4.4.1b MU LE 4.4.1c MU LE 4.4.1d  Key Idea LE 4.2 PI LE 4.2.2 MU LE 4.2.2a	

				<p>Read: Douglas Fir by Wendy Davis – Literature Kit</p> <p>Read: Maple Tree (Think About It) – Literature Kit</p> <p>Read: Maple Trees by Marcia S Freeman – Literature Kit</p> <p>Read: Oak Tree by Marcia S Freeman – Literature Kit</p> <p>Read: Palm Tree by Marcia S Freeman – Literature</p>		
<p>Organization and Development of Living Organisms:</p> <p>All plants and animals, including humans, are alike in some ways and different in others.</p> <p>Plants and animals depend on each other and their physical environment.</p> <p>Plants progress through different stages as they grow. When it matures, the</p>	<p>How are plants and animals alike and different?</p> <p>What do plants require?</p> <p>What is growth?</p> <p>What is the life cycle of a plant?</p> <p>If you plant a seed, what will the plant look like when it grows?</p>	<p>Living and Nonliving</p> <p>Plants: Needs and Growth</p> <p>Plants: Life Cycle/ Reproduction</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Differentiate between living and nonliving things.</li> <li>-Identify that all living things grow, take in nutrients, breathe, reproduce, and eliminate waste.</li> <li>-Identify that nonliving things do not live and thrive and can be human-created or naturally occurring.</li> <li>-Identify the basic needs of plants</li> <li>-Illustrate the life cycle of a plant from seed to mature plant.</li> </ul>	<p>Activity 1, Part 1— Structure of Goldfish</p> <p>Read/Sing Splash In The Ocean (school library)</p> <p>Activity 1, Part 2— Goldfish Behavior Fish is Fish by Lionni</p> <p>Activity 1, Part 3— Fish Tunnels (small or whole groups)</p> <p>FOSS: “Learning About Animals,</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4</p> <p>Key Idea LE 4.1</p> <p>PI LE 4.1.1</p> <p>MU LE 4.1.1a</p> <p>MU LE 4.1.1b</p> <p>MU LE 4.1.1c</p> <p>MU LE 4.1.1d</p> <p>PI LE 4.1.2</p> <p>MU LE 4.1.2a</p> <p>Key Idea LE 4.4</p> <p>PI LE 4.4.1</p> <p>MU LE 4.4.1a</p> <p>MU LE 4.4.1b</p> <p>MU LE 4.4.1c</p> <p>MU LE 4.4.1d</p> <p>Key Idea LE 4.2</p> <p>PI LE 4.2.2</p> <p>MU LE 4.2.2a</p>

offspring of a plant will resemble its parent.			<ul style="list-style-type: none"> <li>-Identify that plant offspring resemble the parent plant.</li> </ul> <p>Activity 1, Part 4—Comparing Guppies to Goldfish</p> <p>Fur, Feathers, and Scales by Christine Economos</p> <p>Fish Faces by Norbert Wu</p>	<p>Goldfish and Guppies</p> <p>A Fish Out of Water by Helen Palmer</p>		
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#### BUNDLE # 11

Organization and Development of Living Organisms: Plants have different parts and each is important to the plant. Plants can adapt to changes in their environment.	What are some changes we see in trees during the year?	Trees Through the Seasons	<ul style="list-style-type: none"> <li>-Identify the basic needs of plants</li> <li>-Illustrate the life cycle of a plant from seed to mature plant.</li> <li>-Identify that plant offspring resemble the parent plant.</li> </ul>	<p>Leaf Shapes (continues)</p> <p>Read: Pine Tree by Marcia S Freeman – Literature Kit</p> <p>Read: Pine Tree by Marcia S Freeman – Literature Kit</p> <p>Comparing Leaves</p> <p>Leaf Silhouettes and Outlines</p> <p>Leaf Silhouette Games</p> <p>Part VI Leaf Books</p> <p>Read: Our Very Own Tree Book by Lawrence F. Lowery – in science kit</p>	<p>MST STANDARD 4 Key Idea LE 4.1 PI LE 4.1.1 MU LE 4.1.1a MU LE 4.1.1b MU LE 4.1.1c MU LE 4.1.1d  PI LE 4.1.2 MU LE 4.1.2a  Key Idea LE 4.4 PI LE 4.4.1 MU LE 4.4.1a MU LE 4.4.1b MU LE 4.4.1c MU LE 4.4.1d  Key Idea LE 4.2 PI LE 4.2.2 MU LE 4.2.2a</p>	
Organization and Development of	What are the major parts of a plant and	Observing and Describing	Including but not limited to:	What Comes From A Tree?	-completion of exercise	<p>MST STANDARD 4 Key Idea LE 4.3</p>

<p>Living Organisms:</p> <p>Plants have different parts and each is important to the plant.</p> <p>Plants can adapt to changes in their environment.</p> <p>Animals need at the very least food, water, air and sleep to survive and grow.</p> <p>Shelter and heat may also be necessary.</p>	<p>what does each one do?</p> <p>How do plants respond to changes in their environment and in the seasons?</p> <p>What do animals need to survive?</p> <p>What happens when animals don't have their basic needs met?</p> <p>What is growth?</p> <p>How are plants and animals alike and different?</p>	<p>Plants and Animals</p>	<ul style="list-style-type: none"> <li>-Identify major parts of a plants</li> <li>-Give a basic description of the function of each major plant part</li> <li>-Describe how plants change during the different seasons throughout the year.</li> <li>-Describe how environmental conditions can affect the health, growth, and development of plants.</li> <li>-Describe the basic needs of animals.</li> <li>-Describe characteristics of growth.</li> <li>-Describe how the lack of basic needs affect animals.</li> </ul>	<p>Food From Trees Read: My Apple Tree by David Bauer - Literature Kit</p> <p>Read: From Shoot to Apple by Stacy Taus Bolstad - Literature Kit</p> <p>Visiting Adopted Tree</p> <p>Draw Autumn Tree</p> <p>Read: Autumn Leaves by Gail Saunders Smith - Literature Kit</p> <p>Read: Changing Colors by Gare Thompson – Literature Kit</p> <p>Activity 2, Part 3—Observing Water Snails</p> <p>FOSS: “Land and Water Snails” in The Snail’s Spell by Joanne Ryder</p> <p>Activity 2, Part 4—Shells (small group)</p> <p>Is This a House for Hermit Crab? By Megan McDonald (check school library)</p>	<ul style="list-style-type: none"> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>PI LE 4.3.1 MU LE 4.3.1b</p>
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BUNDLE # 12						
Organization and Development of Living Organisms:  All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.	<p>How are plants and animals alike and different?</p> <p>What traits can an offspring inherit from a parent?</p> <p>What changes can animals go through during its life span?</p> <p>How do an animal's body parts, covering, and movement help it survive?</p>	Observing and Describing Plants and Animals	<ul style="list-style-type: none"> <li>-Identify the basic needs of plants</li> <li>-Illustrate the life cycle of a plant from seed to mature plant.</li> <li>-Identify that plant offspring resemble the parent plant.</li>   <li>Including but not limited to:</li> <li>-Describe animal life cycles.</li> <li>-Define life span.</li> <li>-Recognize that animal offspring resemble parents.</li> <li>-Identify animal's body covering, parts, and movement.</li> <li>-Describe how animals respond to environmental changes and changing of the seasons.</li> </ul>	<p>Bark Hunt</p> <p>Visit Adopted Trees in Spring</p> <p>Read: Let's Look at Spring by Sarah Schuette – Literature Kit</p> <p>Draw Spring Tree (Add pictures and measurements to scrapbook)</p> <p>Read: From Seed to Maple Tree by Laura Purdie Salas – Literature Kit</p> <p>Read: Life Cycles: Oak Trees by Melanie Mitchel – Literature Kit</p> <p>Visit Adopted Trees in Spring (continues)</p> <p>Read: Oak Trees: Inside and Out by Andrew Hipp – Literature Kit</p> <p>Read: The Giving Tree – by Shel Silverstein – Literature Kit</p> <p>Read: Sam's Season by Christine Price –</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4</p> <p>Key Idea LE 4. 2</p> <p>PI LE 4.2.1</p> <p>MU LE 4.2.1a</p> <p>PI LE 4.2.2</p> <p>MU LE 4.2.2a</p> <p>Key Idea LE 4.3</p> <p>PI LE 4.3.1</p> <p>MU LE 4.3.1a</p> <p>Key Idea LE 4.5</p> <p>PI LE 4.5.1</p> <p>MU LE 4.5.2a</p> <p>MU LE 4.5.2b</p> <p>MU LE 4.5.2e</p> <p>MU LE 4.5.2f-</p> <p>MU LE 4.5.2g</p>

				<p>Literature Kit (reread with each season)</p> <p>Read: Season to Season by Christine Price – Literature Kit (reread with each season)</p> <p>Read: Tree House (Big Book) by Joy Cowley – Literature Kit</p> <p>Read: The Tree by Jenny Feely – Literature Kit</p> <p>Activity 3, Part 1— Structure of Earthworms (small group)</p> <p>Activity 3, Part 2— Earthworms Behavior (small group)</p> <p>Activity 3, Part 3— Comparing Red Worms &amp; Night Crawlers</p> <p>FOSS: “Big and Little Worms” Animals 2 x 2 (big book) by Lawrence F. Lowery</p> <p>Earthworms by Sue Barraclough</p>		
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Seasons:  Our weather and even the amount of daylight in the day vary with the seasons.	What are some changes we see in trees during the year?	Trees Through the Seasons	Including but not limited to: -Identify the current season. -Name major characteristics of the seasons -Identify predominate weather for each season. -Identify activities associates with each season -Explain the choices we make about what to wear and what to do according to the weather or season.			MST STANDARD 4 Key Idea PS 4.1 PI PS 4.1.1 MU PS 4.1.1a

**Subject Area: New York Science**

**Course: New York Science – First Grade**

**Adopted Textbook: Full Options Science System (FOSS)**

First Grade - New York Science Curriculum Timeline (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Practice of Science Properties of Matter	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	How do we learn about our world? How can objects be described and sorted?	Essential Question/s	What do plants and animals need to survive?
Topic/Content	Introduction to Science, Sort by Properties	Topic/Content	Living and Nonliving Things
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	What do plants and animals need to survive?	Essential Question/s	Why is each part of a plant important? What Parts Are There to a Plant?
Topic/Content	Parts of a Plant	Topic/Content	Parts of a Plant
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	How do living things grow and change?	Essential Question/s	How do living things grow and change?
Topic/Content	Heredity and Reproduction	Topic/Content	Heredity and Reproduction
Bundle 7		Bundle 8	

Big Idea/Enduring Understanding	Properties of Matter	Big Idea/Enduring Understanding	Forces and Changes in Motion
Essential Question/s	How can objects be described and sorted? Which is heavier?	Essential Question/s	What makes objects move?
Topic/Content	Sort by Properties	Topic/Content	Pushes and Pulls, Gravity
<b>Bundle 9</b>			<b>Bundle 10</b>
Big Idea/Enduring Understanding	Motion of Objects	Big Idea/Enduring Understanding	Motion of Objects
Essential Question/s	What are different ways that objects move?	Essential Question/s	What are different ways that objects move?
Topic/Content	How Things Move	Topic/Content	How Things Move
<b>Bundle 11</b>			<b>Bundle 12</b>
Big Idea/Enduring Understanding	Magnets and matter	Big Idea/Enduring Understanding	Magnets and matter
Essential Question/s	What are some properties of solids, liquids, and gases?	Essential Question/s	What are some properties of solids, liquids, and gases?
Topic/Content	Magnets	Topic/Content	Magnets

\*NOTE: Each bundle represents approximately 3-weeks of instruction.

Grade One - New York Science Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State Standards, Key Ideas, Performance Indicators, and Major Understandings
<b>BUNDLE # 1</b>						
Practice of Science (use all year)	How do we learn about our world?	Introduction to Science	Including but not limited to: -Describe things observed using the five senses. -Investigate and		-completion of exercise -written Unit/chapter test - Assessment	MST STANDARD 1 Key Idea S1.1 PIS1.1.1 MUS1.1.1a MUS1.1.1b

		<p>understand simple patterns in his/her daily life.</p> <ul style="list-style-type: none"> <li>-Observe things and compare observations with a partner.</li> <li>-Record observations using pictures and words.</li> </ul> <p>Use appropriate safety procedures when conducting investigations.</p> <ul style="list-style-type: none"> <li>-Predict and explain information or events based on observation or previous experience.</li> <li>-Ask questions about objects and events</li> </ul> <p>Investigate and understand that change occurs over time and rates may be fast or slow.</p> <ul style="list-style-type: none"> <li>a. natural and human made things change over time</li> <li>b. changes can be noted and measured.</li> </ul> <p>- Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g., using words, numbers, symbols, pictures,</p>	(exams) -discussions -Class Quiz	<p>PIS1.1.2 MUS1.1.2a PIS1.1.3 MUS1.1.3a</p> <p>MST STANDARD 2 Key Idea 2.1 PI2.1.1 MU2.1.1a</p> <p>Key Idea 2.2 MU2.2.1a</p> <p>Key Idea 2.3 PI2.2.3 MU2.2.3c</p> <p>MST STANDARD 6 Key Idea 6. 1 PI6.1.1 PI6.1.2 Key Idea 6.2 PI6.2.1 PI6.2.2 PI6.2.3</p> <p>Key Idea 6.5 PI6.5.1 PI6.5.2</p> <p>MST STANDARD 7 Key Idea 7.1 PI7.1.1 Key Idea 7.2 PI7.2.1 PI7.1.2 PI7.1.3 PI7.1.4 PI7.1.5 PI7.1.6</p>
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			charts, tables, diagrams, graphs, and models).			CC.Literacy in Hist/SS & C&CR.01.PI.3.7. READING
Organization and Development of Living Organisms	How are living and nonliving things different?	Living and Nonliving Things	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe differences between living and nonliving things.</li> <li>-Observe and describe living things found in the environment.</li> <li>-Observe and describe nonliving things found in the environment.</li> <li>-Describe things observed using the five senses.</li> </ul>	<p>Investigation 1, Part 1— Introduce Recording, Baseline-draw a plant</p> <p>Investigation 1, Part 2— Planting Brassica</p> <p>Investigation 1, Part 3— Observing Brassica Growth</p> <p>-FOSS: “What Do Plants Need?”</p> <p>-Leaves by Vijaya Khisty Bodach</p> <p>-It Started as a Seed by Alden Kelley</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS</li> <li>Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	MST STANDARD 4 Key Idea LE 4.1 PI LE 4.1.1 MU LE 4.1.1a MU LE 4.1.1b MU LE 4.1.1c MU LE 4.1.1d  PI LE 4.1.2 MU LE 4.1.2a
<b>BUNDLE # 2</b>						
Organization and Development of Living Organisms	What do plants and animals need to survive?	Living and Nonliving Things	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe differences between living and nonliving things.</li> <li>-Observe and describe living things found in the environment.</li> <li>-Observe and describe nonliving things found in the environment.</li> <li>-Describe things</li> </ul>	<p>Investigation 1, Part 3— Observing Brassica Growth</p> <p>Plants by Jenny Feely</p> <p>Stems by Vijaya Khisty Bodach</p> <p>Investigation 2, Part 1— Lawns</p> <p>Growing Beans by Peter Sloan</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS</li> <li>Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	MST STANDARD 4 Key Idea LE 4.6 PI LE 4.6.1 MU LE 4.6.1a MU LE 4.6.1b  Key Idea LE 4.5 PI LE 4.5.1 MU LE 4.5.2c MU LE 4.5.2g

			observed using the five senses.			
<b>BUNDLE # 3</b>						
Organization and Development of Living Organisms	What do plants and animals need to survive?	Interdependence	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe what plants need to live.</li> <li>-Describe what animals need to live.</li> <li>-Describe the parts of plants and animals and explain how plants and animals use those parts to meet their needs.</li> </ul>	<p>Investigation 1, Part 3—Observing Brassica Growth Plants by Jenny Feely Stems by Vijaya Khisty Bodach</p> <p>Investigation 2, Part 1—Lawns Growing Beans by Peter Sloan</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS</li> <li>Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<b>MST STANDARD 4</b> Key Idea LE 4.1 PI LE 4.1.1 MU LE 4.1.1a MU LE 4.1.1b MU LE 4.1.1c MU LE 4.1.1d PI LE 4.1.2 MU LE 4.1.2a
<b>BUNDLE # 4</b>						
Organization and Development of Living Organisms	<p>Why is each part of a plant important?</p> <p>What Parts Are There to a Plant?</p>	Parts of a Plant	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Plants have roots, stems, and leaves. Some plants have flowers.</li> <li>-The leaves of a plant make food for the plant.</li> <li>-Plants need air, water, sunlight, and space to grow.</li> <li>-It is important to draw and write about observation</li> </ul>	<p>Investigation 2, Part 1—Lawns, observing My Bean Plant</p> <p>Investigation 1, Part 3—Observing Brassica Growth What Does a Garden Need? By Judy Nayer</p> <p>Investigation 2, Part 2—Mowing the Lawn -Stems by Vijaya Khisty Bodach -Root by Vijaya Khisty Bodach</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS</li> <li>Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<b>MST STANDARD 4</b> Key Idea LE 4.3 PI LE 4.3.1 MU LE 4.3.1b MU LE 4.3.1c
<b>BUNDLE # 5</b>						
Organization and Development of Living Organisms	How do living things grow and change?	Heredity and Reproduction	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Living things grow</li> </ul>	<p>Investigation 2, Part 3—Wheat, observing Seeds by Vijaya Khisty Bodach</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter</li> </ul>	<b>MST STANDARD 4</b> PI LE 4.4.1 MU LE 4.4.1a MU LE 4.4.1b

			<p>and change.</p> <ul style="list-style-type: none"> <li>-Plants and animals are like their parents but they may look different.</li> <li>-It is important to draw and write about observations</li> <li>-People can learn from their observations and from the observations of others.</li> </ul>	<p>Fruits by Vijaya Khisty Bodach</p> <p>Investigation 1, Part 3—Observing Brassica Growth From Seed to Plant by Gail Gibbons</p> <p>Investigation 2, Part 2—Lawn, observing after Mowing FOSS: “Plants Around the World”</p>	<p>test</p> <ul style="list-style-type: none"> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MU LE 4.4.1c MU LE 4.4.1f</p> <p>PI LE 4.4.2 MU LE 4.4.2a</p>
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#### BUNDLE # 6

Organization and Development of Living Organisms	How do living things grow and change?	Heredity and Reproduction	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Living things grow and change.</li> <li>-Plants and animals are like their parents but they may look different.</li> <li>-It is important to draw and write about observations</li> <li>-People can learn from their observations and from the observations of others.</li> </ul>	<p>Investigation 2, Part 3—Wheat, conclusion FOSS: “Story of Wheat”</p> <p>Investigation 3, Part 1—Rooting Stem observing Plant Stems &amp; Roots by David Schwartz</p> <p>Investigation 3, Part 3—Spuds, planting (Optional) Potatoes What’s for Lunch? by Claire Llewellyn</p>	<p>-completion of exercise</p> <ul style="list-style-type: none"> <li>-written</li> </ul> <p>Unit/chapter test</p> <ul style="list-style-type: none"> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4 Key Idea LE 4.5 MU LE 4.5.1a MU LE 4.5.1b</p> <p>Key Idea LE 4.5 PI LE 4.5.3 MU LE 4.5.3a</p>
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#### BUNDLE # 7

Properties of Matter	How can objects be described and sorted?  Which is heavier?	Sort by Properties	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Describe the observable properties of objects.</li> </ul>	<p>Investigation 1, Balance—Part 1.1 Trick Crayfish Investigation 1, Balance—Part 1.2</p>		<p>MST STANDARD 4 Key Idea PS 4.3 PI 4.3.2 MU PS 4.3.2a MU PS 4.3.2b</p>
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			<ul style="list-style-type: none"> <li>-Sort objects into groups by properties.</li> <li>-Explain ways to sort objects to a partner.</li> <li>-Use a balance to see how objects compare in heaviness; describe objects as heavier or lighter</li> <li>-Record observations and measurements using pictures, numbers, and words.</li> </ul>	<p>Triangle and Arch</p> <p>Investigation 1, Balance—Part 1.2</p> <p>Triangle and Arch</p> <p>Investigation 1, Balance—Part 1.3 The Pencil Trick</p> <p>FOSS: “Make It Balance”</p> <p>Balance and Motion (Big Book) by Lisa Trumbauer</p> <p>Gravity by Robin Nelson</p>		<p>MU PS 4.3.2c</p> <p>MST STANDARD 4</p> <p>Key Idea PS 4.3</p> <p>PI PS 4.3.1</p> <p>MU PS 4.3.1a</p> <p>MU PS 4.3.1b</p> <p>MU PS 4.3.1c</p> <p>MU PS 4.3.1e</p> <p>MU PS 4.3.1f</p> <p>MU PS 4.3.1g</p>
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#### BUNDLE # 8

Forces and Changes in Motion	What makes objects move?	Pushes and Pulls, Gravity	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate using pushes and pulls to change the motion of objects.</li> <li>-Demonstrate how gravity pulls objects toward the surface of the Earth.</li> <li>-Give examples of the effects of gravity in everyday life.</li> <li>-Observe motion and compare observations with a partner.</li> </ul>	<p>Investigation 1, Balance—Part 1.4</p> <p>Mobiles (2 days) (Optional Activity)</p> <p>Balancing by Gloria Bancraft</p> <p>Investigation 2, Spinners—Part 2.1</p> <p>Tops</p> <p>FOSS: “Push or Pull”</p> <p>Push and Pull (Big Book)</p> <p>Investigation 2, Spinners—Part 2.2</p> <p>Zoomers</p> <p>Rolling by Patricia Whitehouse</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> <li>Unit/chapter test</li> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4</p> <p>PI PS 4.5.1</p> <p>MU PS 4.5.1c</p> <p>MU PS 4.5.1d</p> <p>MU PS 4.5.1e</p> <p>MU PS 4.5.1f</p>
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#### BUNDLE # 9

Motion of Objects	What are different ways that objects move?	How Things Move	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate different</li> </ul>	<p>Investigation 2, Spinners—Part 2.3</p> <p>Twirlers (2 days)</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> </ul>	<p>MST STANDARD 4</p> <p>PI PS 4.5.2</p> <p>MU PS 4.5.2a</p>
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			<p>ways objects can move.</p> <ul style="list-style-type: none"> <li>-Describe the various ways objects can move.</li> <li>-Group objects by the ways they can move.</li> <li>-Observe objects in motion and compare observations with a partner.</li> </ul>	<p>FOSS: "Things - Spin" Pushing and Pulling by Sue Barracough</p> <p>Investigation 3, Rollers—Part 3.1 Rolling Wheels All Kinds of Wheels by Stephanie Handwerker Runaway Wheels Wheels by Stephanie Handwerker</p> <p>Investigation 3, Rollers—Part 3.2 Rolling Cups And Everyone Shouted, "Pull!" by Claire Llewellyn</p>	<p>Unit/chapter test</p> <ul style="list-style-type: none"> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	MU PS 4.5.2b
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#### BUNDLE # 10

Motion of Objects	What are different ways that objects move?	How Things Move	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Demonstrate different ways objects can move.</li> <li>-Describe the various ways objects can move.</li> <li>-Group objects by the ways they can move.</li> <li>-Observe objects in motion and compare observations with a partner.</li> </ul>	<p>Investigation 3, Rollers—Part 3.2 Rolling Cups</p> <p>FOSS: "Rolling, Rolling."</p> <p>Things on Wheels by Peter Sloan</p> <p>Investigation 3, Rollers—Part 3.3 Rolling Spheres Roll, Slope, and Slide by Michael Dahl</p>	<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written</li> </ul> <p>Unit/chapter test</p> <ul style="list-style-type: none"> <li>-FOSS Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4 PI PS 4.5.2 MU PS 4.5.2a MU PS 4.5.2b</p>
Earth in Space and Time	What do we know about stars?	Stars and the Sun	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Explain that there are too many stars in the sky to</li> </ul>		<p>-Class Quiz</p>	<p>MST STANDARD 4 Key Idea PS 4.1 MU PS 4.1.1c</p>

			<p>count.</p> <ul style="list-style-type: none"> <li>-Describe how hand lenses and telescopes can help people see things that are small or far away.</li> <li>-Describe ways light and heat from the Sun help living things.</li> <li>-Describe ways to protect yourself from the Sun.</li> </ul>			
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**BUNDLE # 11**

Magnets and matter	What are some properties of solids, liquids, and gases?		<p>Including but not limited to:</p> <p>Some materials have properties of both solids and liquids</p>	<p>Investigation 1, Part 1—Stick To It</p> <p>Investigation 1, Part 2—What Will a Magnet Attract?</p> <p>Magnets by Brenda Parkes</p>		<p>PI PS 4.5.2 PS 4.5.2a PS 4.5.2b</p>
Magnets and matter	What are some properties of solids, liquids, and gases?		<p>Including but not limited to:</p> <p>Some materials have properties of both solids and liquids</p>	<p>Investigation 2, Part 1—Fish and Clips</p> <p>Amazing Magnets (Big Book) by Gloria Bancroft</p>		<p>PI PS 4.5.2 PS 4.5.2a PS 4.5.2b</p>
Magnets and matter	What are some properties of solids, liquids, and gases?			<p>Investigation 2, Part 2—Holding Power</p>		
Earth in Space and Time	What do we find on Earth's surface?	Rock and Soil, Earth Changes	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>-Explain that the surface of the earth is made of different types of solid materials (for example, sand, soil, pebbles, rocks) and water.</li> <li>-Observe likenesses and differences between different types of soil and rocks.</li> </ul>		<ul style="list-style-type: none"> <li>-completion of exercise</li> <li>-written Unit/chapter test</li> <li>-Assessment (exams)</li> <li>-discussions</li> <li>-Class Quiz</li> </ul>	<p>MST STANDARD 4 PI PS 4.1.1 MU PS 4.1.2d</p>

			-Name and describe animals and plants and where they live on Earth			
<b>BUNDLE # 12</b>						
Magnets	What are some properties of solids, liquids, and gases?		Including but not limited to:  Some materials have properties of both solids and liquids	Investigation 3, Part 2—Face to Face What Makes a Magnet	-completion of exercise -written Unit/chapter test -FOSS Assessment (exams) -discussions -Class Quiz	PI PS 4.5.2 PS 4.5.2a PS 4.5.2b
Magnets and matter	What are some properties of solids, liquids, and gases?			Investigation 3, Part 3—Floating Magnets Magnetic and Nonmagnetic Magnet Magic by Angela Royston		PI PS 4.5.2 PS 4.5.2a PS 4.5.2b
Magnets and matter	What are some properties of solids, liquids, and gases?			Investigation 3, Part 4—Hungry Hounds Magnets by Robin Nelson		PI PS 4.5.2 PS 4.5.2a PS 4.5.2b
Earth Structures	What do we find on Earth's surface?	Rock and Soil, Earth Changes	Including but not limited to:  -Explain how water is used by living things. -Identify ways to be safe in and around water. -Describe different changes that take place on Earth's surface. -Give examples of rapid and slow changes to Earth's surface.		-completion of exercise -written Unit/chapter test - Assessment (exams) -discussions -Class Quiz	MST STANDARD 4 PI PS 4.1.1 MU PS 4.1.2c MU PS 4.1.2e

## **NYS Elementary MST Learning Standards, Key Ideas, Performance Indicators, and Major Understandings**

**MST STANDARD 1—Analysis, Inquiry, and Design** - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

**Key Idea M1.1** - Abstraction and symbolic representation are used to communicate mathematically.

**Performance Indicator M1.1.1** Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.

Major Understanding M1.1.1a- Use plus, minus, greater than, less than, equal to, multiplication, and division signs

Major Understanding M1.1.1b - Select the appropriate operation to solve mathematical problems

Major Understanding M1.1.1c- Apply mathematical skills to describe the natural world

**Key Idea M1.2** - Deductive and inductive reasoning are used to reach mathematical conclusions.

**Performance Indicator M1.2.1** -Deductive and inductive reasoning are used to reach mathematical conclusion

Major Understanding M1.2.1a - Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions

Major Understanding M1.2.1b - Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment

**Key Idea M1.3:** - Critical thinking skills are used in the solution of mathematical problems.

**Performance Indicator M1.3.1** -Critical thinking skills are used in the solution of mathematical problems

Major Understanding M1.3.1a - Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world

**Key Idea S1.1:** - The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

**Performance Indicator S1.1.1** - Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.

Major Understanding S1.1.1a - Observe and discuss objects and events and record observations

Major Understanding S1.1.1b - Articulate appropriate questions based on observations

**Performance Indicator S1.1.2** - Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.

Major Understanding S1.1.2a - Identify similarities and differences between explanations received from others or in print and personal observations or understandings

**Performance Indicator S1.1.3** -Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Major Understanding S1.1.3a - Clearly express a tentative explanation or description which can be tested

**Key Idea S 1.2** - Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**Performance Indicator S2.1**- Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.

Major Understanding S 1.2.1a - Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)

**Performance Indicator S1.2.2** - Share their research plans with others and revise them based on their suggestions.

Major Understanding S 1.2.2a - Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate

**Performance Indicator S1.2.3** - Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time.

Major Understanding S1.2.3a - Use appropriate "inquiry and process skills" to collect data

Major Understanding S1.2.3b - Record observations accurately and concisely

**Key Idea S 1. 3** - The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

**Performance Indicator S1.3.1** - Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.

Major Understanding S1.3.1a - Accurately transfer data from a science journal or notes to appropriate graphic organizer

**Performance Indicator S1.3.2** - Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.

Major Understanding S1.3.2a - State, orally and in writing, any inferences or generalizations indicated by the data collected

**Performance Indicator S1.3.3** - Share their findings with others and actively seek their interpretations and ideas.

Major Understanding S1.3.3a- Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas

**Performance Indicator S1.3.4** - Adjust their explanations and understandings of objects and events based on their findings and new ideas.

Major Understanding S1.3.4a- State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation

Major Understanding S1.3.4b- State, orally and in writing, any new questions that arise from their investigation

**Key Idea T1.1** - Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.

**Performance Indicator T1.1.1** - Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.

Major Understanding T1.1.1a -Identify a simple/common object which might be improved and state the purpose of the improvement

Major Understanding T1.1.1b -Identify features of an object that help or hinder the performance of the object

Major Understanding T1.1.1c -Suggest ways the object can be made differently, fixed, or improved within given constraints

**Performance Indicator T1.1.2** - Investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members.

Major Understanding T1.1.2a-Identify appropriate questions to ask about the design of an object

Major Understanding T1.1.2b-Identify the appropriate resources to use to find out about the design of an object

Major Understanding T1.1.2c-Describe prior designs of the object.

**Performance Indicator T1.1.3** - Generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.

Major Understanding T1.1.3a -List possible solutions, applying age-appropriate math and science skills

Major Understanding T1.1.3b -Develop and apply criteria to evaluate possible solutions

Major Understanding T1.1.3c -Select a solution consistent with given constraints and explain why it was chosen

**Performance Indicator T1.1.4** - Plan and build, under supervision, a model of the solution, using familiar materials, processes, and hand tools  
Major Understanding T1.1.4a -Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly

Major Understanding T1.1.4b -Build a model of the object, modifying the plan as necessary

**Performance Indicator T1.1.5** -Discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.

Major Understanding T1.1.5a -Determine a way to test the finished solution or model

Major Understanding T1.1.5b -Perform the test and record the results, numerically and/or graphically

Major Understanding T1.1.5c -Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats

**MST STANDARD 2—Information Systems** - Students will access, generate, process, and transfer information, using appropriate technologies.

**Key Idea 2.1** - Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.

**Performance Indicator 2.1.1**- Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning

Major Understanding 2.1.1a-Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share science in the classroom

Major Understanding 2.1.1b-select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks

Major Understanding 2.1.1c-use information technology to link the classroom to world events

**Key Idea 2.2** - Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use.

**Performance Indicator 2.2.1** - Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use.

Major Understanding 2.2.1a -use a variety of media to access scientific information

Major Understanding 2.2.1b -consult several sources of information and points of view before drawing conclusion

Major Understanding 2.2.1c -identify and report sources in oral and written communications

**Key Idea 2.3**- Information technology can have positive and negative impacts on society, depending upon how it is used.

**Performance Indicator 2.2.3**- Information technology can have positive and negative impacts on society, depending upon how it is used.

Major Understanding 2.2.3a-distinguish fact from fiction (presenting opinion as contrary to the scientific process)

Major Understanding 2.2.3b-demonstrate an ability to critically evaluate information and misinformation

Major Understanding 2.2.3c-recognize the impact of information technology on the daily life of students

**MST STANDARD 6—Interconnectedness: Common Themes** - Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning

**Key Idea 6. 1** - Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

Performance Indicator 6.1.1-observe and describe interactions among components of simple systems

Performance Indicator 6.1.2-identify common things that can be considered to be systems (e.g., a plant, a transportation system, human beings)

**Key Idea 6.2** - Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.

**Performance Indicator 6.2.1**- analyze, construct, and operate models in order to discover attributes of the real thing

**Performance Indicator 6.2.2**-discover that a model of something is different from the real thing but can be used to study the real thing

**Performance Indicator 6.2.3**-use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world

**Key Idea 6.3** - The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.

**Performance Indicator 6.3.1** -observe that things in nature and things that people make have very different sizes, weights, and ages

**Performance Indicator 6.3.2** -recognize that almost anything has limits on how big or small it can be

**Key Idea 6.4** - Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

**Performance Indicator 6.4.1** -observe that things change in some ways and stay the same in some ways

Performance Indicator 6.4.2 -recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.

**Key Idea 6.5** - Identifying patterns of change is necessary for making predictions about future behavior and conditions.

**Performance Indicator 6.5.1**-use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data

**Performance Indicator 6.5.2**-analyze data by making tables and graphs and looking for patterns of change

**Key Idea 6.6** - In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.

**Performance Indicator 6.6.1**-choose the best alternative of a set of solutions under given constraints

Performance Indicator 6.6.2-explain the criteria used in selecting a solution orally and in writing

**MST STANDARD 7—Interdisciplinary Problem Solving** - Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Key Idea 7.1** - The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

**Performance Indicator 7.1.1**-analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action

**Performance Indicator 7.1.2**-make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit trade-offs to arrive at an optimal choice

**Performance Indicator 7.1.3**-design solutions to problems involving a familiar and real context, investigate related science concepts to determine the solution, and use mathematics to model, quantify, measure, and compute

**Performance Indicator 7.1.4**-observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions

**Key Idea 7.2** - Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.

- work effectively
- gather and process information
- generate and analyze ideas
- observe common themes
- realize ideas
- present results

**MST STANDARD 4: The Physical Setting-** Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Key Idea PS 4.1 -** The Earth and celestial phenomena can be described by principles of relative motion and perspective.

**Performance Indicator PS 4.1.1 -** Describe patterns of daily, monthly, and seasonal changes in their environment.

Major Understanding PS 4.1.1a -Natural cycles and patterns

Major Understanding PS 4.1.1b -Humans organize time into units based on natural motions of Earth

Major Understanding PS 4.1.1c -The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.

**Key Idea PS 4.2-** Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

**Performance Indicator PS 4.1.2 -** Describe the relationship among air, water, and land on Earth.

Major Understanding PS 4.1.2a-Weather is the condition of the outside air at a particular moment.

Major Understanding PS 4.1.2b-Weather can be described and measured by:

- temperature
- wind speed and direction
- form and amount of precipitation
- general sky conditions (cloudy, sunny, partly cloudy)

Major Understanding PS 4.1.2c-Water is recycled by natural processes on Earth.

- evaporation: changing of water (liquid) into water vapor (gas)
- condensation: changing of water vapor (gas) into water (liquid)
- precipitation: rain, sleet, snow, hail
- runoff: water flowing on Earth's surface
- groundwater: water that moves downward into the ground

Major Understanding PS 4.1.2d-Erosion and deposition result from the interaction among air, water, and land.

- interaction between air and water breaks down earth materials
- pieces of earth material may be moved by air, water, wind, and gravity
- pieces of earth material will settle or deposit on land or in the water in different places
- soil is composed of broken-down pieces of living and nonliving earth material

Major Understanding PS 4.1.2e- Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

**Key Idea PS 4.3 -** Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity

**Performance Indicator 4.3.1 -** Observe and describe properties of materials, using appropriate tools.

Major Understanding 4.3.1a- Matter takes up space and has mass. Two objects cannot occupy the same place at the same time

Major Understanding 4.3.1b-Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.

Major Understanding 4.3.1c-Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light.

Major Understanding 4.3.1d-Measurements can be made with standard metric units and nonstandard units.

Major Understanding 4.3.1e-The material(s) an object is made up of determine some specific properties of the object ( sink/float, conductivity, magnetism).

Properties can be observed or measured

with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders.

Major Understanding 4.3.1f-Objects and/or materials can be sorted or classified according to their properties.

Major Understanding 4.3.1g- Some properties of an object are dependent on the conditions of the present surroundings in which the object exist.

**Performance Indicator 4.3.2** - Describe chemical and physical changes, including changes in states of matter.

Major Understanding PS 4.3.2a-Matter exists in three states: solid, liquid, gas

Major Understanding PS 4.3.2b-Temperature can affect the state of matter of a substance.

Major Understanding PS 4.3.2c-Changes in the properties or materials of objects can be observed and described.

**Key Idea PS 4.4** - Energy exists in many forms, and when these forms change energy is conserved.

**Performance Indicator PS 4.4.1** - Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.

Major Understanding PS 4.4.1a-Energy exists in various forms: heat, electric, sound, chemical, mechanical, light.

Major Understanding PS 4.4.1b-Energy can be transferred from one place to another.

Major Understanding PS 4.4.1c-Some materials transfer energy better than others (heat and electricity).

Major Understanding PS 4.4.1d-Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light.

Major Understanding PS 4.4.1e-Electricity travels in a closed circuit.

Major Understanding PS 4.4.1f-Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another.

Major Understanding PS 4.4.1g-Interactions with forms of energy can be either helpful or harmful.

**Performance Indicator PS 4.4.2** - Observe the way one form of energy can be transferred into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).

Major Understanding PS 4.4.2a-Everyday events involve one form of energy being changed to another.

Major Understanding PS 4.4.2b-Humans utilize interactions between matter and energy.

**Key Idea PS 4.5** - Energy and matter interact through forces that result in changes in motion.

**Performance Indicator PS 4.5.1** - Describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces.

Major Understanding PS 4.5.1a- The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).

Major Understanding PS 4.5.1b- The position or direction of motion of an object can be changed by pushing or pulling.

Major Understanding PS 4.5.1c- The force of gravity pulls objects toward the center of Earth.

Major Understanding PS 4.5.1d- The amount of change in the motion of an object is affected by friction.

Major Understanding PS 4.5.1e- Magnetism is a force that may attract or repel certain materials.

Major Understanding PS 4.5.1f- Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes.

**Performance Indicator PS 4.5.2**- Describe how forces can operate across distances.

Major Understanding PS 4.5.2a- The forces of gravity and magnetism can affect objects through gases, liquids, and solids.

Major Understanding PS 4.5.2b- The force of magnetism on objects decreases as distance increases.

**MST STANDARD 4 - The Living Environment** - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Key Idea LE 4.1** - Living things are both similar to and different from each other and from nonliving things.

**Performance Indicator LE 4.1.1** - Describe the characteristics of and variations between living and nonliving things.

Major Understanding LE 4.1.1a-Animals need air, water, and food in order to live and thrive.

Major Understanding LE 4.1.1b-Plants require air, water, nutrients, and light in order to live and thrive.

Major Understanding LE 4.1.1c-Nonliving things do not live and thrive.

Major Understanding LE 4.1.1d-Nonliving things can be human-created or naturally occurring.

**Performance Indicator LE 4.1.2** - Describe the life processes common to all living things

Major Understanding LE 4.1.2a - Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.

**Key Idea LE 4.2** - Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

**Performance Indicator LE 4.2.1** - Recognize that traits of living things are both inherited and acquired or learned.

Major Understanding LE 4.2.1a- Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).

Major Understanding LE 4.2.1b-Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

**Performance Indicator LE 4.2.2** - Recognize that for humans and other living things there is genetic continuity between generations.

Major Understanding LE 4.2.2a-Plants and animals closely resemble their parents and other individuals in their species.

Major Understanding LE 4.2.2b-Plants and animals can transfer specific traits to their offspring when they reproduce.

**Key Idea LE 4.3** - Individual organisms and species change over time.

**Performance Indicator LE 4.3.1**- Describe how the structures of plants and animals complement the environment of the plant or animal.

Major Understanding LE 4.3.1a-Each animal has different structures that serve different functions in growth, survival, and reproduction.

Major Understanding LE 4.3.1b-Each plant has different structures that serve different functions in growth, survival, and reproduction.

Major Understanding LE 4.3.1c-In order to survive in their environment, plants and animals must be adapted to that environment.

**Performance Indicator LE 4.3.2**- Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Major Understanding LE 4.3.2a- Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment

Major Understanding LE 4.3.2b- All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.

**Key Idea LE 4.4** - The continuity of life is sustained through reproduction and development.

**Performance Indicator LE 4.4.1**- Describe the major stages in the life cycles of selected plants and animals.

Major Understanding LE 4.4.1a-Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.

Major Understanding LE 4.4.1b-Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.

Major Understanding LE 4.4.1c-The length of time from beginning of development to death of the plant is called its life span.

Major Understanding LE 4.4.1d-Life cycles of some plants include changes from seed to mature plant.

Major Understanding LE 4.4.1e-Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult.

Major Understanding LE 4.4.1f-Each kind of animal goes through its own stages of growth and development during its life span.

Major Understanding LE 4.4.1g-The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary.

**Performance Indicator LE 4.4.2-** Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

Major Understanding LE 4.4.2a- Growth is the process by which plants and animals increase in size.

Major Understanding LE 4.4.2b- Food supplies the energy and materials necessary for growth and repair.

**Key Idea LE 4.5 -** Organisms maintain a dynamic equilibrium that sustains life.

**Performance Indicator LE 4.5.1-** Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).

Major Understanding LE 4.5.1a- All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.

Major Understanding LE 4.5.1b- An organism's external physical features can enable it to carry out life functions in its particular environment.

**Performance Indicator LE 4.5.2-** Describe some survival behaviors of common living specimens.

Major Understanding LE 4.5.2a-Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.

Major Understanding LE 4.5.2b-Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).

Major Understanding LE 4.5.2c-Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.

Major Understanding LE 4.5.2d-Some animals, including humans, move from place to place to meet their needs.

Major Understanding LE 4.5.2e-Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur.

Major Understanding LE 4.5.2f-Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

Major Understanding LE 4.5.2g-The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.

**Performance Indicator LE 4.5.3-** Describe the factors that help promote good health and growth in humans.

Major Understanding LE 4.5.3a- Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

Major Understanding LE 4.5.3b- Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.

**Key Idea LE 4.6 -** Plants and animals depend on each other and their physical environment.

**Performance Indicator LE 4.6.1-** Describe how plants and animals, including humans, depend upon each other and the nonliving environment.

Major Understanding LE 4.6.1a-Green plants are producers because they provide the basic food supply for themselves and animals.

Major Understanding LE 4.6.1b-All animals depend on plants. Some animals (predators) eat other animals (prey).

Major Understanding LE 4.6.1c-Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain.

Major Understanding LE 4.6.1d-Decomposers are living things that play a vital role in recycling nutrients.

Major Understanding LE 4.6.1e-An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability

of food and other resources, and the physical characteristics of the environment.

Major Understanding LE 4.6.1f-When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.

**Key Idea LE 4.7 -** Human decisions and activities have had a profound impact on the physical and living environments.

**Performance Indicator LE 4.7.1-** Identify ways in which humans have changed their environment and the effects of those changes.

Major Understanding LE 4.7.1a-Humans depend on their natural and constructed environments.

Major Understanding LE 4.7.1b-Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities.

Major Understanding LE 4.7.1c-Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

**Common Core Standards for English Language Arts & Literacy in History/Social Studies**

College and Career Readiness Anchor Standards for Reading (K-5)

Key Idea 3- Integration of Knowledge and Ideas

CC.Literacy in Hist/SS & C&CR.01.PI.3.7. READING ~Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Subject Area: New York Social Studies**

**Course: New York Social Studies - Kindergarten**

The Social Studies program is designed around the concepts of democracy and diversity. The Social Studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the community, and understand, respect, and appreciate the commonalities and differences that give the United States character and identity. The materials to be used in the study of social studies will include the use of the following in addition to this standard text: (1) original documents and letters to bring students into direct contact with important documents of American and world history; (2) field trips to museums, exhibits and other historical sites; (3) high quality documentaries that are integrated into classroom instruction; and (4) art and literature to convey historical events and figures.

The social studies at the kindergarten level focuses on helping students develop a awareness of themselves as growing individuals. Children's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, children's relationships with others in the classroom and the school become sources for social studies learning. Social interaction and literacy skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

The grade I social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interactions are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program

In a report prepared for the U.S. Department of Education, Anstrom (1999) identified additional characteristics of effective social studies instruction that should be emphasized for ELLs, namely:

- making social studies content accessible to English Language learners
- adopting a flexible, thematic-based curriculum
- giving students adequate amount of time to learn social studies content
- linking social studies concepts to prior knowledge

- using cooperative learning strategies
- linking instruction to assessment

At East Harlem Scholars II, teachers and instructional specialists will collaborate in meeting the needs of this diverse population. Not only are the ELL students learning a new language and culture while in the classroom, they must learn a different interpretation of historical events, develop a different conception of government, and learn a different philosophy of citizenship.

**\*NOTE:** Each bundle represents approximately 3-weeks of instruction.

Kindergarten - New York Social Studies Curriculum Timeline (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	School	Big Idea/Enduring Understanding	Identity, Change and Culture
Essential Question/s	What are some roles and responsibilities we have at school?	Essential Question/s	How do families from diverse backgrounds play a role in creating local and national culture?
Topic/Content	My School Community : What is a school?	Topic/Content	Myself and Others
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Identity	Big Idea/Enduring Understanding	Identity
Essential Question/s	How do individuals and diverse groups of people play a role in creating a community?	Essential Question/s	How do individuals and diverse groups of people play a role in creating a community?
Topic/Content	My Family and Other Families—Alike and Different	Topic/Content	My Family and Other Families—Alike and Different
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Places and Regions	Big Idea/Enduring Understanding	Places and Regions
Essential Question/s	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Essential Question/s	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?
Topic/Content	Neighborhood and Community	Topic/Content	Neighborhood and Community
Bundle 7		Bundle 8	

Big Idea/Enduring Understanding	Places and Regions	Big Idea/Enduring Understanding	Places and Regions
Essential Question/s	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Essential Question/s	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?
Topic/Content	Neighborhood and Community	Topic/Content	Neighborhood and Community
<b>Bundle 9</b>		<b>Bundle 10</b>	
Big Idea/Enduring Understanding	Places and Regions Interdependence	Big Idea/Enduring Understanding	Interdependence
Essential Question/s	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Essential Question/s	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? Where does food come from?
Topic/Content	Neighborhood and Community Basic Human Needs and Wants	Topic/Content	Basic Human Needs and Wants
<b>Bundle 11</b>		<b>Bundle 12</b>	
Big Idea/Enduring Understanding	Interdependence	Big Idea/Enduring Understanding	Citizenship and Civic Life, Government
Essential Question/s	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? Where does food come from?	Essential Question/s	What does it mean to be a good citizen as part of a country? How do people honor and celebrate their national identity? What is the purpose of government?
Topic/Content	Basic Human Needs and Wants	Topic/Content	Citizenship and Civic Life

Kindergarten - New York Social Studies Curriculum Framework						
Big	Essential	Topic/	Specificity/	Lessons	Assessment	New York State Standards, Key

Idea/Enduring Understanding	Question/s	Content	Examples			Ideas, Performance Indicators, and Major Understandings
<b>BUNDLE # 1</b>						
School	What is a school?	Definition of school -Place of learning -Community of people (friend, classmate, teachers) -Building -Classrooms  Our school -Name of school -Location of school -Kind of school -Unique aspects	Identify and describe features and purpose of a school and students' school	-My School Community :	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations )) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.USNYH.E.01. PI.A.01. US & NY HISTORY  SS.USNYH.E.01. PI.D.02. US & NY HISTORY  SS.USNYH.E.01. PI.B.01. US & NY HISTORY
School		Tour of school building and movement around the school Map of spaces on one floor of a school  Names and purposes of locations in school building	Locate important places in the school building			SS.USNYH.E.01. PI.D.02. US & NY HISTORY  SS.USNYH.E.01. PI.B.01. US & NY HISTORY  SS.G.E.01. PI.A.02. GEOGRAPHY
School		Items in the	Identify items in			SS.G.E.01. PI.A.02. GEOGRAPHY

		<p>classroom and their location in the classroom -Furniture -Art materials and school supplies</p> <p>Location of classroom items and positional words: left, right, near, far, up, down, here, there, above, below, behind, in front</p> <p>Classroom map -Furniture -Art materials and school supplies</p>	<p>the classroom and their location in the classroom</p> <p>Identify and describe location of items in the classroom using positional words</p> <p>Construct classroom map using symbols for items in the room</p>	<p>over, under, up, down, right, left</p> <p>over, under, up, down, right, left</p> <p>over, under, up, down, right, left, listen, learn, quiet, cooperate, respect</p> <p>What are some roles and responsibilities we have at school?</p>		SS.G.E.01. PI.B.02. GEOGRAPHY
School		<p>School community</p> <p>Other classes in school as part of larger school community</p> <p>School personnel: responsibilities and relationship to students</p> <p>Conversations with school personnel (i.e. likes and dislikes, families, interests and</p>	<p>Define school community and identify members of school community</p> <p>Identify the other classes in the school and discuss the relationship between classes in the school</p> <p>Identify school personnel and describe roles and</p>	<p>teacher, principal, custodian, nurse, librarian</p>		<p>SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.D.02. CIVICS, CITIZENSHIP &amp; GOVT</p>

		<p>hobbies, etc.)</p> <p>Interpersonal classroom problems and ways to work cooperatively; problem-solving</p>	<p>responsibilities and relationship to students</p> <p>Explain that adults have lives outside of school</p> <p>Identify and describe interpersonal classroom problems and ways to work cooperatively; explore and give examples of solving problems as a means of working together and helping each other</p>			
School		<p>School and class rules, guidelines, and expectations and their purpose</p> <p>Class rules and guidelines:</p> <ul style="list-style-type: none"> <li>-Rights and responsibilities</li> <li>-Problem-solving</li> <li>-Decision-making</li> <li>-Conflict resolution</li> </ul> <p>Membership in class community:</p> <ul style="list-style-type: none"> <li>-Following rules</li> <li>-Understanding consequences of</li> </ul>	<p>Explore and explain need for fair rules in the school and classroom for the purpose of keeping order and keeping people safe so that they may learn</p> <p>Identify and follow class rules and guidelines to ensure order and safety</p> <p>Establish and agree upon</p>	<p>friend, classmate, work, play</p>	<p>SS.CCG.E.01. PI.D.01. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.C.06. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP &amp; GOVT</p>	

		<p>following rules            -Taking turns            -Appropriate behavior</p> <p>Classroom care: job chart</p>	<p>classroom rules and guidelines</p> <p>Demonstrate that being a good member of the class community involves rights and responsibilities</p> <p>Develop classroom job chart; express need for job chart and undertake classroom responsibilities</p>			
School		Fire Drill-procedure	Follow instructions for fire drill and explain steps and purpose of procedure: review and practice			
<b>BUNDLE # 2</b>						
Identity, Change and Culture	<p>How do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events in the past?</p>	<p>Personal Physical Features            -Hair color            -Eye Color            -Gender            -Other</p> <p>Personal Cultural Background            -Ethnicity            -Nationality            -Languages</p>	<p>Describe physical features</p> <p>Describe cultural background</p>	<p>Myself and Others</p>	<ul style="list-style-type: none"> <li>- Vocabulary quiz</li> <li>-Teacher-made test (- Assessment s (including quizzes, tests, inquiry investigations, biography study,</li> </ul>	<p>K.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1c.SPEAKING&amp; LISTENING</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>

					student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	
Identity, Change and Culture		Personal Attributes -Talents -Personality -Interests -Likes and dislikes -Learning style  Similarities and differences of people in class -Physical features -Cultural background -Personal attributes	Identify and describe personal attributes  Identify, describe, recognize and compare similarities and differences of people in class		K.CC.Literacy in Hist/SS & C&CR.02.PI.1c.SPEAKING& LISTENING  CC.Literacy in Hist/SS & C&CR.01.PI.5.11.WRITING	
Identity, Change and Culture		Personal history and life sequence -0-5 years old -Change and growth over time	Sequence at least two events in life from 0-5 years old and create a personal timeline  Describe personal change and growth over time		SS.WH.E.01.PI.B.01  SS.WH.E.01.PI.B.02	
Identity, Change and Culture		Personal identity as part of American	Explain that all students in the		SS. USNYH. E.01.PI.A.01	

		society and culture	class are diverse, similar and different and are an integral part of American society (i.e. live in Harlem, live in US, go to East Harlem, say Pledge of Allegiance, etc.)			K.CC.Literacy in Hist/SS & C&CR.02.PI.1c.SPEAKING& LISTENING  K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING
<b>BUNDLE # 3</b>						
Identity		Family homes -Definition of home as safe place to live -Location: neighborhood, address -Buildings -Apartments -Houses -Unique features  Similarities and differences between family homes -Location: neighborhood and address -Buildings -Apartments -Houses -Unique features	Describe family homes and define as a place to live that is safe and secure  Locate objects and places to the right or left, up or down, in or out, and above or below  Identify, describe, recognize, and compare similarities and differences of students' homes as part of a diverse class community	school-developed thematic study		SS.G.E.01. PI.A.01. GEOGRAPHY  SS.G.E.01. PI.A.04. GEOGRAPHY
Identity	How do individuals and diverse groups of people play a role in creating a	Family features -Number of family members -Names of family	Describe family make up and aspects of the family; identify family unit	school-developed thematic study		SS.USNYH.E.01. PI.A.01. US & NY HISTORY  SS.USNYH.E.01. PI.B.02. US & NY

	community?	<p>members</p> <ul style="list-style-type: none"> <li>-Number of siblings</li> <li>-Relationships of family members to each other</li> <li>-Languages spoken</li> </ul> <p>Similarities and differences between students' families</p> <ul style="list-style-type: none"> <li>-Size and makeup of family</li> <li>-Languages spoken</li> </ul>	<p>and members of family</p> <p>Identify, describe, recognize, and compare similarities and differences of students' families as part of a diverse class community</p>	<p>-My Family and Other Families—Alike and Different</p>		<p><b>HISTORY</b></p> <p>SS.USNYH.E.01. PI.D.02. US &amp; NY HISTORY</p> <p>K.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.3.9a.READING</p>
Identity		<p>Family homes</p> <ul style="list-style-type: none"> <li>-Definition of home as safe place to live</li> <li>-Location: neighborhood, address</li> <li>-Buildings</li> <li>-Apartments</li> <li>-Houses</li> <li>-Unique features</li> </ul> <p>Similarities and differences between family homes</p> <ul style="list-style-type: none"> <li>-Location: neighborhood and address</li> <li>-Buildings</li> <li>-Apartments</li> <li>-Houses</li> </ul>	<p>Describe family homes and define as a place to live that is safe and secure</p> <p>Identify, describe, recognize, and compare similarities and differences of students' homes as part of a diverse class community</p>	<p>school-developed thematic study</p>		<p>SS.G.E.01. PI.A.01. GEOGRAPHY</p> <p>SS.G.E.01. PI.A.04. GEOGRAPHY</p>

		-Unique features				
Identity		<ul style="list-style-type: none"> <li>-Relationships in the family, including getting along, sharing, helping, and being responsible for and caring for one another</li> <li>-Routines, chores, and jobs</li> <li>-Family activities</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss relationships in the family and role in family unit</li> <li>-Give examples of how families cooperate and work together</li> <li>-Describe everyday routines, chores, jobs that make family life special</li> <li>-Describe and explore ways in which different families have fun together: working and playing together</li> <li>-Describe and explore places families like to visit and the different things they do in their free time</li> </ul>	school-developed thematic study		<p>SS.USNYH.E.01. PI.D.02. US &amp; NY HISTORY</p> <p>SS.USNYH.E.01. PI.A.03. US &amp; NY HISTORY</p>
Identity		<ul style="list-style-type: none"> <li>Family culture, customs, and traditions</li> <li>Family celebrations</li> <li>Unique family food</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and describe family culture, customs, and traditions</li> <li>-Explore and describe ways in which different families celebrate special days and events, and honor people</li> <li>-Explore family customs and traditions by looking at special foods</li> </ul>	<ul style="list-style-type: none"> <li>Pilgrims, November, turkey, harvest, Native American, celebrate,</li> <li>school-developed thematic study</li> </ul>		<p>SS.USNYH.E.01. PI.A.01. US &amp; NY HISTORY</p> <p>SS.USNYH.E.01. PI.B.01. US &amp; NY HISTORY</p> <p>SS.WH.E.01. PI.A.03. WORLD HISTORY</p> <p>SS.WH.E.01. PI.A.03. WORLD HISTORY</p> <p>K.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.WRITING</p>

BUNDLE # 4						
Identity	How do individuals and diverse groups of people play a role in creating a community?	Family similarities and differences: culture, customs, traditions, values	Identify ways in which families are alike and different as part of diverse community  Identify historically significant events as they relate to self and family	culture, customs, traditions, values, holidays  school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	K.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING  K.CC.Literacy in Hist/SS & C&CR.02.PI.1c.SPEAKING &LISTENING
Identity		Family history and change over time	-Explain that families have a past and change over time -Study family photos to observe change over time -Create a timeline and sequence family photos	school-developed thematic study		SS.WH.E.01. PI.D.02. WORLD HISTORY  SS.WH.E.01. PI.B.01. WORLD HISTORY SS.WH.E.01. PI.C.01. WORLD HISTORY
Identity		Family characteristics and similarities and differences between families	Prepare maps, tables, graphs, and charts to represent family information and similarities and differences	school-developed thematic study		SS.G.E.01. PI.B.02. GEOGRAPHY  SS.G.E.01. PI.A.02. GEOGRAPHY  K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING

						CC.Literacy in Hist/SS & C&CR.01.PI.5.11.WRITING
<b>BUNDLE # 5</b>						
Places and Regions	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Features of our neighborhood	Define and describe neighborhood; explore, sketch and describe features and places found in our neighborhood; identify common signs, logos and symbols; explore and interpret signs and symbols around the neighborhood	Neighborhood and Community	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.G.E.01. PI.A.04. GEOGRAPHY SS.G.E.01. PI.A.01. GEOGRAPHY
Places and Regions		-Community of different people who live in the neighborhood  -Similarities and differences between people in the neighborhood as part of diverse community	-Explore and describe people observed and known in the neighborhood -Identify similarities and differences between people in the neighborhood as part of a diverse community	school-developed thematic study		SS.USNYH.E.01. PI.D.02. US & NY HISTORY  SS.USNYH.E.01. PI.A.01. US & NY HISTORY
Places and Regions		-Different kinds of neighborhoods -Similarities and	-Compare and contrast different neighborhoods	school-developed thematic		SS.USNYH.E.01. PI.D.02. US & NY HISTORY

		differences between school neighborhood and other neighborhoods	-Compare and contrast school neighborhood to pictures of different neighborhoods	study		SS.USNYH.E.01. PI.A.01. US & NY HISTORY  K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING
Places and Regions		-Whole class neighborhood model -Whole class and individual neighborhood maps (based on whole class neighborhood model) -Map symbols -Map as representation of place on earth -Function and use of map	-Construct a whole class neighborhood model and name features of the model -Create a class and individual neighborhood map using symbols; describe and identify features shown on neighborhood map -Identify symbols on neighborhood maps -Identify map as representation of a place on earth -Describe function and use of a map -Find places on the map -Plan short routes around the model and map for cars and people	school-developed thematic study		SS.G.E.01. PI.A.02. GEOGRAPHY  SS.G.E.01. PI.A.05. GEOGRAPHY

**BUNDLE # 6**

Places and Regions	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are	Representation and location of land and water masses on a map and a globe	-Differentiate between a map and a globe -Locate land and water Explore local maps, world map, and	school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests,	S.G.E.01. PI.A.03. GEOGRAPHY
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	geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?		globe to identify and locate land and sea/water forms		inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	
Places and Regions		United States location on map and a globe	Find US on world map	school-developed thematic study		SS.G.E.01. PI.A.03. GEOGRAPHY
Places and Regions		City and state location	Locate city and state on US map	school-developed thematic study		SS.G.E.01. PI.A.03. GEOGRAPHY
Places and Regions		-Personal connections		school-developed thematic study		SS.G.E.01. PI.A.04. GEOGRAPHY SS.G.E.01. PI.B.03. GEOGRAPHY
<b>BUNDLE # 7</b>						
Places and Regions	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and			school-developed thematic study	-Vocabulary quiz -Teacher-made test (Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations,	SS.G.E.01. PI.A.03. GEOGRAPHY SS.G.E.01. PI.B.01. GEOGRAPHY CC.Literacy in Hist/SS & C&CR.01.PI.5.11. READING

	use local, national, and world maps to represent physical space, features, and objects?				observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	
<b>BUNDLE # 8</b>						
Places and Regions	What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?			school-developed thematic study of Harlem history	-End of - Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.WH.E.01. PI.A.01. WORLD HISTORY  SS.WH.E.01. PI.A.02. WORLD HISTORY  SS.WH.E.01. PI.A.03. WORLD HISTORY  SS.G.E.01. PI.A.04. GEOGRAPHY  K.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING
<b>BUNDLE # 9</b>						
Places and Regions	What makes neighborhoods, communities, and countries around the world unique, similar, and	Recognize differences within their school and neighborhood	Compare similarities and differences among families, schools, and neighborhoods.	school-developed thematic study of Harlem history	-Vocabulary quiz -Teacher-made test (- Assessments (including	SS.G.E.01. PI.A.04. GEOGRAPHY

	<p>different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?</p>				<p>quizzes, tests, inquiry investigations , biography study, student demonstrations, observations)</p> <ul style="list-style-type: none"> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral Speech</li> <li>-Real world applications</li> </ul>	
Interdependence	<p>What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? Where does food come from?</p>	<p>Definition of human needs and wants</p>	<p>Define and explain the difference between needs and wants</p>	<p>school-developed thematic study</p> <p>Basic Human Needs and Wants: Jobs and Work, Helping one another to meet needs and wants</p>		<p>SS.E.E.01. PI.A.01. ECONOMICS</p>
Interdependence		<p>Family needs</p> <p>Family wants</p> <p>Need and wants of</p>	<p>-Brainstorm, identify, describe, and rank the importance of family needs; explore basic</p>	<p>school-developed thematic study of Harlem history</p>		<p>SS.E.E.01. PI.A.01. ECONOMICS</p> <p>SS.WH.E.01. PI.D.02. WORLD HISTORY</p>

		family	needs of food, clothing and shelter -Brainstorm and describe family wants -Consider and hypothesize about the needs and wants of the family and child			
Interdependence		Brief overview of services and what they provide to meet needs and wants in neighborhoods	-Identify and describe community helpers and the services they provide -Differentiate between jobs that provide goods and services; identify relationships between community needs	school-developed thematic study		SS.E.E.01. PI.A.05. ECONOMICS SS.G.E.01. PI.A.01. GEOGRAPHY
<b>BUNDLE # 10</b>						
Interdependence	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? Where	Difference between volunteers and community workers and community services	Differentiate between jobs people do to help as a volunteer and jobs people do to earn money		-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrati	SS.CCG.E.01. PI.C.05. CIVICS, CITIZENSHIP & GOVT

	does food come from?				ons, observations ) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	
Interdependence		-Different jobs people do and choose -Likes and dislikes of jobs and reasons for choosing a job -Money used to support needs and wants	-Identify different kinds of jobs for adults and students at school, at home and in the community -Express likes and dislikes about different jobs and why people choose different jobs -Explain that people make money by working to buy things that they need and want -Match simple descriptions of work people do with the names of the jobs and services -Summarize jobs performed by people who provide services	school-developed thematic study		SS.G.E.01. PI.A.01. GEOGRAPHY SS.E.E.01. PI.A.01. ECONOMICS

			in the community			
Interdependence		<p>Economic decisions, and choices: saving and spending</p> <p>-Local organizations with hunger and/or food focus -Fundraising and giving</p>	<ul style="list-style-type: none"> <li>-Explain that people make choices about how they save and spend their money</li> <li>-Explain that people spend money by trading it for goods</li> <li>-Investigate local project related to hunger and food</li> <li>-Explain concepts of fundraising and giving</li> </ul>	school-developed thematic study		SS.E.E.01. PI.A.02. ECONOMICS SS.E.E.01. PI.A.03. ECONOMICS
Interdependence			<ul style="list-style-type: none"> <li>-Explain importance of food and making choices about what we purchase and eat</li> </ul>	school-developed thematic study	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations))</li> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral Speech</li> <li>-Real world</li> </ul>	SS.E.E.01. PI.A.03. ECONOMICS SS.E.E.01. PI.B.03. ECONOMICS SS.G.E.01. PI.A.01. GEOGRAPHY SS.E.E.01. PI.A.06. ECONOMICS SS.E.E.01. PI.A.05. ECONOMICS SS.G.E.01. PI.A.04. GEOGRAPHY K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING

					applications	
<b>BUNDLE # 11</b>						
Citizenship and Civic Life, Government			<ul style="list-style-type: none"> <li>-Identify the current president, along with 2 or more past presidents</li> <li>-Know what it means to be a president, along with where they live, how they get elected, and why they are important to the United States.</li> <li>-Understand the importance of being a citizen of the United States</li> <li>-Identify certain American symbols and understand what it means to have respect to these.</li> </ul>	school-developed thematic study		SS.CCG.E.01. PI.D.02. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.03. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.04. CIVICS, CITIZENSHIP & GOVT K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING
Citizenship and Civic Life, Government						
<b>BUNDLE # 12</b>						
Citizenship and Civic Life, Government	What does it mean to be a good citizen as part of a country? How do people honor and celebrate their	Symbols of the United States	Identify symbols of the United States and describe the importance of these symbols to	school-developed thematic study Citizenship and Civic	-Vocabulary quiz -Teacher-made test (- Assessments (including	SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT

	national identity? What is the purpose of government?		our national identity	Life	quizzes, tests, inquiry investigations, biography study, student demonstrations, observations ) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	
	National holidays and celebrations		Identify and describe national holidays and celebrations as a way of remembering and honoring events and people in the past and as an expression of good citizenship	school-developed thematic study		SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT  SS.USNYH.E.01. PI.A.03. US & NY HISTORY
	Pledge of Allegiance		Recite Pledge of Allegiance (state and country)	school-developed thematic study		SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP & GOVT  C&CR.02.PI.1c.SPEAKING& LISTENING
	Rules and laws at home, at school, and in the community (i.e. raising hands,		Explain the need for rules and laws as a way of keeping order and	school-developed thematic study		SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.C.05. CIVICS,

		wearing a helmet, buckling seating, not littering, etc.)	keeping people safe; explain the need for rules and laws at school, and in the community at large			CITIZENSHIP & GOVT
		Role and function of US government: lawmaking Voting	-Identify major role and function of the US government -Explain that citizen vote to elect their leaders	school-developed thematic study		SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.A.03. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.C.05. CIVICS, CITIZENSHIP & GOVT  SS.USNYH.E.01. PI.A.02. US & NY HISTORY SS.USNYH.E.01. PI.A.03. US & NY HISTORY
						SS.CCG.E.01. PI.A.05. CIVICS, CITIZENSHIP & GOVT  SS.WH.E.01. PI.A.03. WORLD HISTORY
		-Countries -National symbols -National holidays -Voting for leaders -Other	Identify symbols and celebrations	school-developed thematic study		SS.G.E.01. PI.A.04. GEOGRAPHY  K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING

**Subject Area: New York Social Studies**

**Course: New York Social Studies – First Grade**

<b>First Grade - New York Social Studies Curriculum Timeline (Year at a Glance)</b>			
<b>Bundle 1</b>		<b>Bundle 2</b>	
Big Idea/Enduring Understanding	Government, Civic values, Decision-making	Big Idea/Enduring Understanding	Identity, Culture, and Interdependence
Essential Question/s	Who makes rules at school, home, and in the local, state, and national community? Why and how do we make rules? How do we address problems and issues that arise? What are the roles, rights, and responsibilities of citizens?	Essential Question/s	How are families in a community and the ways they live unique, similar, and different? How do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events in the past?
Topic/Content	People Making and Changing Rules and Laws	Topic/Content	My Family and Other Families: Now and Long Ago
<b>Bundle 3</b>		<b>Bundle 4</b>	
Big Idea/Enduring Understanding	Identity, Culture, and Interdependence	Big Idea/Enduring Understanding	Identity, Culture, and Interdependence
Essential Question/s	How are families in a community and the ways they live unique, similar, and different? How do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events in the past?	Essential Question/s	How are families in a community and the ways they live unique, similar, and different? How do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events in the past?
Topic/Content	My Family and Other Families: Now and Long Ago	Topic/Content	My Family and Other Families: Now and Long Ago
<b>Bundle 5</b>		<b>Bundle 6</b>	
Big Idea/Enduring Understanding	Change, Culture, Places and Regions, Human Systems	Big Idea/Enduring Understanding	Change, Culture, Places and Regions, Human Systems
Essential Question/s	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are	Essential Question/s	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world

	geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?		organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?
Topic/Content	My Community and Local Region <b>Bundle 7</b>	Topic/Content	My Community and Local Region <b>Bundle 8</b>
Big Idea/Enduring Understanding	Change, Culture, Places and Regions, Human Systems	Big Idea/Enduring Understanding	Change, Culture, Places and Regions, Human Systems
Essential Question/s	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Essential Question/s	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?
Topic/Content	My Community and Local Region <b>Bundle 9</b>	Topic/Content	My Community and Local Region <b>Bundle 10</b>
Big Idea/Enduring Understanding	Economic Decision Making, Scarcity, Technology	Big Idea/Enduring Understanding	Economic Decision Making, Scarcity, Technology
Essential Question/s	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? How and why do we need to take care of the Earth's natural resources? Where does food come from?	Essential Question/s	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? How and why do we need to take care of the Earth's natural resources? Where does food come from?
Topic/Content	The Challenge of Meeting Needs and Wants <b>Bundle 11</b>	Topic/Content	The Challenge of Meeting Needs and Wants <b>Bundle 12</b>
Big Idea/Enduring Understanding	Economic Decision Making, Scarcity, Technology	Big Idea/Enduring Understanding	Citizenship and Civic Life, Civic Values
Essential Question/s	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources?	Essential Question/s	What does it mean to be a good citizen as part of a country? How do people honor and celebrate their national identity? What is the purpose of government? How are governments

	How do people use natural resources to meet their needs and wants? How and why do we need to take care of the Earth's natural resources? Where does food come from?		organized?
Topic/Content	The Challenge of Meeting Needs and Wants	Topic/Content	Symbols of Citizenship; Rights, Responsibilities, and Roles of Citizenship

\*NOTE: Each bundle represents approximately 3-weeks of instruction.

Grade One - New York Social Studies Curriculum Framework						
Big Idea/Enduring Understanding	Essential Question/s	Topic/Content	Specificity/ Examples	Lessons	Assessment	New York State Standards, Key Ideas, Performance Indicators, and Major Understandings
<b>BUNDLE # 1</b>						
Government, Civic values, Decision-making	Who makes rules at school, home, and in the local, state, and national community? Why and how do we make rules? How do we address problems and issues that arise? What are the roles, rights, and responsibilities of citizens?	-Definition of rules -Figures who make rules and help people follow rules at home, school, and community	-Define and explain purpose for rules at home, school and in the community -Identify figures who make rules and help people follow rules at home, school, and in the community	school-developed thematic study - People Making and Changing Rules and Laws	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.B.02. CIVICS, CITIZENSHIP & GOVT
		-Home, school, and community responsibilities to care for others and	-Identify and discuss responsibilities at home, school, and in the community	school-developed thematic study		SS.CCG.E.01. PI.B.02. CIVICS, CITIZENSHIP & GOVT

		<p>the home, school, and community environment</p> <ul style="list-style-type: none"> <li>-Membership in class community</li> <li>-Transition from kindergarten to first grade and establishment of new relationships and class community</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss and emphasize student role in class community</li> <li>-Discuss transition from kindergarten to first grade and the need to establish new relationships and class community</li> </ul>			
		<ul style="list-style-type: none"> <li>-School and class rules, guidelines, and expectations and their purpose</li> <li>-Class rules and guidelines</li> <li>- Classroom care: job chart</li> </ul>	<ul style="list-style-type: none"> <li>-Highlight need for fair rules in the school and classroom for the purpose of keeping order and keeping people safe so that they may learn</li> <li>-Discuss, determine, and follow class rules and guidelines to ensure order and safety</li> </ul>	school-developed thematic study		<p>SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP &amp; GOVT</p>
		Interpersonal classroom problems and ways to work cooperatively	Identify and describe interpersonal classroom problems and ways to work cooperatively; explore and give examples of solving problems as a means of working together and helping each other	school-developed thematic study		SS.CCG.E.01. PI.D.02. CIVICS, CITIZENSHIP & GOVT
		Rules for school safety Fire Drill-procedure		school-developed thematic study		SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT

		<ul style="list-style-type: none"> <li>-Similarities and differences between home, school, and community rules</li> <li>-Differences</li> <li>-Definition and purpose of government and law</li> <li>-Laws and their purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Explain similarities and differences between home, school, and community rules</li> <li>-Define government and law; explain that people form governments in order to develop rules and laws to govern and protect themselves and for the common good</li> <li>-Brainstorm and discuss laws and their purpose; revisit importance of following rules and laws</li> </ul>	school-developed thematic study		<p>SS.USNYH.E.01. PI.A.01. US &amp; NY HISTORY</p> <p>SS.CCG.E.01. PI.A.01. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.A.04. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.B.06. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.READING</p>
		<ul style="list-style-type: none"> <li>-City, state, and national government and their purpose to work for the common good</li> <li>-Names of local, state, and national leaders and their positions</li> <li>-Diverse state and national leaders (i.e. Sotomayor, Obama, etc.)</li> <li>-Definitions of: citizen, capital, mayor,governor, president, Washington DC</li> </ul>	<ul style="list-style-type: none"> <li>-Explain that there is a city, state, and national government, each with its own leaders; define and describe purpose of government leaders/public officials</li> <li>-Identify local, state, and national leaders</li> <li>-Explain that people of different races and ethnicities served and serve as state and national leaders</li> <li>-Define citizen, capital, mayor, governor, president, and Washington DC</li> </ul>	school-developed thematic study		SS.CCG.E.01. PI.C.05. CIVICS, CITIZENSHIP & GOVT

		<ul style="list-style-type: none"> <li>-Election and voting process</li> <li>-Current local, state, and/or national elections</li> <li>-Simulation: class elections</li> </ul>	<ul style="list-style-type: none"> <li>-Describe election process; explain that citizens vote in order to elect public officials</li> <li>-Follow current elections (local, state, and/or national) as a class</li> <li>-Simulate class elections</li> </ul>	school-developed thematic study		<p>SS.WH.E.01. PI.A.03. WORLD HISTORY,</p> <p>SS.USNYH.E.01. PI.D.02. US &amp; NY HISTORY</p>
				school-developed thematic study		<p>SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP &amp; GOVT</p> <p>SS.CCG.E.01. PI.B.02. CIVICS, CITIZENSHIP &amp; GOVT</p>

#### BUNDLE # 2

Identity, Culture, and Interdependence	<p>How are families in a community and the ways they live unique, similar, and different? How do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events</p>	<p>Family features</p> <ul style="list-style-type: none"> <li>-Number of family members</li> <li>-Names of family members</li> <li>-Relationships of family members to each other</li> <li>-Languages spoken</li> </ul>	<p>Describe family</p>	<p>school-developed thematic study</p> <p>My Family and Other Families: Now and Long Ago</p>	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations )</li> <li>-Grade level vocabulary lists</li> <li>-Journal</li> </ul>	<p>SS.USNYH.E.01. PI.A.01. US &amp; NY HISTORY</p>
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	in the past?				-Oral Speech -Real world applications	
		Family culture, customs, and traditions -Celebrations: holidays, birthdays, etc. -Foods	Describe family culture, customs, and traditions			SS.USNYH.E.01. PI.A.01. US & NY HISTORY
		Roles and responsibilities of different family members	Describe roles and responsibilities of different family members	school-developed thematic study		SS.USNYH.E.01. PI.C.01. US & NY HISTORY
		Similarities and differences between students' families -Size and makeup of family -Parents' country/ies of origin -Languages spoken -Culture, customs, and traditions -Roles and responsibilities	Identify, describe, recognize, and compare similarities and differences of students' families as part of a diverse class community	school-developed thematic study		SS.USNYH.E.01. PI.C.01. US & NY HISTORY  SS.USNYH.E.01. PI.B.01. US & NY HISTORY  CC.Literacy in Hist/SS & C&CR.01.PI.5.11. READING  1.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING
<b>BUNDLE # 3</b>						
Identity, Culture, and Interdependence	How are families in a community and the ways they live unique, similar, and different? How	Key events in family history -Immigration to the United States -Moving -Births and family growth	-Identify key events in family history; -create and interpret family timeline and distinguish between near and distant past -Collect and explore	school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests,	SS.USNYH.E.01. PI.B.01. US & NY HISTORY  SS.USNYH.E.01. PI.C.01. US & NY HISTORY  CC.Literacy in Hist/SS &

	do families from diverse backgrounds play a role in creating local and national culture? How do families and the ways they live change over time? How do we find out about events in the past?	-Unique events  Family photos -Clothing -Hairstyles -Setting -Cultural items	family photos from the past and present to identify commonalities and change over time; identify and describe similarities and differences between past and present photos		inquiry investigations, biography study, student demonstrations , observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	C&CR.01.PI.5.11.WRITING
		-Family stories -Family interview	-Identify family stories as a way of looking at family diversity/ uniqueness and a way of passing traditions from one generation to the next -Interview family member about family past, traditions, and stories	school-developed thematic study		SS.USNYH.E.01. PI.D.03. US & NY HISTORY  1.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING  1.CC.Literacy in Hist/SS & C&CR.02.PI.1d.SPEAKING &LISTENING
<b>BUNDLE # 4</b>						
Identity, Culture, and Interdependence	How are families in a community and the ways they live unique, similar, and different? How do families from diverse backgrounds play a role in creating local and national culture? How	-Neighborhood: homes, buildings, and services		school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations)	SS.WH.E.01. PI.A.03. WORLD HISTORY  C.Literacy in Hist/SS & C&CR.01.PI.5.11. READING

	<p>do families and the ways they live change over time? How do we find out about events in the past?</p>				<ul style="list-style-type: none"> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral Speech</li> <li>-Real world applications</li> </ul>	
		<ul style="list-style-type: none"> <li>-Members of the family</li> <li>-Country of origin and information about country:</li> <li>-Languages spoken</li> <li>-Family story</li> <li>-Favorite family food</li> <li>-Family home</li> </ul>			<p>SS.WH.E.01. PI.A.03. WORLD HISTORY</p> <p>SS.WH.E.01. PI.D.02. WORLD HISTORY</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.READING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p>	
<b>BUNDLE # 5</b>						
Change, Culture, Places and Regions, Human Systems	<p>How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the</p>	<ul style="list-style-type: none"> <li>-Definition of neighborhood and community</li> <li>-Features of our neighborhood</li> <li>-Diversity in neighborhoods; diversity in school and school neighborhood</li> <li>-People in the neighborhood and their contributions to the neighborhood:</li> </ul>	<ul style="list-style-type: none"> <li>-Review of neighborhood: Define and describe neighborhood and community</li> <li>-Review features of a neighborhood</li> <li>-Recognize that neighborhoods include people who have diverse ethnic, cultural, and religious backgrounds; recognize diversity in school and school neighborhood</li> </ul>	<p>school-developed thematic study</p> <p>My Community and Local Region</p>	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations , observations)</li> <li>-Grade level vocabulary lists</li> </ul>	<p>SS.USNYH.E.01. PI.D.02. US &amp; NY HISTORY</p> <p>SS.USNYH.E.01. PI.B.01. US &amp; NY HISTORY</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11. READING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.READING</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>

	<p>world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?</p>	<ul style="list-style-type: none"> <li>-Information about local community members</li> <li>-Contributions of ethnic groups to United States communities</li> <li>-Local monuments/statues</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize that people care about and make contributions to their communities</li> <li>-Obtain information about people in the community from print and non-print sources</li> <li>-Narrate details about Americans of different ethnic groups who make contributions to the community: African Americans, Jews, Puerto Ricans, etc.</li> <li>-Identify local monuments/statues of people who contributed to the community</li> </ul>		<ul style="list-style-type: none"> <li>-Journal</li> <li>-Oral Speech</li> <li>-Real world applications</li> </ul>	<p>CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.WRITING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p>
	<p>Similarities and differences between city, town, urban, suburban, and farm communities</p> <ul style="list-style-type: none"> <li>-Buildings</li> <li>-Houses</li> <li>-Environment</li> <li>-Transport</li> <li>-Other</li> </ul> <p>Change over time:</p> <ul style="list-style-type: none"> <li>-Stories</li> <li>-Photographs (i.e. local neighborhood)</li> <li>-Other visual</li> </ul>	<ul style="list-style-type: none"> <li>-Identify, compare, and contrast urban, suburban, and rural communities</li> <li>-Recognize the ways in which communities change over time; use stories, photographs, and other visual sources and to distinguish between past, present, and future</li> </ul>	<p>school-developed thematic study</p>			

		sources				
<b>BUNDLE # 6</b>						
Change, Culture, Places and Regions, Human Systems	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods, communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?	Neighborhoods in local region (i.e. Harlem is part of New York City) City and state of school 50 US States Continent of North America Continents Oceans World map -State -Country -Continents -Oceans	-Recognize that neighborhoods are part of a larger local region -Identify city and state in which school is located -Recognize that the United States is made up of 50 states and look at US map -Define continent and recognize that the United States is located in the continent of North America -Explain that the world is made up of seven continents and four oceans and look on world map -Locate state, country, continents, and oceans on world map	school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations)) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.G.E.01. PI.A.03. GEOGRAPHY SS.G.E.01. PI.A.05. GEOGRAPHY
<b>BUNDLE # 7</b>						
Change, Culture, Places and Regions, Human Systems	How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods,	Maps and diagrams - Local maps - City map - Mass transportation map - US map - World map	-Review definition, use, and purpose of maps and diagrams to represent places, physical features, and objects; explore a range of maps and diagrams	school-developed thematic study	-End of - Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests,	SS.G.E.01. PI.A.03. GEOGRAPHY SS.G.E.01. PI.B.01. GEOGRAPHY 1.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING

	<p>communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?</p>	<p>Map features Map work using cardinal directions Individual maps of school neighborhood - Buildings, including important sites and services - Roads - Transport  Street addresses in local neighborhood Important local buildings</p>	<ul style="list-style-type: none"> <li>-Identify map features</li> <li>-Use cardinal directions (North, South, East, West) to locate places and physical features on a map</li> <li>-Create individual maps of school neighborhood using map features</li> <li>-Use street addresses to locate places in the neighborhood</li> <li>-Identify important neighborhood buildings in relation to the school</li> </ul>		<p>inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications</p>	<p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>
		<ul style="list-style-type: none"> <li>-Map of neighborhood with key sites/features (i.e. major streets, homes, and buildings and services)</li> </ul>		<p>school-developed thematic study</p>		<p>SS.G.E.01. PI.A.02. GEOGRAPHY  SS.G.E.01. PI.A.03. GEOGRAPHY  1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.3.9a.READING  CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>
<b>BUNDLE # 8</b>						
Change, Culture, Places and Regions, Human Systems	<p>How do individuals and diverse groups of people play a role in creating a community? What makes neighborhoods,</p>	<p>Neighborhoods in and around Harlem</p>	<ul style="list-style-type: none"> <li>-Introduce other neighborhoods and communities located in and around Harlem through stories and photographs</li> <li>-Identify, compare, and contrast different</li> </ul>	<p>school-developed thematic study</p>	<p>-Vocabulary quiz -Teacher-made test (Assessments (including quizzes, tests, inquiry</p>	<p>SS.G.E.01. PI.A.04. GEOGRAPHY  SS.WH.E.01. PI.A.03. WORLD HISTORY  SS.WH.E.01. PI.D.02. WORLD HISTORY</p>

	communities, and countries around the world unique, similar, and different? How are geographic areas of the world organized, and how do they relate to each other? How do we create and use local, national, and world maps to represent physical space, features, and objects?		neighborhoods		investigations, biography study, student demonstrations , observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	1.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING  CC.Literacy in Hist/SS & C&CR.01.PI.5.11.WRITING
		Harlem's location	Harlem's location	school-developed thematic study		SS.WH.E.01. PI.D.03. WORLD HISTORY
		Geography of New York and US.  Maps of New York and U.S.	-Explore map of New York -Create individual maps (and identify key cities, bodies of water, etc.)			SS.G.E.01. PI.A.03. GEOGRAPHY
<b>BUNDLE # 9</b>						
Economic Decision Making, Scarcity, Technology	What are needs and wants? How do individuals and communities in different places around the	-Review: needs and wants, services and businesses, etc. -Definitions of needs and wants -Needs of families	-Brainstorm and recall knowledge from Kindergarten: What do we know about needs and wants, services and business, etc.?	school-developed thematic study  The Challenge of Meeting Needs and	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes,	SS.E.E.01. PI.A.01. ECONOMICS  SS.E.E.01. PI.A.05. ECONOMICS  SS.E.E.01. PI.A.02. ECONOMICS  SS.E.E.01. PI.A.03. ECONOMICS

	<p>world meet their needs and wants given limited resources?</p> <p>How do people use natural resources to meet their needs and wants?</p> <p>How and why do we need to take care of the Earth's natural resources?</p> <p>Where does food come from?</p>	<ul style="list-style-type: none"> <li>-Personal and class wants</li> <li>-Definition of goods and services</li> <li>-Businesses that provide goods and services that meet needs</li> <li>-Brainstorm web/chart of wants and how they are fulfilled (i.e. toys, trips, etc.)</li> <li>-Volunteerism in the community provides services to meet basic needs and wants</li> <li>-Volunteer work that adults and children can do to better their communities</li> <li>-Class needs assessment and service learning project</li> </ul>	<ul style="list-style-type: none"> <li>-Define and distinguish between needs and wants</li> <li>-Identify needs of their families and others and explain the necessity of meeting these needs</li> <li>-Brainstorm list of personal wants and class wants: things we would like to have</li> <li>-Consider and hypothesize about needs and wants of people and families in other parts of world communities</li> <li>-Describe how families fulfill their needs; identify and describe services and businesses that provide for people's needs in own neighborhood</li> <li>-Define goods and services</li> <li>-Brainstorm people's wants and describe how families fulfill their wants</li> <li>-Differentiate between jobs that people do to earn money and community services/volunteers</li> </ul>	<p>Wants</p>	<ul style="list-style-type: none"> <li>tests, inquiry investigations, biography study, student demonstrations, observations )</li> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral Speech</li> <li>-Real world applications</li> </ul>	<p>SS.E.E.01. PI.A.04. ECONOMICS</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.3.9a.READING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.READING</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.WRITING</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p>
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			<ul style="list-style-type: none"> <li>-Identify volunteer and community service opportunities for adults and children in the community: what do our parents do, and what can we do to help our community?</li> <li>-Conduct a needs assessment of the community and, based on identified need, determine class service project; develop, plan, implement, and evaluate class service learning project</li> </ul>			
		<ul style="list-style-type: none"> <li>-People in communities work and do jobs to earn income to meet their needs and wants</li> <li>-Definitions of job and work</li> <li>-Purpose of work and jobs to earn money to meet needs and wants and for enjoyment/fulfillment</li> <li>-Jobs in the home (i.e. cooking, cleaning, etc.)</li> <li>-Class job chart additions</li> <li>-Characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>-Make a list of jobs that the students know about in their families, school and communities</li> <li>-Define job and work</li> <li>-Explain the purpose of work and jobs and that some jobs and work are done for money and some are not</li> <li>-Brainstorm jobs in the home and explain their purpose</li> <li>-Develop comprehensive list of jobs that need to be done in the classroom and build upon job chart</li> </ul>	<p>school-developed thematic study</p>	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations )</li> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral</li> </ul>	<p>SS.E.E.01. PI.A.02. ECONOMICS SS.E.E.01. PI.A.03. ECONOMICS SS.E.E.01. PI.A.04. ECONOMICS 1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.READING CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.WRITING 1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p>

		<p>a job well-performed</p> <ul style="list-style-type: none"> <li>-Interviews with adults in school and community about their jobs; questions and findings</li> </ul>	<ul style="list-style-type: none"> <li>-Carry out classroom jobs and discuss criteria for a job well-performed</li> <li>-Interview adults in the school and community about their jobs; develop question and record findings</li> <li>-Identify, research, and describe jobs would like to have as adults; explain choice and describe how they will prepare for their future job</li> </ul>		<p>Speech</p> <ul style="list-style-type: none"> <li>-Real world applications</li> </ul>	
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**BUNDLE # 10**

Economic Decision Making, Scarcity, Technology	<p>What are needs and wants?</p> <p>How do individuals and communities in different places around the world meet their needs and wants given limited resources?</p> <p>How do people use natural resources to meet their needs and wants?</p> <p>How and why do we need to take care of the Earth's natural resources?</p>	<ul style="list-style-type: none"> <li>-People use tools and technology at work and in life to help meet needs and wants</li> <li>-Tools for students and teachers (i.e. computers, rulers, etc.)</li> <li>-Technological advances have changed way we live and work and our recreation; tools used at work in various jobs to make life easier</li> <li>-Tools at school</li> <li>-Tools at home</li> <li>-Role of inventor in inventing new</li> </ul>	<ul style="list-style-type: none"> <li>-Explain that tools and technology help people do their work and meet needs and wants</li> <li>-Identify tools students and teachers use for their work in the classroom and at school</li> <li>-Describe how tools and technology make our work and life easier; identify tools used at work in various jobs studied and how they make work and life easier</li> <li>-Identify tools used in school and how they have changed over time</li> </ul>	<p>school-developed thematic study</p>	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Teacher-made test (- Assessments (including quizzes, tests, inquiry investigation s, biography study, student demonstrati ons, observations )</li> <li>-Grade level vocabulary lists</li> <li>-Journal</li> <li>-Oral Speech</li> </ul>	<p>SS.E.E.01. PI.A.01. ECONOMICS</p> <p>SS.E.E.01. PI.A.06. ECONOMICS</p> <p>SS.E.E.01. PI.B.01. ECONOMICS</p> <p>SS.E.E.01. PI.B.02. ECONOMICS</p> <p>SS.G.E.01. PI.A.05. GEOGRAPHY</p> <p>SS.WH.E.01. PI.A.03. WORLD HISTORY</p> <p>SS.WH.E.01. PI.B.01. WORLD HISTORY</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11. READING</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>
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	Where does food come from?	<ul style="list-style-type: none"> <li>tools and technology; inventions can help improve lives and communication and meet basic needs and wants (i.e. printing press, phone, etc.)</li> <li>-Changes in tools and technology over time: photos and artifacts</li> <li>-Invention of telephone, light bulb, and/or printing press and its use in enhancing work and lives</li> <li>-Student inventions</li> <li>-Definition of transportation: facilitates work and moving around for work and pleasure</li> <li>-Modes of transportation</li> <li>-Purpose and use of different modes of transportation (i.e. long versus short distances, cost, purpose, efficiency, etc.)</li> <li>-Changes in</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm tools and appliances used in the home and identify how they enhance lives, help with jobs, and meet basic needs and wants; discuss ways in which tools have changed over time</li> <li>-Describe the role of an inventor in inventing new tools and technology and what it means to be inventive</li> <li>-Discuss changes in tools and technology over time using photos and artifacts.</li> <li>-Follow the invention and development of the telephone, light bulb, and/or printing press and describe its use in enhancing work and lives</li> <li>-Invent a tool for use in the classroom or home</li> <li>-Define transportation and its use/purpose</li> <li>-Brainstorm different modes of transportation and vehicles: getting to school, travelling, etc.</li> <li>-Explain purpose and</li> </ul>		<ul style="list-style-type: none"> <li>-Real world applications</li> </ul>	1.CC.Literacy in Hist/SS & C&CR.02.PI.1d.SPEAKING& LISTENING
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		<p>transportation over time</p> <ul style="list-style-type: none"> <li>-Invention of the wheel: use in transportation of goods and people</li> <li>-Transportation for moving people and goods in New York: buses, trains, cars, etc.</li> </ul>	<p>use of different modes of transportation and vehicles for leisure and work</p> <ul style="list-style-type: none"> <li>-Explore changes in transportation over time through pictures and stories</li> <li>-Explain invention of the wheel and its importance in transporting goods and people</li> <li>-Identify ways of getting around New York in past and today for people and transporting goods and products</li> </ul>			
Meeting needs and wants: Where does our food come from?		other goods				<p>SS.G.E.01. PI.A.01. GEOGRAPHY</p> <p>SS.G.E.01. PI.A.02. GEOGRAPHY</p> <p>SS.G.E.01. PI.A.05. GEOGRAPHY</p> <p>SS.USNYH.E.01. PI.D.03. US &amp; NY HISTORY</p> <p>SS.WH.E.01. PI.D.02. WORLD HISTORY</p> <p>SS.E.E.01. PI.A.04. ECONOMICS</p> <p>1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING</p> <p>CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.5.11.WRITING</p>

Money; Scarcity and limited resources	<ul style="list-style-type: none"> <li>-People work to earn money to purchase goods and services they need and want</li> <li>-People make decisions about how to spend money they earn: spending versus saving</li> <li>-Definition of a bank and how it works</li> <li>-Visit to local bank</li> <li>-Similarities and differences to local neighborhood</li> <li>-Scarcity means that peoples' wants exceed their limited resources; making decisions</li> <li>-Choices families make when buying goods and services</li> <li>-Money from around the world: currencies in the United States</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how people get money and exchange it for goods to meet their basic needs and wants</li> <li>-Discuss ways that people use money they earn: spending and saving</li> <li>-Describe what a bank is and how it works: purpose—saving, depositing and withdrawing money, people who work there, etc.</li> <li>-Visit a bank: tour bank and interview tellers</li> <li>-Define scarcity and give examples of wanting more than they have and needing to make choices</li> <li>-Explain choices families and people in communities make when buying goods and services: determining priorities</li> <li>-Look at coins and bills from the United States and other world communities and discuss similarities and differences; identify places on world map</li> </ul>	school-developed thematic study		<p>SS.E.E.01. PI.A.01. ECONOMICS            SS.E.E.01. PI.A.02. ECONOMICS            SS.E.E.01. PI.A.03. ECONOMICS            1.CC.Literacy in Hist/SS &amp; C&amp;CR.02.PI.1d.SPEAKING&amp; LISTENING            CC.Literacy in Hist/SS &amp; C&amp;CR.01.PI.5.11.WRITING</p>

BUNDLE # 11						
Economic Decision Making, Scarcity, Technology:	What are needs and wants? How do individuals and communities in different places around the world meet their needs and wants given limited resources? How do people use natural resources to meet their needs and wants? How and why do we need to take care of the Earth's natural resources? Where does food come from?	-Definition of natural resource: a useful thing from nature, including land, air, water, plants, trees, and soil  -How to use and conserve natural resources and the importance of doing so for humans and the environment  -Need to protect and conserve natural resources  -Research and interview people/organizations who take care of the earth: volunteers and organizations  -Conservation of natural resources: reduce, reuse, recycle need to conserve water  -Tree planting -Water conservation -Recycling -Etc.	-Explain the term natural resource; list natural resources, explain where they can be found in the community, city, state, nation, and world  -Explain what natural resources are used for and their importance to humans  -Explain the dangers of using up natural resources and the damage this causes the earth  -Identify, research and interview people/organizations who are doing work to take care of the earth's natural resources and endangered species locally and around the world  -Discover how students can help to take care of the earth by reducing, reusing and recycling; practice this in the classroom and develop a plan for at home	school-developed thematic study	-Vocabulary quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	SS.G.E.01. PI.A.01. GEOGRAPHY SS.G.E.01. PI.B.03. GEOGRAPHY SS.G.E.01. PI.A.05. GEOGRAPHY SS.CCG.E.01. PI.D.02. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.03. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.04. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.05. CIVICS, CITIZENSHIP & GOVT SS.CCG.E.01. PI.D.06. CIVICS, CITIZENSHIP & GOVT 1.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING CC.Literacy in Hist/SS & C&CR.01.PI.5.11.WRITING 1.CC.Literacy in Hist/SS & C&CR.02.PI.1d.SPEAKING& LISTENING
BUNDLE # 12						
Citizenship and	What does it	-Citizenship	-Define citizenship	school-	-Vocabulary	SS.CCG.E.01. PI.C.02. CIVICS,

Civic Life, Civic Values	mean to be a good citizen as part of a country? How do people honor and celebrate their national identity? What is the purpose of government? How are governments organized?	-Characteristics of good citizenship	-Identify qualities of a good citizen	developed thematic study  Symbols of Citizenship; Rights, Responsibilities, and Roles of Citizenship	quiz -Teacher-made test (- Assessments (including quizzes, tests, inquiry investigations , biography study, student demonstrations, observations) -Grade level vocabulary lists -Journal -Oral Speech -Real world applications	CITIZENSHIP & GOVT
		-Students and staff are members of the school community and have rights and responsibilities -Groups we belong to -Country	-Discuss what it means to be members of the school community -Identify and explain different groups we belong to and our roles, rights and responsibilities in those groups -Review what is a country	school-developed thematic study		SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT  SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT
		Symbols of the United States	Identify symbols of the United States and describe the importance of these symbols to our national identity	school-developed thematic study		SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT
		National holidays	Identify and describe	school-		SS.CCG.E.01. PI.C.01. CIVICS,

		and celebrations	national holidays and celebrations as a way of remembering and honoring events and people in the past and as an expression of good citizenship	developed thematic study		CITIZENSHIP & GOVT
		Historical figures	Identify historical figures who helped shape our nation; write about historical figures	school-developed thematic study		SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT
		Pledge of Allegiance	Recite Pledge of Allegiance	school-developed thematic study		SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP & GOVT  1.CC.Literacy in Hist/SS & C&CR.02.PI.1d.SPEAKING& LISTENING
		Rules and laws at home, at school, and in the community	Explain the need for rules and laws as a way of keeping order and keeping people safe; explain the need for rules and laws at school, and in the community at large	school-developed thematic study		SS.CCG.E.01. PI.B.04. CIVICS, CITIZENSHIP & GOVT
		Role and function of US government	-Identify major role and function of the US government -Explain that citizen vote to elect their leaders	SF Unit 5		SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT
			Identify symbols of U.S. and their meaning/importance	school-developed thematic study of Harlem history		SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT
				school-		SS.CCG.E.01. PI.C.01. CIVICS,

				developed thematic study of Harlem history		CITIZENSHIP & GOVT
						SS.USNYH.E.01. PI.D.02. US & NY HISTORY
						SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP & GOVT

## **NYS Social Studies Learning Standards, Key Ideas and Performance Indicators**

### **Standard 1 - History of the United States and New York**

Key Idea A- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

SS.USNYH.E.01. PI.A.01. US & NY HISTORY~ know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

SS.USNYH.E.01. PI.A.02. US & NY HISTORY~ understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents

SS.USNYH.E.01. PI.A.03. US & NY HISTORY~ explain those values, practices, and traditions that unite all Americans.

Key Idea B- Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

SS.USNYH.E.01. PI.B.01. US & NY HISTORY ~ gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

SS.USNYH.E.01. PI.B.02. US & NY HISTORY ~ recognize how traditions and practices were passed from one generation to the next

SS.USNYH.E.01. PI.B.03. US & NY HISTORY ~ distinguish between near and distant past and interpret simple timelines.

Key Idea C- Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

SS.USNYH.E.01. PI.C.01. US & NY HISTORY ~ gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities

SS.USNYH.E.01. PI.C.02. US & NY HISTORY ~ classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious

SS.USNYH.E.01. PI.C.03. US & NY HISTORY ~ identify individuals who have helped to strengthen democracy in the United States and throughout the world

Key Idea D- The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

SS.USNYH.E.01. PI.D.01. US & NY HISTORY ~ consider different interpretations of key events and/or issues in history and understand the differences in these accounts

SS.USNYH.E.01. PI.D.02. US & NY HISTORY ~ explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State

SS.USNYH.E.01. PI.D.03. US & NY HISTORY ~ view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

### **Standard 2 - World History**

**Key Idea A-** The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

SS.WH.E.01. PI.A.01. WORLD HISTORY ~ read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

SS.WH.E.01. PI.A.02. WORLD HISTORY ~ explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop

SS.WH.E.01. PI.A.03. WORLD HISTORY ~ study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

**Key Idea B-** Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

SS.WH.E.01. PI.B.01. WORLD HISTORY ~ distinguish between past, present, and future time periods

SS.WH.E.01.PI.B.02~develop timelines that display important events and eras from world history

SS.WH.E.01.PI.B.03~ measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points

SS.WH.E.01.PI.B.04~ compare important events and accomplishments from different time periods in world history

**Key Idea C -** Study of the major social, political, cultural, and religious developments in world history involves learning about the roles and contributions of individuals and groups.

SS.WH.E.01. PI.C.01. WORLD HISTORY ~ understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities

SS.WH.E.01. PI.C.02. WORLD HISTORY ~ gather and present information about important developments from world history

SS.WH.E.01. PI.C.03. WORLD HISTORY ~ understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

**Key Idea D-** The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

SS.WH.E.01. PI.D.01. WORLD HISTORY ~ consider different interpretations of key events and developments in world history and understand the differences in these accounts

SS.WH.E.01. PI.D.02. WORLD HISTORY ~ explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world

SS.WH.E.01. PI.D.03. WORLD HISTORY ~ view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

### **Standard 3 - Geography**

**Key Idea A-** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

SS.G.E.01. PI.A.01. GEOGRAPHY ~ study about how people live, work, and utilize natural resources

SS.G.E.01. PI.A.02. GEOGRAPHY ~ draw maps and diagrams that serve as representations of places, physical features, and objects

SS.G.E.01. PI.A.03. GEOGRAPHY ~ locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians.

SS.G.E.01. PI.A.04. GEOGRAPHY ~ identify and compare the physical, human, and cultural characteristics of different regions and people

SS.G.E.01. PI.A.05. GEOGRAPHY ~ investigate how people depend on and modify the physical environment

Key Idea B - Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

SS.G.E.01. PI.B.01. GEOGRAPHY ~ ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places

SS.G.E.01. PI.B.02. GEOGRAPHY ~ gather and organize geographic information from a variety of sources and display in a number of ways

SS.G.E.01. PI.B.03. GEOGRAPHY ~ analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data

#### **Standard 4 - Economics**

Key Idea A - The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

SS.E.E.01. PI.A.01. ECONOMICS ~ know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources

SS.E.E.01. PI.A.02. ECONOMICS ~ explain how people's wants exceed their limited resources and that this condition defines scarcity

SS.E.E.01. PI.A.03. ECONOMICS ~ know that scarcity requires individuals to make choices and that these choices involve costs

SS.E.E.01. PI.A.04. ECONOMICS ~ study about how the availability and distribution of resources is important to a nation's economic growth

SS.E.E.01. PI.A.05. ECONOMICS ~ understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

SS.E.E.01. PI.A.06. ECONOMICS ~ investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

Key Idea B - Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

SS.E.E.01. PI.B.01. ECONOMICS ~ locate economic information, using card catalogues, computer databases, indices, and library guides

SS.E.E.01. PI.B.02. ECONOMICS ~ collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources

SS.E.E.01. PI.B.03. ECONOMICS ~ make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary

SS.E.E.01. PI.B.04. ECONOMICS ~ present economic information by developing charts, tables, diagrams, and simple graphs.

#### **Standard 5 - Civics, Citizenship, and Government**

Key Idea A - The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

SS.CCG.E.01. PI.A.01. CIVICS, CITIZENSHIP ~ know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice

SS.CCG.E.01. PI.A.02. CIVICS, CITIZENSHIP ~ explain the probable consequences of the absence of government and rules

SS.CCG.E.01. PI.A.03. CIVICS, CITIZENSHIP ~ describe the basic purposes of government and the importance of civic life

SS.CCG.E.01. PI.A.04. CIVICS, CITIZENSHIP ~ understand that social and political systems are based upon people's beliefs

SS.CCG.E.01. PI.A.05. CIVICS, CITIZENSHIP ~ discuss how and why the world is divided into nations and what kinds of governments other nations have

Key Idea B- The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

SS.CCG.E.01. PI.B.01. CIVICS, CITIZENSHIP ~ explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States

SS.CCG.E.01. PI.B.02. CIVICS, CITIZENSHIP ~ understand the basic civil values that are the foundation of American constitutional democracy

SS.CCG.E.01. PI.B.03. CIVICS, CITIZENSHIP ~ know what the United States Constitution is and why it is important.

SS.CCG.E.01. PI.B.04. CIVICS, CITIZENSHIP ~ understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government

SS.CCG.E.01. PI.B.05. CIVICS, CITIZENSHIP ~ understand the structure of New York State and local governments, including executive, legislative, and judicial branches

SS.CCG.E.01. PI.B.06. CIVICS, CITIZENSHIP ~ identify their legislative and executive representatives at the local, state, and national governments.

Key Idea C- Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

SS.CCG.E.01. PI.C.01. CIVICS, CITIZENSHIP & GOVT ~ understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation

SS.CCG.E.01. PI.C.02. CIVICS, CITIZENSHIP & GOVT ~ examine what it means to be a good citizen in the classroom, school, home, and community

SS.CCG.E.01. PI.C.03. CIVICS, CITIZENSHIP & GOVT ~ identify and describe the rules and responsibilities students have at home, in the classroom, and at school

SS.CCG.E.01. PI.C.04. CIVICS, CITIZENSHIP & GOVT ~ examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State

SS.CCG.E.01. PI.C.05. CIVICS, CITIZENSHIP & GOVT ~ understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service

SS.CCG.E.01. PI.C.06. CIVICS, CITIZENSHIP & GOVT ~ identify basic rights that students have and those that they will acquire as they age.

Key Idea D- The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

SS.CCG.E.01. PI.D.01. CIVICS, CITIZENSHIP & GOVT ~ show a willingness to consider other points of view before drawing conclusions or making judgments

SS.CCG.E.01. PI.D.02. CIVICS, CITIZENSHIP & GOVT ~ participate in activities that focus on a classroom, school, or community issue or problem

SS.CCG.E.01. PI.D.03. CIVICS, CITIZENSHIP & GOVT ~ suggest alternative solutions or courses of action to hypothetical or historic problems

SS.CCG.E.01. PI.D.04. CIVICS, CITIZENSHIP & GOVT ~ evaluate the consequences for each alternative solution or course of action

SS.CCG.E.01. PI.D.05. CIVICS, CITIZENSHIP & GOVT ~ prioritize the solutions based on established criteria

SS.CCG.E.01. PI.D.06. CIVICS, CITIZENSHIP & GOVT ~ propose an action plan to address the issue of how to solve the problem.

## **Common Core Standards for English Language Arts & Literacy in History/Social Studies**

College and Career Readiness Anchor Standards for Reading (K-5)

Key Idea 5-Responding to Literature

CC.Literacy in Hist/SS & C&CR.01.PI.5.11. READING ~respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Reading Standards for Literature (K-5)

Key Idea 3-Integration of Knowledge and Ideas

K.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING~with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.

1.CC.Literacy in Hist/SS & C&CR.02.PI.3.9a.READING ~Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.

Key Idea 5-Responding to Literature

K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING~with prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

1.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.READING~Make connections between self, text, and the world around them (text, media, social interaction).

College and Career Readiness Anchor Standards for Writing (K-5)

CC.Literacy in Hist/SS & C&CR.01.PI.5.11.WRITING~develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Writing Standards for Literature (K-5)

Key Idea 5-Responding to Literature

K.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING~create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

1.CC.Literacy in Hist/SS & C&CR.02.PI.5.11.WRITING~create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Speaking and Listening Standards for Literature (K-5)

Key Idea 1-Comprehension and Collaboration

K.CC.Literacy in Hist/SS & C&CR.02.PI.1c.SPEAKING&LISTENING~seek to understand and communicate with individuals from different cultural backgrounds.

1.CC.Literacy in Hist/SS & C&CR.02.PI.1d.SPEAKING&LISTENING~seek to understand and communicate with individuals from different cultural backgrounds.

**7. Calendar and Schedules**

**(a) School Calendar**

**Provide a copy of the proposed school's calendar for its first year of operation**

**East Harlem Scholars School Calendar (2013-14)\***

Month	Holidays	Number of Days School is in Session
<i>East Harlem Scholars 2013-14 School Year</i>		
August 2013		5
September 2013	September 2: Labor Day September 5-6: Rosh Hashanah	18
October 2013	October 14: Columbus Day	22
November 2013	November 5 November 28-29: Thanksgiving	18
December 2013	December 24-December 31: Winter Break	15
January 2014	January 1: New Year's Day January 2: Staff Development Day January 20: Martin Luther King Jr. Day	20
February 2014	February 14: Staff Development Day February 17-21: mid-Winter break	14
March 2014		21
April 2014	April 14-18, Spring Break	17
May 2014	May 26: Memorial Day	21
June 2014		19
Total		190

*\*Note: This schedule is subject to change based on the release of the NYCDOE School Calendar for 2013-14 to be able to align holidays more closely with that calendar, as necessary.*

**Total number of days of instruction for the school year**

East Harlem Scholars II will have 190 days of instruction.

- First and last day of classes**

The first day of school for students will be Monday, August 26th, 2013.

The last day of school for students will be Thursday, June 26th, 2014.

The first day of school for teachers will be Monday, August 12, 2013 and they will be engaged in ten days of pre-opening professional development.

The last day of school for teachers will be Friday, June 28th, 2014.

- Organization of the school year (i.e. semesters, trimesters, quarters, etc)**

The school year will be broken into four marking periods:

- The first marking period ending on or about November 15, 2013
- The second marking period ending on or about February 14, 2014
- The third marking period ending on or about April 18, 2014.
- The fourth marking period ending a week before the last day of school.

- All planned holidays and other days off, as well as planned half days;**

The table above provides all planned East Harlem Scholars II holidays.

Every Friday, students will be dismissed at 1 pm to allow for weekly staff development time.

- **Dates for summer school, if planned.**

East Harlem Scholars II does not intend to have summer school at this time.

**(b) Sample Student Schedule**

**For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample student schedule for a typical week of instruction.**

**Kindergarten Student**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:58			Arrival and Breakfast (last served at 7:50)		
7:58-8:09			D.E.A.R (Drop Everything And Read)		
8:10-8:27			Morning Meeting		
8:30-8:50			ELA: Words Their Way		
8:50-8:55			Restroom Break		
8:55-9:40		Music			ELA Mastery 8:55-10:20
9:45-10:30		ELA			
10:38-10:58		Recess			Snack 10:20-10:30
11:00-11:15		Snack			Math Mastery 10:30-11:55
11:20-12:55		Math			Community Circle 12:00-12:25
12:55-1:20		Lunch			Lunch 12:30-12:55
1:20-1:45		Rest			Bathroom Break 12:55
1:45-2:15		Physical Education			1 pm Dismissal Fridays
2:20-2:50		Science/Social Studies			
2:55-3:40		ELA: Writing			
3:40-4:10		Spanish			
		Afternoon snack and Read Aloud (by Afterschool staff)			
4:10-4:30		Dismissal			

### Grade 3 Student

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:58	Arrival and Breakfast				
7:58-8:09	D.E.A.R (Drop Everything And Read)				
8:10-8:27	Morning Meeting				
8:30-8:50	ELA: Words Their Way				
8:55-9:40	ELA			ELA Mastery 8:55-10:20	
9:45-10:30	Spanish				
10:38-10:58	Recess			Snack 10:20-10:30	
11:00-11:15	Snack			Math Mastery 10:30-11:55	
11:20-12:55	Math				
12:55-1:20	Lunch			Community Circle 12:00-12:25	
1:20-1:45	ELA			Lunch 12:30-12:55	
1:45-2:30	ELA: Writing				
2:30-3:00	PE			Bathroom Break 1:00	
3:00-3:30	Music				
3:30-4:00	Science/Social Studies			1 pm Dismissal Fridays	
4:00-4:30	Afternoon snack and Read Aloud (by Afterschool staff) Dismissal				

**Provide a narrative that clearly explains the length of the school day (including the approximate start and dismissal times for the school day), explicitly noting times that are part of the core academic day as opposed to time devoted to supplementary activities (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical student's day or week in addition to the schedule(s).**

The weekly schedule of East Harlem Scholars II students will model that of the student schedule for East Harlem Scholars Academy Charter School. As illustrated in the two charts above, student arrival starts at 7:25 and breakfast is served to all students in their classrooms. Instruction begins at 7:58 and ends at 4:30. Students are dismissed from school at 4:30 on Mondays-Thursdays. On Friday, students are dismissed at 1 pm so that teachers can engage in all staff development facilitated by the Principal and Assistant Principal/Director of School Culture. The Friday school day for students consists of ELA Mastery/Assessment and Math Mastery/Assessment. During this time students review the objectives that have been taught that week, from Monday to Thursday. The day consists of student assessment and centers rotation without formal direct instruction in content areas. The following provides the amount of daily and weekly minutes devoted to the core curriculum for all students:

<b>Subject</b>	<b>Daily Minutes (Lower Elementary)</b>	<b>Weekly Minutes</b>
ELA	121 minutes (M-Th)-Grade K 146 minutes (M-Th)-Grades 1-5 116 minutes (F)	600 minutes (Grade K) 700 minutes (Grade 1-5)
Math	95 minutes (M-Th) 85 minutes (F)	465 minutes
Social Studies	30 minutes (M-Th) for 1 semester	120 minutes (for one semester)
Science	30 minutes (M-Th) for 1 semester	120 minutes (for one semester)
Physical Education	30 minutes (M-Th)	120 minutes
Music	30 minutes (M-Th)	120 minutes
Spanish	30 minutes (M-Th)	120 minutes

Kindergarten students will receive approximately 5.15 hours of instruction per day each week while Grade 1-5 students will receive approximately 5.5 hours of instruction per day.

**(c) Sample Teacher Schedule**

**For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction.**

**Kindergarten Teacher Schedule (Lower Elementary School)**

	Monday	Tuesday	Wednesday	Thursday	Friday		
7:20-7:55	Arrival and Breakfast (last served at 7:50)						
7:55-7:58	Clean-up						
7:58-8:09	D.E.A.R. (Drop Everything And Read)						
8:10-8:27	Morning Meeting						
8:30-8:50	Words Their Way						
8:55-10:30	Math			Math Mastery 8:55-10:20			
10:38-10:58	Recess			Snack 10:20-10:30			
11:05-11:15	Snack			ELA Mastery 10:30-11:55			
11:20-12:05	ELA (1/2 Group)			Community Circle 12:00-12:25			
12:10-12:55	ELA (1/2 Group)			Bathroom Break 12:25			
12:55-1:20	Planning Time (Students have Lunch)			Planning Time (Students have Lunch) 12:30-12:55			
1:20-1:45	Student Rest Time			All Staff Development (1:45-4:00)			
1:45-2:30	Writing						
2:30-3:00	Science/Social Studies						
3:00-3:30	Planning Time (Students have Spanish) *Grade Level Meetings on Wednesdays						
3:30-4:00	Planning Time (Students in Physical Education)						
4:00-4:15	Afternoon snack and Read Aloud (by Afterschool staff)						
4:15-4:30	Pack-up and Transition for Dismissal						
4:30	Dismissal						
4:45	End of Day for Teachers						

**Grade 3 Teacher (Upper Elementary School)**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-7:55			Arrival and Breakfast (last served at 7:50)		
7:55-7:58			Clean-up		
7:58-8:09			D.E.A.R (Drop Everything And Read)		
8:10-8:27			Morning Meeting		
8:30-8:50			Words Their Way		
8:55-9:40		ELA (1/2 Group)			ELA Mastery 8:55-10:20
9:45-10:30		ELA (1/2 Group)			
10:38-10:58		Recess			Snack 10:20-10:30
11:00-11:15		Snack			Math Mastery 10:30-11:55
11:20-12:55		Math			Community Circle 12:00-12:25
12:55-1:20		Planning Time (Students have Lunch)			Planning Time (Students have Lunch) 12:30-12:55
1:20-1:45		ELA			Bathroom Break 1:00
1:45-2:30		Writing			All Staff Development (1:45-4:00)
2:30-3:00		Planning Time (Students have Physical Education) *Grade level meeting on Wednesdays			
3:00-3:30		Planning Time (Students have Music)			
3:30-4:00		Science/Social Studies			
4:00-4:15		Afternoon snack and Read Aloud (by Afterschool staff)			
4:15-4:30		Pack-up and Transition for Dismissal			
4:30		Dismissal			
4:45		End of Day for Teachers			

**Provide a narrative that clearly explains the length of the work day, explicitly identifying times devoted to the teacher's core teaching assignments, planning, and other activities as applicable (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical teacher's day or week in addition to the schedule(s).**

The school day for East Harlem Scholars II Teachers begins at 7:20. Children begin to arrive at school at 7:25 and are provided with breakfast from 7:30-7:58 in their classrooms. Teachers oversee breakfast in their classrooms, including clean up. The instructional day begins at 7:58 with the Drop Everything and Read period. The schedules above delineates the amount of minutes per day that teachers in both the Lower Elementary Grades (K-2) and Upper Elementary Grades (3-4) will be involved with core instruction, prep/grade level meeting/staff development, and oversight of non-instructional activities. During the school day, there is time embedded in the schedule for individual prep time and grade level meetings in addition to all staff development time. Teachers have individual prep time during periods in which students have specials (Music and Physical Education) which amounts to approximately 1 hour per day (M-Th). There is one 30 minute session a week set aside for grade level meetings. Finally, Fridays after early dismissal for children at 1 pm, teachers are engaged in all staff development from

1:45-4:00 pm. The school day ends for teachers at 4:45 Monday-Thursday and 4:00 on Fridays. In summary, East Harlem Scholars teachers' days are broken down into the following responsibilities:

Activity	Daily Minutes
Core Instruction	Lower Elementary: 308 minutes per day (M-Th) 218 minutes per day (F) Upper Elementary: 333 minutes per day (M-Th) 218 minutes per day (F)
Prep Time/Grade Level Meeting/Staff Development	Lower Elementary: 85 minutes per day (M-Th) 160 minutes per day (F) Upper Elementary: 85 minutes per day (M-Th) 160 minutes per day (F)
Other non-instructional activities	Lower Elementary: 118 minutes per day (M-Th) 45 minutes per day (F) Upper Elementary: 98 minutes per day (M-Th) 45 minutes per day (F)

## **8. Specific Populations**

### **(a) Struggling Students**

**Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure. In answering, describe:**

- 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;**

East Harlem Scholars II defines “struggling students” as those who are at risk of not meeting proficiency in English and math. These students can fall into many categories, including ELLs and Special Education students, populations that will be discussed in parts (b) and (c) of this question. For the purposes of this part, we are defining struggling students as those who would be identified as eligible for services under Title I (and these students may be a part of the ELL population, the Special Education population and the general education population). Students will be identified for participation based on their performance on the most recent administration of the New York State ELA and Math assessments, Terra Nova or Fountas and Pinnell Benchmark Assessment System. Similar to the process for identifying ELL students, cut-off points will be established in both the Reading/Language Arts and Mathematics on these assessments. Students who perform below those established cut-off points will be eligible for academic intervention services, including those funded through Title I. Other factors, including behavioral issues, teacher recommendations, etc. when interventions implemented under the guidelines of the PRIM manual (described in the Special Education section that follows) have failed to improve a student’s performance, may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

- The strategies, programs 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. and any research or evidence that supports the appropriateness of the proposed approach**

Based on the data from student assessments, East Harlem Scholars II will implement reading and math intervention strategies to address identified areas of weakness of each struggling student. As with the RTI described for Special Education students below, there is a process before students are identified as Title I. The first and most important tool in our instructional toolbox to address the needs of struggling students is our method of instruction—the Gradual Release of Responsibility (GRR) instructional model. Intrinsic to GRR is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, scaffolding through partnerships, intensive support of the second teacher in the room are all components of our comprehensive RTI package. Enhancing the GRR model is the School’s co-teaching model where two certified teachers are present in the classroom during core curriculum instruction (including a Collaborative Team Teaching model on every grade level).

Further, the use of *sheltered instruction* by the ESL Teacher in core subjects (described in the ELL section that follows) to address the needs of ELLs is also a strategy that provides universal access to *all* students to the content that is taught. Students from poverty level backgrounds suffer from language deficits due to the lack of language exposure, including exposure to standard spoken and written English, in their homes. According to George Farkas in *Teaching Low Income Children to Read at Grade Level*, “low-income children begin first grade approximately one instructional year below middle-class children because ... (they) typically suffer from imitation of nonstandard speech patterns,

too little conversation with adults, too little practice using language to express complex ideas, too little opportunity to develop reasoning skills, weak vocabulary development, too little experience with books, and little or no instruction and practice with phonological awareness and other pre-reading skills such as learning the names of letters and the sounds they make.<sup>1</sup> While they may not be ELLs, research shows that children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development. Thus, students at-risk of academic failure will also benefit from sheltered instructional strategies that will be utilized by the ESL teacher and incorporated by general education teachers to provide access to mainstream, grade-level content, and to promote the development of English language proficiency.

A struggling student will become the focus of the School's Student Support Team (SST), described in below in the Special Education section of this response. The East Harlem Scholars II SST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The SST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the SST analyzes internal assessment results, including Fountas & Pinnell, Math Benchmark Tests, Reading Street Assessments, and other internal assessments.

The SST will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the SST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the SST for recommended

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<sup>1</sup> Farkas, George; Symposium on Utopian Visions: Engaged Sociologies for the 21st Century. *Contemporary Sociology* 29, number 1 (January): 53-62

strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.).

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention funded through the School's Title I resources. The school will have an appropriately certified Reading Specialist beginning with its first year of operations. In addition, as described previously, East Harlem Scholars II will utilize specific reading intervention programs—Wilson's *Fundations* and Words Their Way. While the school will have a Reading Specialist, East Harlem Scholars II considers that all instructional staff will be involved with providing instruction to struggling students. The Principal will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the School's learning standards. In terms of instructional support specialists, the School will have:

- The Reading Specialist who will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs;
- Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated CTT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the instructional strategies special education teachers use to address the needs of special education students;
- ELL Teachers who are dedicated to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, ELL teachers are able to positively impact all students in the classroom as all students are able to benefit from these sheltered instructional strategies.
- The Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement.

The Reading Specialist will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs. The Principal will serve as the Title I coordinator for all struggling (at-risk) students and will oversee the implementation of the academic intervention programs targeting this population of students, including:

1. *Implementation and documentation of academic intervention services by classroom teachers and the designated reading specialists. Examples of intervention services by classroom teachers and the reading specialists are:* (a) Extra small group Guided Reading sessions to develop reading comprehension; (b) The Reading Specialist's (and all teachers') use of research-based reading intervention programs and/or strategies for students designated as Title I and in need of academic intervention and remediation; (c) Supplemental utilization of reading material leveled to specific students and matched closely to individual's interests; (d) Individualized or small group instruction focused on Title I student strengths providing development of areas such as background knowledge, vocabulary development, and/or oral language skills; (e) Extra small group mathematics support to develop and/or strengthen Number Sense and Operations; (f) Creation of supplemental specialized mathematics 'station' for targeted practice to promote development of specific skill or strategy; (g) Utilization of supplemental manipulatives to support identified deficiencies; and (h) Supplemental

one-to-one instruction, including through the use of technology, to provide drill and practice of basic mathematics facts

2. *Intervention and documentation by the Social Worker to support family participation in promotion of academic growth of student. Examples of supplemental intervention services by the Social Worker are:* (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of a at-home “work space” and time to support academic development; (c) Coordination and outreach for additional academic supports such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

East Harlem Scholars II will have in place a process for continued program assessment. A system called “Monitoring for Results” will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice<sup>2</sup> that is used to assess students’ academic performance and evaluate the effectiveness of instruction. The Monitoring for Results Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis.

Students are monitored closely by their teachers to ensure they are meeting benchmarks. A plan of action (POA) is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year’s scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

The ongoing Monitoring for Results system enables us to make adjustments and revisits goals and expectations of the academic intervention program for struggling students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine the progress of struggling students against individual goals and the school’s overall accountability goals and will use this information to modify programs and services to struggling students, where necessary.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal will evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. The workshop model facilitates instructional staff being able to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students. The performance of struggling students will also be measured using the Fountas and Pinnell Benchmark Assessment System, formative and summative assessments and standardized assessments like the Terra Nova and the New York State assessments. Analysis of assessment data will allow us to see progress or lack of progress and particular areas in which progress was or was not made. Students meeting established cut-off points will no longer be considered Title I

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<sup>2</sup> Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

students or students in need of academic intervention.

East Harlem Scholars II will engage in a process that provides continued assessment of its academic intervention and Title I programs. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine student progress against the school's overall accountability goals and will modify programs and services to struggling students, where necessary. This information will be shared with the education corporation Board. Measures of the academic intervention/Title I program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of the schools "struggling" student population.

**(b) Students with Disabilities**

East Harlem Scholars II will not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The School will provide instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA). The School will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. The School will not place a student in a learning environment that is inconsistent with the IEP.

Students with disabilities will also be expected to participate in, and receive credit for, non academic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

**Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by references the assurances found in this document. In answering, describe:**

- **The proposed charter school's process for identifying students with disabilities (child find), especially within the context of the school's RTI process;**

East Harlem Scholars II will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers—the Child Study Team (see below)—to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. East Harlem Scholars II will ensure that the most recent IEPs of students already identified as students with disabilities who have been accepted into the school will be forwarded by their previous schools to East Harlem Scholars II in a timely manner. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems

persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

A student suspected of having a disability will become the focus of the School's Student Support Team (SST) consisting of an administrator, teachers, social worker and special education teacher. The East Harlem Scholars II SST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The SST will use the PRIM (Pre-Referral Intervention Manual) to guide their RTI strategies. The SST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the SST analyzes internal assessment results including Fontas & Pinnell, Math Benchmark Tests, Reading Street Assessments, and other internal assessments.

The SST will review the student's behavior and academic performance, including members of the SST observing the student at select periods throughout the day so as to identify areas of need and strength and to be able to develop a strategy to address the child's needs. In addition, the SST will interview the student's teacher(s) and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Similarly, as delineated previously in *(a) Struggling Students*, consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the SST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the SST for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.). The School will establish an ongoing partnership with the child's family through regular meetings and/or updates.

If there is no improvement in the student's academic or non-academic areas of concern following implementation of appropriate strategies then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student's parents.

Regulations of the NYS Commissioner of Education outline procedures for initiating a referral for a student suspected of having a disability and further identify responsibilities for school personnel with respect to such a referral. In accordance with Part 200.4 of the Regulations: *A student suspected of having a disability shall be referred in writing to the chairperson of the district's CSE or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services...If a referral is received by the building administrator, it shall be forwarded to the committee chair immediately upon its receipt by the building administrator.*

A referral may also be made by: a student's parent or person in parental relationship, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members, directing that such a referral must: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and (3) describe the extent of parental contact or involvement prior to the referral.

The various components described above are integral elements of a referral made by school staff members. In consideration of their importance in Regulation and policy, a referral that does not include all required items will be considered incomplete and will be returned to the sender by the CSE for completion. The evaluation process will not begin until the referral is completed with all required components and resubmitted to the CSE. Therefore, professional staff members will carefully consider all components of the referral in order to avoid any delay in processing.

East Harlem Scholars II is responsible for providing annual hearing and vision screenings for all students. An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. It is the responsibility of East Harlem Scholars II to attach a copy of the student's health record which includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained. East Harlem Scholars II will contact the Department of Health to gather current medical information on students within the school.

The referral form will remind professional staff members of these required components and the requirements for a referral to be considered complete. The referral also provides more opportunity to consider and describe interventions attempted prior to referral. The wide variety of interventions

identified on the referral form serves two purposes: to offer intervention strategies and options that may not have been considered prior to referral and to substantiate those that have been attempted. The referral form reinforces the responsibility of school personnel to consider appropriate alternatives in general education before proceeding with a referral.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (*see 34 CFR §§300.22, 300.312 and 300.340 et al.*). East Harlem Scholars II will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

East Harlem Scholars II will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment.

- **The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);**

East Harlem Scholars II will have appropriately certified special education staff to support its special education program, including a special education coordinator, at least one special education teacher on each grade level and school social worker. East Harlem Scholars will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response.

The Special Education Coordinator will be responsible for overseeing the School's Special Education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, and submitting annually all required reports in compliance with 34 CFR §300.750 .

East Harlem Scholars II special education model is one of inclusion. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP. East Harlem Scholars II will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. Special education students in East Harlem Scholars II, when appropriate according to their IEPs, will receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) will provide both push-in and pull-out services to special education students as required by their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs.

The School will provide support services to students to ensure that IEP mandates and measurable goals are met. East Harlem Scholars II intends to directly provide the following services that may be required by a student's IEP: resource room and Collaborative Team Teaching (CTT) within a particular grade.

East Harlem Scholars II will have a full time social worker for those students whose IEP requires counseling services.

East Harlem Scholars II special education staff and consultants will also serve as special education consultants to the overall school community. Special education staff will work with general education teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. To this end, special education staff will ensure that these teachers at the school are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and will be provided information, training and support by the Special Education Coordinator and special education teachers, as needed, to ensure their understanding of the student's needs and their responsibilities, as required by the student's IEP, to implement a student's program and/or any required modifications or accommodations in their classes.

East Harlem Scholars II has made some choices around instructional materials that will be utilized to provide academic intervention to students with disabilities, including Wilson's *Fundations* for English language instructional intervention and the intervention components of *EveryDay Math*. East Harlem Scholars II budgets are also aligned with the expected need to purchase other instructional materials as identified by the school's special education professionals.

- The services or settings that will be provided by the school district of the student's residency or through a third party contract;**

East Harlem Scholars II will contract with outside service providers for speech language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students in East Harlem Scholars II will receive their adapted curriculum work and other therapies, such as speech-language therapy and occupational therapy in a setting that is in accordance with their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. The school will ensure that the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that East Harlem Scholars II is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**

East Harlem Scholars II believes that everybody benefits from inclusion. In particular, a key element of East Harlem Scholars II inclusion model is the *increased instructional intensity* that comes through the collaboration between general education teachers with the special education teacher, particularly in the CTT classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that caters to the needs of all students. The implementation of different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed East Harlem Scholars II inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs along with the other students in the classroom benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.<sup>3</sup> Moreover, at least one author has studied the impact of diversified student body has on the general education population and has concluded that students with disabilities who spend time among their peers show an increase in social skills and academic proficiency.<sup>4</sup> Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.<sup>5</sup> Another study showed the effect of inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.<sup>6</sup> A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.<sup>7</sup>

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.<sup>8</sup> Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research shows that inclusion helps students understand the importance of working together, and fosters a sense of mutual respect and empathy among the student body.<sup>9</sup>

Overall, the program of inclusion at East Harlem Scholars II has been developed with the needs—educationally, behaviorally, emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students.

- **The process for coordination between general education teachers and special education teachers or service providers;**

During common planning times general education and special education teachers will schedule grade level and individual meetings with the special education staff to review each student with an IEP. Any adaptive

<sup>3</sup> Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. *Exceptional Children*, 64.

<sup>4</sup> Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Rockville, MD: Woodbine House.

<sup>5</sup> Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62.

<sup>6</sup> Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

<sup>7</sup> Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

<sup>8</sup> Giangreco, M.F., Cloninger, C.J.,& Iverson, V.S.(1998). Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities (2nd ed.). Baltimore: Paul H Brookes Publishing Co.

<sup>9</sup> Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2),197-213.

technology will be discussed and training will occur during the time. Further, any and all RTIs will be discussed and modified. During staff-wide professional development, the special education staff will conduct training for other teachers and personnel around the various laws and regulations surrounding students with disabilities as well as professional development on implementing interventions. Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods. Finally, during the August pre-school conference there will be an entire day reviewing the inclusion program and expectations.

Because East Harlem Scholars II has common planning time and all staff development time built into teachers' weekly schedule, there is ample opportunity for collaboration between all instructional staff and special education providers to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. The Principal and the Special Education Coordinator will be responsible for facilitating this coordination and monitoring the progress. This will also be a time for the SST to report their observations and make recommendations about any students suspected of having a disability. Every teacher of a student with a disability will be provided a copy of the student's IEP and training and will be provided information and support by the Special Education Teacher and the Special Education Coordinator, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

- **The process that will be used to monitor the achievement and progress of students with disabilities; and**

A system called "Monitoring for Results" will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Students are monitored closely by their teachers to ensure they are meeting benchmarks. A plan of action (POA) is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

Through the system of Monitoring for Results, special education students will be closely tracked for reaching benchmarks and moving towards their IEP goals as well as school accountability goals, as would be for all students in East Harlem Scholars II, no matter their designation. Ongoing progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The School will communicate with parents of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that parents and families can support the education and development of their children with disabilities.

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

East Harlem Scholars II will engage in a process that provides continued assessment of its special education program. The ongoing Monitoring for Results system enables us to make adjustments and revisit goals and expectations of the special education program. Special education programs and

services will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine student progress against not only IEP goals but against the school's overall accountability goals and will modify programs and services to special education students, where necessary. This information will be shared with the education corporation Board. Measures of the special education program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure, and resource allocation that will more effectively meet the needs of the special education population.

- **Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans in the classroom.**

All teachers will receive on-going training regarding the education of special needs students, particularly during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of special education students by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. In addition to the pre-opening professional development period, the teachers will have opportunities for ongoing training, planning and collaboration facilitated by the special education coordinator, who may engage outside PD consultants around issues specifically related to the education of students, during regularly scheduled staff development time on teachers' schedules.

As delineated on the teachers' weekly schedules provided in *Response 7(a-c)*, there is opportunity for collaboration between all classroom teachers and special education instructional staff to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. The Special Education Coordinator will be responsible for facilitating this coordination and monitoring the progress.

**(c) English Language Learners**

East Harlem Scholars II has an admissions preference for English Language Learners (ELLs) and as such is dedicated to supporting their needs in order to move them to English language proficiency in a timely manner. East Harlem Scholars II shall serve any and all Limited English Proficient (LEP)/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. East Harlem Scholars II shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. East Harlem Scholars II ensures that LEP/ELL students (ELLs) will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELLs will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation in East Harlem Scholars II.

**Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:**

- **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;**

East Harlem Scholars II's process for identifying ELLs and the method by which East Harlem Scholars II will determine which of its students may need assistance is as follows: (1) If English is the only language spoken in the home as indicated on the Home Language Survey (HLS), then the screening process need not continue; (2) If the home language is other than English or the student's native language is other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language; (3) If the student speaks a language other than English and speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is LEP, thus eligible for ESL services. The LAB-R is administered only once to each incoming student; and (4) After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings) and any research or evidence that supports the appropriateness of this approach;**

East Harlem Scholars II's overarching instructional model as well as ELL intervention strategies will ensure that the ELL students' needs are addressed and they are able to move out of ESL status in a timely manner.

*The ELL Student and the East Harlem Scholars II Instructional Model*

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably similar for any language (Harris, 1992; Karmiloff and Karmiloff-Smith, 2001; Nelson, 1989). These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education:

- The production of language—listening, watching and sharing
- The understanding of language—sounds and meanings
- The function of language—first words (names and items-realia), experiences gained through repeated daily routines and experiences and interaction with others.

(Marian R. Whitehead, *Language and Literacy in the Early Years*, 3<sup>rd</sup> edition, 2004, Sage Publications, LTD, London)

The Gradual Release of Responsibility (GRR) instructional model supports ELLs in all three dimensions listed above. Oral language delivered through daily read alouds and shared readings infuses the production of language. During these read-alouds and shared readings, students listen, watch and share. Repetitions of shared readings support students in oral and written language acquisition on a daily basis. Shared readings can consist of poetry, songs and short texts. The texts involved in these shared readings are chosen to address specific student needs and are orally repeated daily. The process is scaffolded to guide students to undertake much of the shared reading by the end of the week. Each day “word work” lessons derived directly from the shared readings, address the understanding of language by exploring sounds and meanings in the context of real literature. Here the function of language is explored.

The GRR environment is one in which there is consistency in daily routines, experiences and interactions with peers. A countable talk and student sharing are part of the workshop structure. Lessons are conducted in a “meeting area” with close teacher physical contact. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELL students will be encouraged to remain at the meeting area to review, reinforce and to repeat instructions given. Small group instruction during guided reading and guided writing and conferring will occur daily and will further focus on ELL needs.

East Harlem Scholars will utilize GRR model in all areas of the core curriculum. This uniting instructional approach consists of a mini-lesson, independent work time and a share session. Students in grades K-2 will be read aloud stories about concepts in math, science and social studies through literature in “Big-book” format. Student partnerships will revisit these readings to repeat and review the material. These stories will include oral language activities such as picture walks that will allow children to interact by gesture, coloring, writing, and speaking. The math, science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects. These supports will help our ELLs “visualize” abstract concepts.

GRR provides teachers the opportunity to meet with ELLs before independent work begins and while they are working either independently or with a peer. The model encourages collaborative activities with student partnerships. Teachers will strategically partner ELLs with other students during science, math, and social studies to promote conversation within a scaffolded structure, to encourage language role models, and to provide additional social and emotional supports.

We are confident that this ongoing, consistent, infusion of language in our K-5 grades will support our ELL population by:

- Having high expectations of what ELL students can accomplish
- Embedding ELL instruction during reading instruction and writers’ workshop and the core subject areas.
- Providing more language role models
- Providing social and emotional support from peer interactions within the classroom daily environment

#### *East Harlem Scholars II ESL Intervention Model*

East Harlem Scholars II will have one ELL teacher for Grades K-2 and one ELL teacher for the Grade 3-5 span to provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. ELL teachers will be appropriately certified, in particular, East Harlem Scholars II will expect ELL teachers to have at least a Bachelor’s degree and appropriate state certifications, at least two years experience as an ESOL or ESL program teacher in an elementary school environment, demonstrated understanding of and experience in sheltered instruction techniques and bilingual English/Spanish given the community demographics of East Harlem.

The approach that the ELL teacher will use in conjunction with the classroom teacher is one of *sheltered instruction*. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watered down the subject matter) while promoting the students’ English language development. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and

complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include... sheltered English instruction.<sup>10</sup>

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY-Binghamton's School of Education writes in her report entitled, *Sheltered Instruction: Best Practices for ELLs in the Mainstream*, "Sheltered classes can be team-taught by an ESL teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction." We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL teacher, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the elementary grades.

Sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including push-in and pull-out. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."<sup>11</sup>

The ELL teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.<sup>12</sup><sup>13</sup> The ELL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.<sup>14</sup> Another way the ELL teacher would work in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.<sup>15</sup> Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL

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<sup>10</sup> Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

<sup>11</sup> Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Washington, D.C.: Center for Applied Linguistics

<sup>12</sup> Vygotsky, L. (1978). *Mind and society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

<sup>13</sup> Tharp, R., & Gallimore, R. (1988). *Rousing minds to life*. Cambridge: Cambridge University Press

<sup>14</sup> Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

<sup>15</sup> Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 168-175.

and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

At East Harlem Scholars II, we expect the majority of sheltered instruction will occur in the classroom through a push-in model with the ELL teacher, the school will also implement a pull-out model with the ELL teacher as necessary. Since East Harlem Scholars II seeks to avoid ELLs missing content instruction in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English language development in the context of the particular content course. So, for example, if a group of ELLs are being pulled from social studies for small group English acquisition-focused instruction, the ELL teacher having planned in advance with the classroom teacher can develop his or her lesson plans around the content being covered that day in the social studies class.

East Harlem Scholars II will undertake a training program for teachers who are directly involved with ELLs. This training will become a standard part of the East Harlem Scholars II annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native language and culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs. East Harlem Scholars II will guarantee that materials and facilities for the implementation of the ELL instructional program will not be inferior to those materials and facilities available to English proficient students, and will be of the same quality and quantity available to the general student population.

- **The process for coordination between general education teachers and staff serving English language learners;**

Our common planning and staff development time built into the teacher's weekly schedule provides opportunities for collaboration between all instructional staff, including between general education teachers and the ESL instructional staff where they can collaborate to develop a plan of action and to monitor ongoing progress of ELLs towards English proficiency and school accountability goals. The Principal and his or her designee and the ESL Teacher will be responsible for facilitating this coordination and monitoring the progress. The SST is also a vehicle by which teachers can report their observations and make recommendations about any ELL student who may be struggling with English language acquisition.

- **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**

NCLB requires that the language arts proficiency of all students who are ELLs be measured annually as part of school and district accountability. NCLB requires that the English proficiency of all ELLs be annually assessed. East Harlem Scholars II will administer the NYS ELA assessment to ELLs who, as of January 3, 2007, have been enrolled in school in the U.S. (excluding Puerto Rico) for one year or more. To measure the progress in English acquisition of ELLs, East Harlem Scholars II will analyze annual NYSESLAT results. Scores on the NYSESLAT indicate the proficiency level students have achieved each year, and whether or not a student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as an ELL who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

- 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

East Harlem Scholars II will provide a process for continued program assessment. The ongoing Monitoring for Results system enables us to make adjustments and revisit goals and expectations of the ESL program. LEP/ELL students' academic program and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. ESL programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine ELLs' academic progress, as well as their level of English language acquisition, as well as ELLs' progress against the school's overall accountability goals and will use this information to modify programs and services to LEP/ELL students, where necessary. This information will be shared with the education corporation Board. Measures of the ESL program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the ESL instructional program, organizational structure and resource allocation that will more effectively meet the needs of the ELL population.

- How the school will make all necessary materials available to parents of English language learners in a language that they can understand.

East Harlem Scholars II will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. The Home Language Surveys will provide the school with information about the home languages spoken by our non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, East Harlem Scholars II will hire a translation service.

- How the school will make after school and other extra-curricular programming available to English language learners.

All students at East Harlem Scholars II will be eligible to participate in after school and extra-curricular programming. The administration of the School will ensure that all non-English speaking parents (whether or not their child is an ELL) are aware of the after school program and all other extra-curricular programming and school celebrations by ensuring that all notifications are provided to parents in their respective language. The School will have in place a monitoring process to ensure that all members of the community are participating in these programs. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of ELLs' participation in extra-curricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the Board.

**(d) Gifted and Advanced Students**

**Discuss the proposed 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. In answering, describe:**

- How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term "advanced student" as s/he deems appropriate;

Students are deemed academically advanced when they are performing above grade level in ELA and/or math. East Harlem Scholars II will identify advanced students who are exceeding grade level

proficiency standards in ELA and math as measured by the NYSELA and Math test, Terra Nova reading and math and Fountas and Pinnell Benchmark Assessments. Baseline assessments in reading, writing and teacher observations during conferring in reading and math classes can also be indicators of students who are deemed to be advanced.

- **The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**

Through the construct of GRR which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Through East Harlem Scholars II professional development program, teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the ELL student without sacrificing rigorous content in that same unit. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELLs, special education students, academically advanced students. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons.

Advanced students will also be the subject of the SST and teachers will engage in conversations around strategies to continue to accelerate the advanced students.

- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**

As described previously, all teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction within the workshop model construct. Through GRR, teachers are able to use different materials for specific lessons to address different learners in the classroom. The School's budgets are also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time scheduled in the GRR model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

All teachers will receive on-going training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of all students, including advanced students, by

emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the School's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by the Principal, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

- **Any research or evidence that supports the appropriateness of this approach;**

The GRR model is based on Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills. For further discussion of the benefits of this instructional approach for all learners, including the advanced student, please see *Response 6(a-e)-Curriculum and Instructional Design*.

- **The personnel that the school will devote to serving advanced and/or gifted students; and**

All teachers will be responsible for serving the needs of all learners, including those who are advanced academically. Our GRR instructional model will provide teachers with the framework to effectively address the needs of advanced students.

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

East Harlem Scholars II will have a process for continued program assessment. The ongoing Monitoring for Results system enables us to make adjustments and revisit goals and expectations of the academic intervention program for advanced students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine the progress of advanced students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to advanced students, where necessary.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. GRR facilitates instructional staff being able to make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the Fountas and Pinnell Benchmark Assessment System, formative and summative assessments and standardized assessments like the Terra Nova and the New York State assessments in ELA and math. Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

East Harlem Scholars II will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. East Harlem Scholars II will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary. This information will be shared with the education corporation Board. Measures regarding how our program is serving academically advanced students will be a part of the academic dashboard

which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of the our academically advanced student population.

**9. Instructional Leadership**

**(a) Instructional Leadership Roles**

**Describe instructional leadership in the school over the first five years of operation. This response should:**

- Identify and describe the specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school.**

Should East Harlem Scholars II be authorized, the Board of the East Harlem Scholars Academy Charter School education corporation will establish a centralized supervisory role, the Superintendent, who has among his or her responsibilities the overall instructional leadership of the education corporation, which includes both East Harlem Scholars II and the original school. However, each Principal will retain site-based control over his or her individual schools. Thus, the chief instructional leader of East Harlem Scholars II will be its Principal who will have such a role over the course of the first five years of operation.

As the school's primary instructional leader, the East Harlem Scholars II Principal is accountable for the academic program at the school. In the area of instructional leadership, the Principal has responsibilities for recruiting, managing, evaluating, developing and retaining a team of extraordinary teachers; ensuring the use of effective, research-based teaching methodologies and practices; working with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning; keeping abreast of successful instructional methodologies and practices; ensuring consistencies in instruction and practice amongst team of teachers; and ensure the learning environment and classroom instruction maximize student learning.

Supporting the Principal in instructional leadership is the Assistant Principal/Director of School Culture. The Assistant Principal/Director of School Culture's overarching responsibility is to:

- Create, implement and maintain systems that build the foundation for a school culture and climate that is supportive of East Harlem Scholars II's focus on academic and personal excellence and
- Work closely with staff, parents and students to ensure they are working in alignment with the school's expectations.

As such, his or her responsibilities also include working closely with the Principal in professional development of staff by coaching teachers toward instructional excellence; working with the Principal and instructional staff to identify professional development priorities; conducting professional development sessions, including modeling high quality classroom instruction; and helping teachers build effective relationships with students and parents.

- Explain how instructional leaders will monitor the effectiveness of the academic program.**

The Principal and Assistant Principal/Director of School Culture of East Harlem Scholars II will monitor the effectiveness of the academic program through the school's Monitoring for Results Process (described previously in *Response 8(a-d)-Specific Populations*). Progress monitoring of this type is a scientifically based practice<sup>1</sup> that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Monitoring for Results Process provides the framework for

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<sup>1</sup> Office of Special Education Programs (OSEP): National Center on Student Progress Monitoring.

instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis.

The process for Monitoring for Results begins at the start of the school year where individual student's current levels of performance are determined and goals are identified for learning that will take place over time for individual students, all students and disaggregated groups of students. Students' academic performance is measured on a regular basis—approximately four to six weeks. Progress toward meeting the student goals, on an aggregate and disaggregated basis, is measured by comparing expected and actual rates of learning. East Harlem Scholars II's Principal and instructional staff meet every four to six weeks to engage in progress monitoring. When students fall short of benchmarks, a plan of action is collaboratively developed by teachers with the support of the Principal and Assistant Principal/Director of School Culture, so that the identified student needs will be addressed.

Data from Monitoring for Results sessions is used by the instructional leadership and instructional staff to inform modification to classroom instruction, curricular adjustments and targeted professional development that respond to the Plan of Action in order to ensure individual students as well as aggregate and disaggregated populations will meet performance benchmarks.

This process allows the Principal and Assistant Principal/Director of School Culture to regularly monitor the effectiveness of the school's academic program, including intervention strategies for at-risk populations. Importantly, this data is shared with the Superintendent and the Education Committee of the Board of Trustees so that they can make informed decisions regarding any changes to the instructional program and human and financial resource allocation to support high student achievement.

**(b) On-going Teacher Supervision and Support**

**Describe the school's approach to individual teacher supervision and support.**

East Harlem Scholars II approach to teacher supervision and support is grounded in building the instructional capacity of the teacher to support high student achievement. As such it is an integral part of the teacher evaluation process which is a tool for professional development and a means to provide teachers with support on an individual as well as collective basis in order to improve and enhance student learning.

Teachers will be evaluated according to both formal and informal observations. The Principal will conduct "mini-observations" that focus on key lesson strengths and areas of growth, while the Assistant Principal/Director of School Culture will conduct informal culture evaluations through the lens of the school's internal culture matrix. The two will also conduct more formal extended co-observations. The co-observations will always include a debrief with the Principal and Assistant Principal/Director of School Culture and the teacher. The result of the debrief will always be a collaboratively developed actionable plan to address areas of growth which might include targeted professional development, peer mentoring, instructional modeling or other strategies. Teachers who, based on their formal and informal observations, continue to exhibit the need for growth will be identified as needing improvement and may be placed on a performance improvement plan. As part of this plan, they will receive specialized coaching from the Principal or Assistant Principal/Director of School Culture. These target growth areas and both short and long term goals will be added to his or her Leadership and Development Plan (LD Plan) described below in *9(d)-Teacher Evaluation* and which will continue to be referenced, reviewed and revised based on subsequent teacher observations.

The Principal's and Assistant Principal's roles in teacher supervision and support go beyond the formal and informal classroom observation they conducts. The Principal and Assistant Principal/Director of School Culture will be engaged with teachers individually and collectively on a weekly basis to support individual planning, planning with co-teachers and instructional specialists, grade level team meetings and staff-wide professional development, including facilitating the Monitoring for Results Process, modeling effective instructional or classroom management strategies and providing guidance to Child Study Team meetings, as needed.

At East Harlem Scholars II, teacher supervision and support is not always led by the Principal and Assistant Principal. The Principal will promote leadership development from within his or her teacher ranks. Through professional development vehicles such as mentor-teacher relationships, model classroom lab sites, peer evaluation, peer review, inter-visitations, among others, teachers are able to provide support to each other while building their own skills in learning how to look at colleagues work, reflect on best practices and collaborate with each other to create plans of action to improve instruction and thus student performance.

As described throughout this *Response 9 (a-d)-Instructional Leadership*, these purposeful interactions between and among Principal, Assistant Principal/Director of School Culture and instructional staff provides a myriad of opportunities for teacher supervision and support, the result of which is always to strengthen teacher instructional capacity to improve student learning.

**(c) Professional Development**

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. East Harlem Scholars II's professional development program is designed to achieve these goals by aligning professional development activities with overall teacher supervision, support and evaluation activities. East Harlem Scholars II's view of professional development is one in which teachers are engaged in professional learning every day, all day long. Professional development will pervade the classroom and the school. It will be embedded in the analyses that teachers engaged in every day as they continually draw understanding about their performance from student learning. At East Harlem Scholars II, teachers will learn together. They will solve problems under the direction of the Principal in teams or as a whole faculty because every teacher will internalize that he or she is responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of best practices that will help themselves and others in supporting a high achieving school environment.

**Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals. This response should:**

- Describe how and when professional development will be delivered;**

Professional development will begin in pre-opening professional development prior to the start of the school year and will continue throughout the school year. While East Harlem Scholars II's philosophy is that teachers will be engaged in professional learning every day, all day long through reflective practice, the school calendar and schedule has carved out discrete times when teachers have time to engage in individual planning, collaborative planning with their co-teachers and with instructional specialists, grade level team meetings and all staff development.

During the pre-opening professional development, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The Principal and various topic-specific consultants will present workshops to prepare teachers to work with all students, including at-risk, ELL, special education students and academically advanced students. The topics that will be covered in pre-opening professional development activities will support all teachers, including novice teachers and new teachers to the school. Topics included in pre-opening professional development include but are not limited to: (1) differentiating instruction through the gradual release of responsibility model; (2) assessing student needs and evaluating student learning; (3) effective use of data in instruction; (4) special education procedures and services and the IEP and its use in guiding student learning; (5) Sheltered Instruction; (6) working together effectively in a co-teaching and collaborative team teaching model; (7) the role of the general education, ELL teachers and special education teachers, and special service providers; (8) forming partnerships with parents; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10) introduction and overview of curriculum materials; and (11) the Monitoring for Results Process; (11) the purpose and role of the Child Study Team; and (11) classroom management.

Regularly programmed staff development is an integral part of East Harlem Scholar II's professional development model. The professional development activities and supports will take the form of internal and external workshops, classroom modeling and demonstration, peer review, peer mentoring within East Harlem Scholars II and across the two schools governed by the education corporation, development of "model classrooms" and teacher inter-visitation within the school and East Harlem Scholars Academy Charter School, in addition to potentially other high performing public, charter and non-public schools within CSD 4.

At East Harlem Scholars II, the daily schedules for all teachers will provide for time for individual prep and the weekly schedule allows time for grade level meetings and all staff development (Fridays from 1 pm-4:15) in addition to two designated days on the calendar where teachers will have a concentrated block of time to engage in all staff development. The time on the school schedule and calendar provide teachers the opportunity to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data facilitated by the Principal or other school instructional staff or outside consultant; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Student Support Teams (SST) around specific students who have been demonstrating needs and challenges; (4) to plan together to deliver effective collaboration in the co-teaching model or around instructional specialists providing push-in support to targeted students into the classroom; and (5) to engage in the Monitoring for Results progress to evaluate student achievement.

- **Describe who will be responsible for providing professional development;**

The process of designing and coordinating the professional development program will be led by the Principal with support from the Assistant Principal. East Harlem Scholars II's instructional leadership will have guidance from the Superintendent and will be able to engage in collaboration with the East Harlem Scholars Academy Charter School instructional leadership, as needed. The Principal and Assistant Principal/Director of School Culture will work on a weekly basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELLs, Special Needs, at-risk students and academically advanced students. Instructional

support specialists including the special education staff, Reading Specialist and ELL Teacher will be the school's internal resources for delivering professional development in their respective instructional areas of expertise. As necessary the Principal may engage outside consultants to provide specific training to teachers, as is deemed necessary.

- Describe how professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;**

The Principal with support from the Assistant Principal/Director of School Culture will be responsible for identifying the needs of teachers throughout the school year through a needs assessment process that includes teacher survey, teacher observations (including those following professional development to assess whether strategies are being implemented) and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including the Monitoring for Results process described previously, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted professional development. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues. Further, the convening of SST focused on individual students in need may reveal similar information for which targeted professional development is needed. The professional development model that allows for regular staff development time as well as teachers' schedules that support both individual and common planning time among grade level teams facilitates the ability of the school's instructional leadership to professional development address needs in a timely manner.

The process described later in this response regarding evaluating the efficacy of the professional development program will inform the professional development priorities year to year during the first five years of operation.

- Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;**

The process by which professional development topics are identified, described above, ensures that the needs of all teachers are met. The needs assessments, self-evaluation tools of the teacher evaluation process (as described below in response to teacher evaluation) and Monitoring for Results Process provide the Principal with information regarding the strengths and weaknesses of teachers on an individual and collective basis. As teachers will come to the school with varying degrees of prior teaching experience, including those new to the profession, and after the first year of operation varying degrees of experience teaching in the East Harlem Scholars II community, every teacher will have different starting points and unique expressed and identified needs for professional development. Results from this ongoing process drive the next steps in the annual professional development program which results in professional development that is responsive to the needs of all teachers in the school.

Among the professional development vehicles that will support the needs especially of teachers new to the profession and/or new to the school is peer mentoring. The Principal with support of the Assistant Principal/Director of School Culture will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to the school and to the profession, this model also builds instructional and leadership capacities in the mentor-teachers. As mentor-teachers, they will model lessons for their mentees and observe their mentee's lessons. This peer evaluation process serves as professional development for the mentor-

teacher as he or she will gain experience in how to look at their colleagues' work, reflect on best practices and debrief together with their mentee to improve instruction and student learning.

- **Explain the process for evaluating the efficacy of the professional development program.**

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. Therefore, instructional leadership must pay attention to the results of professional development of teacher practice on the success of all students. At East Harlem Scholars II, evaluation of the professional development program has two important goals: to improve the quality of the program and to determine its overall effectiveness. The results of this process will inform the professional development priorities year to year during the first charter term.

Formative evaluation will be used to modify or improve the professional development program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys, while the Monitoring for Results system will provide data regarding improvement in student learning that will inform the Principal in fine-tuning or making mid-course corrections to improve the quality of the professional development program. Formative evaluation helps ensure that the professional development program meets our teachers' needs and expectations, is a meaningful experience and can be translated into action in the classroom. At East Harlem Scholars II, this formative evaluation is an ongoing process and our regular staff development time allows for implementation of any modifications on an almost real time basis to address needs identified through the formative evaluation process.

Summative evaluation is used to determine the overall effectiveness of the professional development program. Summative evaluation is done at the end of the year. East Harlem Scholars II will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes. The first level of summative evaluation is to assess the changes in teachers as a result of participating in the professional development program. At East Harlem Scholars II, through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, the Principal will collect data regarding how the professional development program has improved student practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning. Here, the instructional leadership in collaboration with teachers will analyze student assessment data, including standardized assessments, six-week assessments and teacher-generated summative and formative assessments. Through the Monitoring for Results process, student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups (ELLs, special education, economic status, etc.). It is important to note that this is one of the steps in the overall process the Principal and Assistant Principal/Director of School Culture will undertake to evaluate the School's progress towards Annual Accountability Goals. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals.

Based on analysis of both qualitative and quantitative data, the Principal and Assistant Principal/Director of School Culture will draw conclusions regarding the efficacy of the professional development program and recommendations for modifications of the overall program in order to

improve teacher practice and student outcomes. These recommendations will be presented to the Superintendent and the Board's Education Committee. The recommendations will be discussed in the School's Accountability Plan in response to areas where the School may have fallen short of Accountability goals and how these professional development changes will effectuate positive learning outcomes in the future.

The recommendations to improve overall professional development program effectiveness will be implemented in the subsequent academic year. During the subsequent academic year and every year thereafter, the School will continue to engage in this formative and summative evaluation process to continually improve the efficacy of the School's professional development program over time.

**(d) Teacher Evaluation and Accountability**

- Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.

East Harlem Scholars II expectations for student achievement have been established in the charter application and these expectations inform what is expected of teacher performance in order to meet student achievement goals. Even before they are hired, teachers will know what East Harlem Scholars II's expectations are for student achievement and the critical role they must play to promote student learning. This will be communicated in the charter application which we expect qualified candidates to have researched (salient points of the charter school's educational program and student expectations will be available on the School's website) and in the job description for teachers that will delineate the roles and responsibilities of teachers and qualifications and characteristics of a successful candidate. A successful East Harlem Scholars II teaching candidate is one who believes that *all* students can achieve academically and one who takes ownership of his or her responsibility in supporting high student achievement.

Once hired, teachers will engage in pre-opening professional development. During this period, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The School's culture promotes accountability, and all members of the community will internalize the fact that they are accountable for outcomes, which for instructional staff means student outcomes. This will be communicated in many ways to teachers. All professional conversations at the school (professional development, SST meetings, Monitoring for Results system, etc.) revolve around the learning standards and what students have to achieve to get there, what challenges may be facing individual students in meeting the goals and what instructional staff must do to meet identified student needs. Through the professional development program, all teachers are engaged in continual learning to improve their instructional capacity in order to promote student achievement—teachers are expected to undertake professional readings, attend workshops, participate in book clubs facilitated by the Principal, and engage in other learning opportunities.

There is another mechanism by which the School communicates how our expectations of teacher performance are tied to student achievement and that is through compensation. As a charter school, East Harlem Scholars II will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, East Harlem Scholars II can compensate teachers based on their performance. In the years following the first year of operations, East Harlem Scholars II, through salary decisions, will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole.

Our ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay.

Further, East Harlem Scholars II teachers will be eligible for additional compensation—a performance-based incentive—which will be based on student performance. Teachers will be involved in the development of the performance-based incentive plan and the selection of criteria based on student performance and creation of rubrics that guide the allocation of incentive pay for teachers and instructional leaders. As such, teachers will have a clear understanding of what the School's expectations are regarding their performance.

- **Describe the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**

East Harlem Scholars II will employ a data-driven approach to teacher evaluation. The use of data to inform teacher evaluations ensures to the greatest degree possible, that evaluations are conducted objectively.

East Harlem Scholars II will model their evaluation process after that of East Harlem Scholars Academy Charter School. This process, *Teaching as Leadership Framework* (Framework), is based on Charlotte Danielson's *Framework for Teaching*, as described in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. The Framework is used by the instructional leadership to judge teacher effectiveness in the classroom. Teachers are trained during the year using this Framework.

As part of the Framework, all teachers have both mid-year and end of year evaluations and complete a learning and development plan (LD Plan) as a means of showing on going reflection and continuous improvement. The Framework is aligned to our philosophy that teacher evaluation protocol should incorporate aspects of teacher supervision and support. This Framework is based on a solid foundation of research around evaluating teacher effectiveness and has been demonstrated to be strongly correlated to student growth. In the Framework, components of teaching are clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year.

The LD Plan is an important element of this evaluation process. The LD Plan is a set of goals created through collaboration with the evaluator and teaching professional in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) The LD Plan is created collaboratively by the teacher and the Principal in a mutual dialogue about next steps to the next level.

The LD Plan provides opportunity for the teacher to express needs of professional growth aligned with better student outcomes, school mission and initiatives in content, pedagogy and professional growth. In collaboration with the Principal and Assistant Principal/Director of School Culture, the teacher outlines improvement actions most applicable to the individual's growth and development, and provides supports to reach the goals projected. Frequent reference and review of the LD Plan throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes. The LD Plan is a "living" document in that it will not only continue to be referenced and

reviewed throughout the evaluation process but also revised based on new areas of growth that are identified by both the teacher and principal.

The School's evaluation process involves the compilation of artifacts which are documents for information and provide data sources and concrete examples as they relate to the four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. Artifacts are used to gain the richer picture of all that is involved in teaching and include any instructional materials or directions employed by teachers to facilitate student learning. In considering educational quality, artifacts must not only be learner oriented but also provide evidence of planning and professional growth. They should be designed to meet a specific outcome reflective of school initiatives, curriculum standards and/or adapted to specific ability and levels. The design should proceed from an analysis of student data, State standards and/or school benchmarks, and the content of the lesson.

The evaluation process involves continual dialogue among the teacher and the Principal and Assistant Principal/Director of School Culture. The dialogue begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation.

The summative evaluation is an annual evaluation process that uses compiled data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the Principal and Assistant Principal/Director of School Culture and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for LD Plans; and Identification of staff development needs.

Ultimately, compensation, performance-based financial incentives and renewal of their annual contract with East Harlem Scholars II will be tied to their performance evaluations conducted by the Principal. These evaluations will place emphasis on each teacher's performance as it relates to teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

**10. School Culture and Discipline**

- (a) Explain how the school will establish and maintain a culture that supports learning and achievement. This response should address:**

- The school's general approach to school culture and rationale for this approach;**

East Harlem Scholars II firmly believes that the creation of a strong school culture will be one of the more important elements that will drive its success. East Harlem Scholars II's goal is to create a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture must be underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose. At East Harlem Scholars II, it is the philosophy and values it shares with its Partner organization, East Harlem Tutorial Program, and its sister school, East Harlem Scholars Academy Charter School, which underpins our culture.

While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. Such a strong school culture makes clear what East Harlem Scholars II will be about and how members of the community act in it. By fostering such a culture, East Harlem Scholars II believes it can reap the tremendous benefits including:

- Promoting effort and productivity among all stakeholders
- Improving collegial and collaborative activities that promote better communication and problem solving
- Building student and teacher commitment to and identification with the school
- Energizing and motivating students and staff
- Focusing attention and behavior on what is important and valued.

- How the school will maintain a safe and orderly environment;**

East Harlem Scholars II envisions the school as a learning community that treats students and adults with respect and kindness. To this end, East Harlem Scholars II will work to ensure that school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. East Harlem Scholars II will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, East Harlem Scholars II has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a code of conduct (the Discipline Code). Should East Harlem Scholars II be approved by the Charter Schools Institute, these policies and procedures will be examined and reviewed by legal counsel before being ratified by the Board of Trustees and published in the Student Handbook and distributed to members of the school community. The East Harlem Scholars II staff will ensure that parents and students are well informed of these policies during student and parent orientation. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at East Harlem Scholars II.

Operationally, East Harlem Scholars II will institute the behavior management system at East Harlem Scholars Academy Charter School which is a developmentally appropriate way to communicate and encourage proper behavior in our young students.

All classrooms will use a color-coded system that serves as a visual reminder of the school's behavior system. There are four colors, each with a different meaning that help our students self monitor their

own behavior and choices. When a student does not uphold East Harlem Scholars II Core Values and community expectations, he or she will have the pin moved down to the next color. If a student is exceeding the behavioral expectations by maintaining our community expectations and Core Values, a student will have his or her pin moved up.

Each day, the classroom teacher will send home a report of the student's behavior. Students will earn a color based on their behavioral performance for that day.

<b>Colors</b>	<b>This means that the student is:</b>	<b>At home a parent/guardian should:</b>
Blue	<i>Exceeding behavioral expectations; he or she is learning and helping those around learn.</i>	<ul style="list-style-type: none"> <li>• Praise the scholar for excellent work</li> <li>• Discuss why he or she earned blue</li> <li>• Encourage your scholar to keep up the good work.</li> </ul>
Green (All students begin their day on green)	Meeting behavioral expectations; he is learning	<ul style="list-style-type: none"> <li>• Praise your scholar for doing what is expected</li> <li>• Discuss some goals for the following day</li> <li>• Encourage your scholar to keep up the good work.</li> </ul>
Yellow	At the reminder level, the scholar is beginning to miss learning and needs to get back on track.	<ul style="list-style-type: none"> <li>• Discuss how the scholar's day went and have him or her reflect on why he or she needed a reminder.</li> <li>• Establish some goals for the following day.</li> <li>• Encourage your scholar to do better.</li> </ul>
Red	Below the behavioral expectations; learning has been seriously interrupted and the behavior is unacceptable.	<ul style="list-style-type: none"> <li>• Discuss how the day went and have your scholar reflect on how he or she feels about being on red.</li> <li>• Discuss how she can behave in the future if in the same situation.</li> <li>• He or she should lose a privilege that evening (i.e. no TV)</li> <li>• Have your scholar write or draw his or her goal for the following day.</li> <li>• Post the goal to serve as a reminder for the next day.</li> <li>• Encourage your scholar to do better.</li> </ul>

## **REWARDING SCHOLARSHIP AND RESPONSIBILITY**

East Harlem Scholars II will recognize a student who, at the end of the week, has consistently demonstrated community expectations as Scholar of the Week by modeling the school's core values of service, courage, humility, originality, achievement, and reflection. The Scholar of the Week is celebrated at Community Circle and earns special privileges throughout the week to recognize the commitment to excellence.

## **REFLECTION SPACE**

Each classroom will have a designated space available for students who are asked to take time-out in order to reflect on their behavior choices or "cool down" and refocus on learning. Teachers may ask a student to spend time in the reflection space when his or her behavior is disruptive and other attempts to get the scholar back on track have not been successful. The student may be asked to fill out a reflection sheet or an apology of action that assists in the reflection process (It asks such questions as "Which East Harlem Scholars II core value did your behavior violate?" and "What will you do differently next time when in this situation?"). The student returns to the group after the teacher is satisfied that the student is ready to return to learning, generally within a few minutes.

## **SEND OUT**

When a student has received a time out and has continued to not meet the behavioral expectations, the teacher may send the student to the office for a conference. An appropriate consequence will be assigned and a phone call or note home explaining the incident will be made.

- The school's approach to behavior management and discipline; and**

East Harlem Scholars II believes most student behavior issues are symptoms of ineffective instruction that is not engaging the student. While there will be cases where students will bring behavioral issues to the classroom, other issues can and should be resolved through the teacher, with support of the Assistant Principal/Director of School Culture where necessary, by supporting the involvement and engagement of students in their own learning. Students who are actively engaged in a learning activity are generally not disrupting the class.

Teachers will also follow the school's Response to Intervention protocol described in *Response 8(a-d)-Specific Populations* in order to address ongoing individual student's classroom management issues and may include the subject in the Student Support Team (SST). In addition to the Principal and Assistant Principal/Director of School Culture, teachers will have support in behavior management from the social worker.

Teachers will be supported in their instructional capacities to ensure that their teaching is engaging and effective. Classroom management (and the Discipline Code) will be a subject of the pre-opening professional development period and will be revisited throughout the school year through classroom observations and support by the Principal, the Assistant Principal/Director of School Culture and Social Worker.

At East Harlem Scholars II, we use a problem-solving approach to help students identify the behaviors that do not support our behavioral expectations. Student will reflect on their mistakes and make amends to the community. Whenever possible, a logical and immediate consequence will be given so that the scholar may "fix what he or she broke."

East Harlem Scholars II will expect staff to be engaged not just dealing with a discipline problem but analyzing the circumstances around the action. What happens with children who need extra help, who do not progress adequately or show interest in being a member of the community? We look at why this is happening and what is causing it. Our resources for finding out include the student, teachers, family, our observations, and outside agencies. We initiate planning and problem-solving meetings with the family. Each meeting will end with a written statement of what was discussed and agreed upon, what actions each party is taking, and when the next steps will be.

- **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 cost of any uniform would be subsidized for parents unable to afford them.**

East Harlem Scholars II will require students to wear school uniforms. School uniforms will symbolize a sense of purpose and order for all students who attend the school.

Clothing conforming to the dress code will be made available at an affordable price. From a practical standpoint, economically disadvantaged families generally find uniforms a lesser financial burden than regular school clothes, as they eliminate the need to supply their children with a full wardrobe and reduce the stress level associated with children's desire to keep up with expensive fashion trends. While institution of a school uniform can actually *alleviate* the financial pressure on parents, there may be instances in which families are truly destitute and cannot afford to buy the uniform. No student will be denied access to the school because they cannot afford to purchase the uniform. East Harlem Scholars II will keep reserves on hand to pay for uniforms of children whose families truly cannot afford them. East Harlem Scholars II may be able to also take advantage of rebates from school uniform companies to help parents cover the cost of the uniform.

If a student arrives at school not dressed in the East Harlem Scholars II' school uniform, the Assistant Principal/Director of School Culture will contact his or her parent and ask the parent to bring the appropriate pieces of clothing to the school that day. Not dressing in the school uniform will be considered an infraction of the East Harlem Scholars II Discipline Code and the student will be subject to the disciplinary responses as outlined in the Discipline Code (a draft of which is provided in *Response 10(b)-Discipline Policy*). A student not dressed in uniform may be permitted to attend classes, however repeated infractions of this nature will be subject to graduated levels of disciplinary responses as outlined in the Discipline Code.

## **Response 10(b)-Discipline Policy**

The following Student Discipline Code for general education students sets forth the *draft* policy of East Harlem Scholars II regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. The *DRAFT* Student Discipline Code that follows is modeled after the NYCDOE's Citywide Standards of Discipline and Intervention Procedures. Should East Harlem Scholars II be authorized, these policies and procedures will be examined (and may be revised) by the Board of the education corporations and reviewed by legal counsel before final publication in the Student Handbook and its distribution to members of the school community. As part of the pre-opening professional development, all staff will be educated about the school's discipline policies for both general education and special education students. The topic may be revisited during the school year as part of the annual professional development program should a needs assessment determine that staff is unclear of how to handle student discipline issues. In both pre-opening professional development and ongoing professional development, the social worker and special education staff will support the Principal and Assistant Principal/Director of School Culture in training staff on appropriate implementation of the Discipline Policy.

### **DRAFT East Harlem Scholars II Student Discipline Code**

<i>Level 1 Infractions – Insubordinate Behavior</i>	<i>Level 1 – Range of Possible Disciplinary Responses</i>
1. Being late for school 2. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper) 3. Coming to school dressed in violation of the school's Dress Code Policy or written East Harlem Scholars II rules 4. Failing to be in one's assigned place on school premises 5. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) 6. Engaging in verbally rude or disrespectful behavior 7. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Principal) D. Parent conference E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester Principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
<i>Level 2 – Infractions – Disorderly Disruptive Behaviors</i>	<i>Level 2 – Range of Possible Disciplinary Responses</i>
1. Smoking 2. Gambling 3. Using profane, obscene, vulgar, lewd, or abusive, language or gestures 4. Lying or giving false information to school personnel	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Principal) D. Parent conference

<p>5. Misusing property belonging to others</p> <p>6. Engaging in or causing disruptive behavior on the school bus</p> <p>7. Leaving class or school premises without permission of supervising school personnel</p> <p>8. Engaging in inappropriate or unwanted physical contact (grades K-3 only; see infraction 3.7 for grades 4-5)</p> <p>9. Violating the East Harlem Scholars II Internet Use Policy, e.g., use of the schools system for non-educational purposes, security/privacy violations</p> <p>10. Engaging in scholastic dishonesty which includes but is not limited to: Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>11. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution)</p> <p>12. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>13. Engaging in a pattern of persistent Level 1 behavior* (whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school officials should have exhausted the disciplinary responses in Level 1 infractions and are limited to Level 2 disciplinary responses.)</p>	<p>E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Short-Term Suspension (1-5 days)</p>
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\*This infraction applies only to infractions 4-7 in Level 1, grades K-5

Level 3 Infractions – Seriously Disruptive or Dangerous Behavior	Level 3 – Range of Possible Disciplinary Responses
<p>1. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents</p> <p>2. Using slurs based upon race, ethnicity, color, national origin,</p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., teacher,</p>

<p>religion, gender, sexual orientation, or disability</p> <ol style="list-style-type: none"> <li>3. Fighting/engaging in physically aggressive behavior</li> <li>4. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules</li> <li>5. Engaging in theft or knowingly possessing property belonging to another without authorization</li> <li>6. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means</li> <li>7. Engaging in inappropriate or unwanted physical contact * (grades 4-5 only; see infraction 2.8 for grades K-3)</li> <li>8. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only)</li> <li>9. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only)</li> <li>10. Falsely activating a fire alarm or other disaster alarm or making a bomb threat (C-H only)</li> <li>11. Engaging in gang-related behavior** (e.g., wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (D-H only)</li> <li>12. Engaging in a pattern of persistent Level 2 behavior *** (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.) (D-H only)</li> </ol>	<p>Principal)</p> <p>D. Parent Conference</p> <p>E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Short Term Suspension (1 – 5 days)</p> <p>H. Long Term Suspension (6 – 30 days)</p>
<p><i>Level 4 Infractions – Dangerous or Violent Behavior</i></p> <ol style="list-style-type: none"> <li>1. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others</li> <li>2. Engaging in behavior which creates a substantial risk of or results in injury</li> </ol>	<p><i>Level 4 – Range of Possible Disciplinary Responses</i></p> <p>D. Parent Conference</p> <p>E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by any teacher (After a student is</p>

3. Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability
4. Engaging in sexual harassment\* (e.g., sexually suggestive comments, innuendoes, propositions or inappropriate physical contact of a sexual nature such as touching, patting, pinching) (for grades 4-5 only)
5. Possessing illegal drugs, alcohol or controlled substances without appropriate authorization\*
6. Engaging in threatening, dangerous or violent behavior which is gang- related (grades 4-5 only) (G-I only)
7. Participating in an incident of group violence (G-I only)
8. Threatening, while on school property, to use any instrument that appears capable of causing physical injury (G-I only)
9. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-I only)
10. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity\*(grades 4-5 only)(G-I only)
11. Committing arson (G-I only)
12. Inciting/causing a riot (G-I only)
13. Possessing any weapon as defined in category II\*\*\* (G-I only)
14. Using illegal drugs, alcohol or controlled substances without appropriate authorization\* (G-I only)
15. Engaging in a pattern of persistent Level 3 behavior  
(Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses.

removed from any classroom by any teacher three times during a semester or twice in a trimester, a Head of School's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)

- G. Short Term Suspension (1 – 5 days)
- H. Long Term Suspension (6 – 30 days)
- I. Expulsion

\* The school should offer appropriate counseling to students who engage in this behavior.

\*\*\* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the Principal must consider whether there are mitigating factors present. In addition, the Principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.

Level 5 Infractions – Seriously Dangerous or Violent Behavior	Level 5 – Range of Possible Disciplinary Options
<ol style="list-style-type: none"> <li>1. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents</li> <li>2. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</li> <li>3. Selling or distributing illegal drugs or controlled substances*</li> <li>4. Possessing any weapon, other than a firearm, as defined in Category I below</li> <li>5. Using any weapon as defined in Category II to attempt to inflict injury upon school personal, students, or others</li> <li>6. Using any weapon, other than a firearm, as defined in Category I or Category II to inflict injury or Category I to attempt to inflict injury upon school personnel, students, or others</li> <li>7. Possessing or using a firearm (I only)**</li> </ol>	<ol style="list-style-type: none"> <li>G. Short Term Suspension (1 – 5 days)</li> <li>H. Long Term Suspension (6 – 30 days)</li> <li>I. Expulsion</li> </ol>
<p>*The school should offer appropriate counseling to students who engage in this behavior.</p> <p>** This disciplinary measure may be modified on a case-by-case basis.</p>	
<b>Prohibited Weapons – Category I</b> <ul style="list-style-type: none"> <li>• Firearm, including pistol and handgun, silencers, electronic dart, and stun gun;</li> <li>• Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun;</li> <li>• Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun)</li> <li>• Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword);</li> <li>• Dagger, stiletto, dirk, razor, box cutter, utility knife and other dangerous knives;</li> <li>• Billy club, blackjack, bludgeon, chucka stick, and metal knuckles;</li> <li>• Sandbag and sandclub;</li> </ul>	<b>Prohibited Weapons – Category II</b> <ul style="list-style-type: none"> <li>• Acid or deadly or dangerous chemicals;</li> <li>• Imitation gun;</li> <li>• Loaded or blank cartridges and other ammunition;</li> <li>• Stink bombs</li> <li>• Stun pens</li> <li>• Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, laser beam pointers).</li> </ul>

- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot;
- Martial arts objects including kung fu stars, nun-chucks and shirkens;
- Explosives, including bombs, fire crackers and bombshells.

## **SHORT TERM SUSPENSION**

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

### Disciplinary Infractions

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

### Procedures and Due Process for Short Term Suspension

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

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed

and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with East Harlem Scholars II's complaint process.

### **LONG TERM SUSPENSION/EXPULSION**

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

#### Disciplinary Infractions

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

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's discretion only if the student has committed the act at least three times in the academic year.

#### Procedures and Due Process for Long Term Suspension

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

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

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees of the Education Corporation the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

### Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 U.S.C. § 921, and includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

### Provision of Instruction During Removal

East Harlem Scholars II will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

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

## **STUDENT RECORDS**

East Harlem Scholars II will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. East Harlem Scholars II will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

## **DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, East Harlem Scholars II shall implement the following disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] East Harlem Scholars II shall comply with sections 300.519 - 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

East Harlem Scholars II shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

East Harlem Scholars II shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of a non-infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, East Harlem Scholars II will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination.
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- 3) Provide the student's parent with a copy of their procedural due process rights.
- 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

### **Provision of Services During Removal**

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

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

### **CSE Meetings**

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

### **Due Process**

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

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

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

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

**10. School Culture and Discipline**

- (c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA);**

**DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, East Harlem Scholars II shall implement the following disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] East Harlem Scholars II shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

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If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

East Harlem Scholars II shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, East Harlem Scholars II will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination.
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- 3) Provide the student's parent with a copy of their procedural due process rights.
- 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

### **Provision of Services During Removal**

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

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

### **CSE Meetings**

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

### **Due Process**

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

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

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

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

## **10. School Culture and Discipline**

### **(d) Dress Code Policy**

East Harlem Scholars II will adopt the Dress Code Policy of the original school. The Dress Code Policy is as follows:

All students must come to school in the East Harlem Scholars Academy Charter School II uniform every day. When students arrive to school and are not in proper uniform they will be sent to the main office. The parent or guardian will be contacted to make arrangements for the student so that he or she can return to class in the proper uniform. We have a required school uniform for several very important reasons:

- 1)** Uniforms unite our community.
- 2)** Uniforms reduce distractions and clothing competition.
- 3)** Uniforms help uphold our professional atmosphere.

#### **General Uniform Requirements:**

- Shirts:**
  - Purchased from our uniform vendor, Flynn and O'Hara.
  - Students wear the collared shirt with logo stitched in the fabric.
  - Undershirt is white.
- Sweaters and Long Sleeves**
  - Students wear Flynn and O'Hara issued sweater or a sweater of a very similar color without print of any kind. Students wear the long-sleeve East Harlem Scholars II polo shirt or cardigan or may wear a long-sleeve white t-shirt under their short-sleeve polo shirt.
  - Uniform is always worn underneath the cardigan.
  - Cardigan is always worn or tied around the student's waist.
- Dress Pants/Belts**
  - Plain, khaki-colored pants.
  - Pants should fit at the scholar's hips and should not be too baggy or too tight.
  - Pants should not have more than four pockets.
  - Corduroy pants are not permitted.
  - Students should wear a plain black belt.
  - Girls may wear white stockings, underneath the skirt.
- Shoes and Socks**
  - Shoes must be closed-toed, black and rubber-soled.
  - Shoes should not have any designs or other colors at all.
  - Shoes must be flats (NO heels permitted).
  - Flats must have a strap across the top for safety at PE and recess.
  - Boots cannot be worn during the school day.
  - Socks must be a plain, white or black color.
- Jackets**
  - Jackets may NOT be worn in the building.
  - Students need to bring an appropriate jacket to school at all times for outdoor recess.
- Jewelry**
  - Jewelry can be worn in modest amounts.
    - One necklace/chain/bracelet/ring may be worn.
    - Chain/necklace needs to be tucked into the uniform shirt.
    - Earrings should be studs or small hoops.
    - Belt buckles should be plain and not too large.
  - If jewelry is distracting students, it will be confiscated. Parents will need to pick up the jewelry from school.

**Uniforms on Field Trips**

- Scholars should wear their full uniforms to ALL field trips.

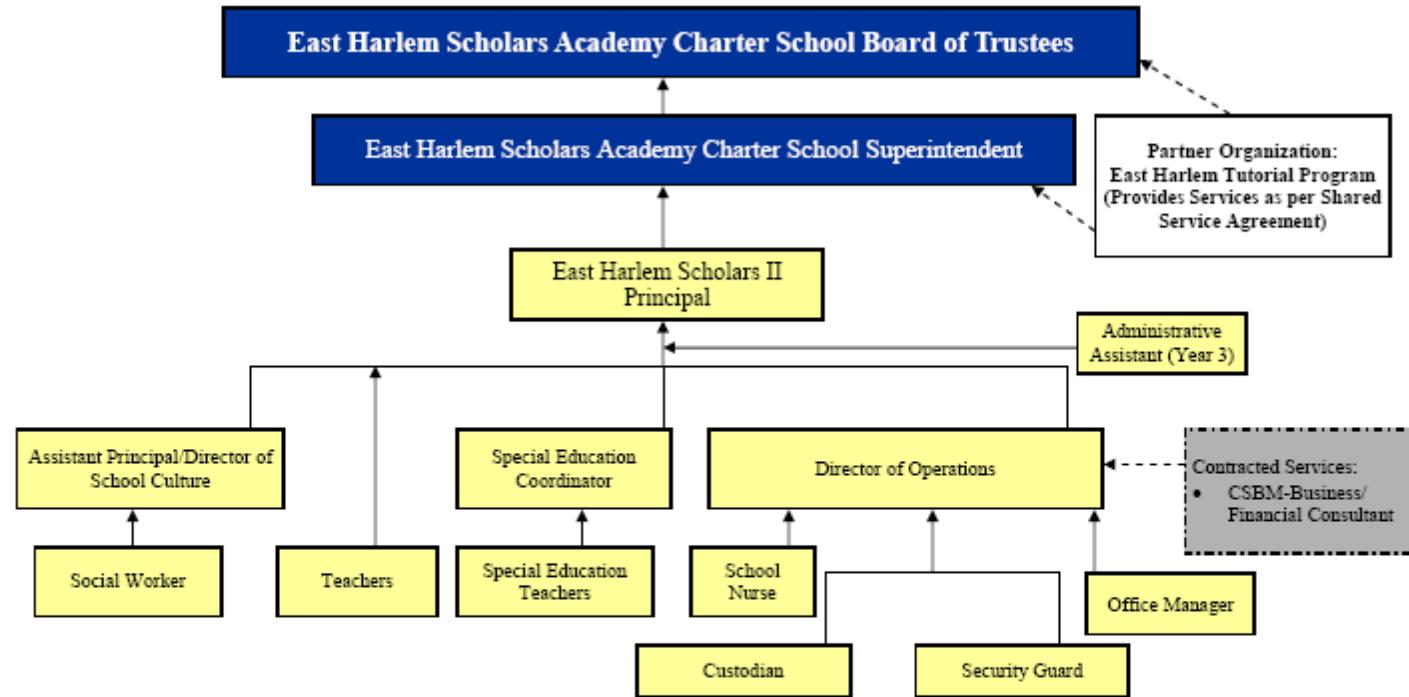
## 11. Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.

The following is the East Harlem Scholars II organizational structure:

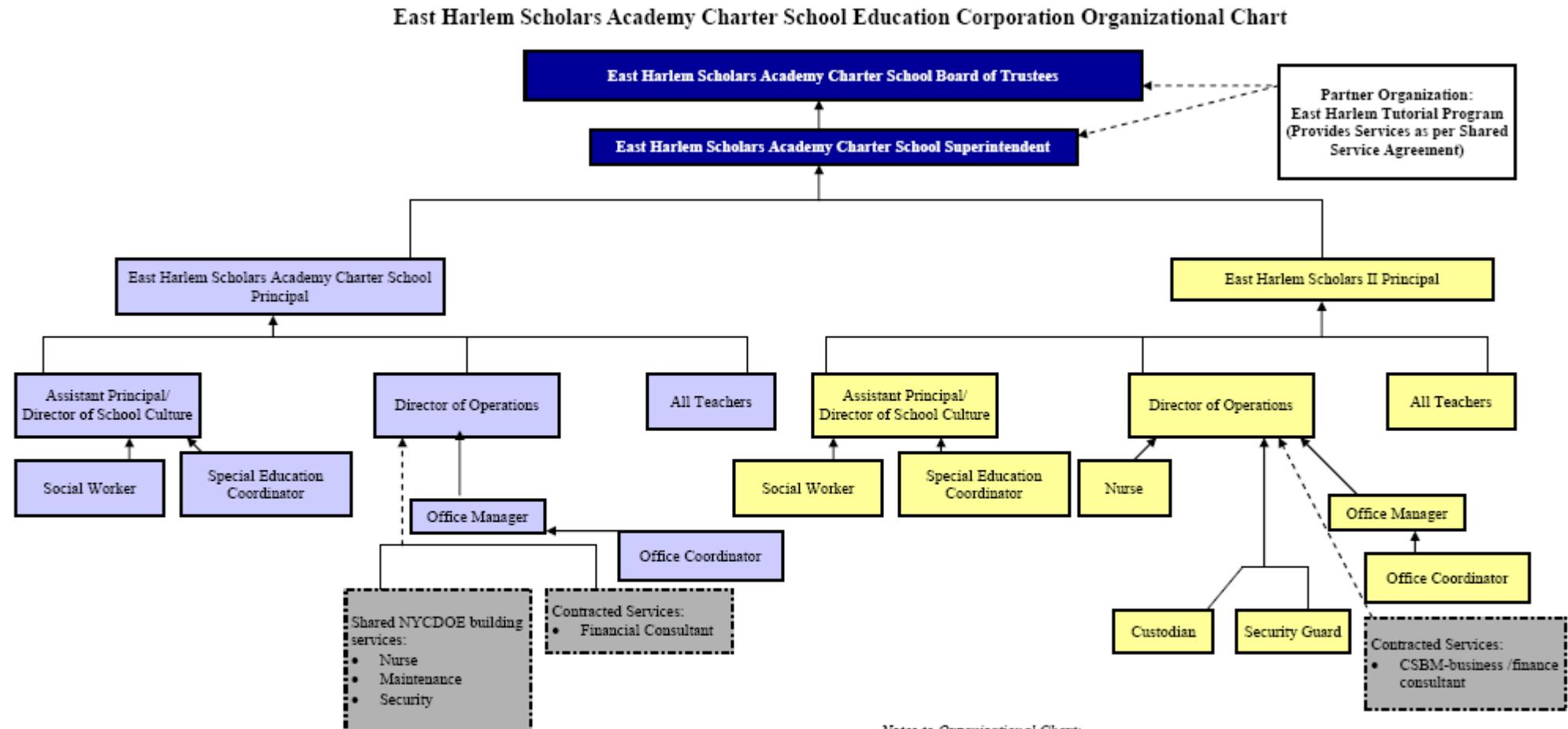
East Harlem Scholars Academy Charter School II (East Harlem Scholars II) Organizational Chart



### Notes to Organizational Chart:

Should East Harlem Scholars II co-locate in an existing NYCDOE facility, no School Nurse, Custodian or Security Guard would be hired by the charter school as it will be able to share the services of the existing maintenance, security and nursing staff of the building. In a co-location scenario, however, the Director of Operations would oversee the provision of services of the maintenance, security and nursing staff of the existing school building to the charter school and its students.

The following depicts the organizational chart for the education corporation:



- **The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.**

The Board of Trustees of the Education Corporation, East Harlem Scholars Academy Charter School will have be the oversight and policy-making body of both East Harlem Scholars Academy Charter School and East Harlem Scholars II if authorized.

The Board will appoint a Superintendent who will be responsible, under the authority of and with oversight by the Board, for overseeing East Harlem Scholars Academy Charter School's growing group of charter schools. In addition, the Superintendent will be responsible for the coaching, development, evaluation and day-to-day management of each school Principal. The Board retains its authority for hiring and terminating the site-based school principal.

The site-based principals have oversight of his or her respective school's academic programs and operational management of the School. His/her primary responsibility will be to ensure that the his or her respective school fulfills its mission and vision. The Principal will report directly to the Superintendent, and his/her responsibilities are outlined in *Response 9(a-d)-Instructional Leadership* and *Response 12(d)-Personnel Policies*. The Board's role will be one of oversight and supervision. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy and interpreting laws and regulations with which the school must comply. The Principal and school staff have the authority to do what is required to implement Board policies.

The East Harlem Scholars II's Assistant Principal/Director of School Culture and Director of Operations, along with other administrators, will be selected and hired by the Principal, to whom the Board has delegated his responsibility and whose decisions must be approved by the Board. The Principal will hire the school's teachers and other staff members, with the advice and consent of the Board and with appropriate input from the Assistant Principal/Director of School Culture and the Director of Operations. The Principal may delegate the hiring of select staff to the Assistant Principal/Director of School Culture or the Director of Operations.

As described in *Response 13(a-b)-Partner Organization* and in the related letter of commitment and draft Shared Services Agreement, the School's partner organization, East Harlem Tutorial Program, will support the school by providing an array of services—both academic support services and operational and fiscal services. Organizationally, the Superintendent and the Executive Director of the East Harlem Tutorial Program will interface directly and as appropriate each will delegate responsibilities to and facilitate interactions between the Principal and appropriate members of East Harlem Tutorial Program's staffs in order to carry out required activities. Each year, the Integration Committee of the Board of the education corporation, East Harlem Scholars Academy Charter School, and the Board of East Harlem Tutorial Program will review the partnership and amend the services, as necessary, to better support the School.

**12. Personnel**

**(a) Staffing Chart and Rationale**

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

East Harlem Scholars II

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	K-1	K-2	K-3	K-4	K-5
<b>Enrollment:</b>	110	166	222	278	334
<b>Position</b>					
Principal	1	1	1	1	1
Assistant Principal/Director of School Culture	1	1	1	1	1
Director of Operations	1	1	1	1	1
Special Education Coordinator	.75	1	1	1	1
Office Manager	1	1	1	1	1
Social Worker	1	1	2	2	2
Office Coordinator			1	1	1
General Education Teacher	6	9	12	15	18
Special Education Teacher	2	3	4	5	6
ELL Specialist	1	1	2	2	2
Gym Teacher	1	1	1.5	2	2
Music Teacher	1	1	1.5	2	2
Spanish Teacher	1	1	1.5	2	2
Reading Specialist	1	1	1.5	2	2
<b>If in a private facility:</b>					
Nurse	1	1	1	1	1
<b>Total</b>	22.75	27	37	43	47

*School Leadership*

The East Harlem Scholars II Principal is responsible for the overall administration and management of the school's instructional program and fiscal and business operations. The East Harlem Scholars II Principal is supported in his or her instructional role by the Assistant Principal/Director of School Culture.

Ultimately, East Harlem Scholars II model of instructional leadership is one of the Principal charged with overall responsibility for the educational program and focused on a day-to-day basis on curriculum

supported by the Assistant Principal/Director of School Culture. They work together to oversee curriculum planning, student assessment, cross curricular integration, teacher professional development and teacher evaluation in order to promote high quality instruction and strong student achievement.

As head of school, the Principal is additionally focused on the school's fiscal management, operations, fundraising and other strategic issues. On the business and operations side of the School, the Principal will be supported by the Director of Operations and financial responsibilities will be managed and implemented by East Harlem Tutorial Program, the Partner Organization, who will manage the day-to-day financial operations of the school in coordination with the Director of Operations. East Harlem Tutorial Program's services to the school on the operations are spelled out in the Shared Service Agreement provided in *Response 13(a-c)-Partner Organization*. The Office Manager will support the administrative and instructional leadership by taking responsibility for administrative and secretarial tasks and will be supported by an office coordinator in the latter years of the first charter term. Should East Harlem Scholars II occupy a non-NYCDOE facility, then it will hire a Nurse and contract out for custodial and security services.

#### *Instructional and Student Support Staff*

The staffing chart reflects the teaching staff required to carry out the educational program of the school and meet the needs of its expected student body. The co-teaching model requires two certified teachers in each classroom and the CTT model requires on each grade level, one of the co-teachers is a certified special education teacher. Thus the staffing model for general education and special education teachers reflect this.

The academic program also includes Spanish, Music and Physical Education. Special teachers for these subjects are delineated in the staffing chart above and increase commensurate with the planned student growth.

East Harlem Scholars II expects its special education and English language learner populations will mirror that of the original school. Given our expectations for these special populations, East Harlem Scholars II instructional staffing is aligned with their needs. As stated previously, East Harlem Scholars II will have one special education teacher for each grade level of students. This staffing will allow for the ability to create a collaborative team teaching setting at each grade level should a student's IEP require such a setting. In the first time a .75 FTE special education coordinator will be hired to provide administer and manage East Harlem Scholars II's special education program but to also provide special education teaching support services as necessary.

East Harlem Scholars II will have one ELL specialist for the K-2 grade span and one ELL Specialist for the 3-5 grade span who will provide push-in and pull-out intervention for ELLs.

To further support East Harlem Scholars II students, parents and teachers, a Social Worker will be hired in year 1. The Social Worker will be responsible for working with students who are having problems adjusting or are showing behavior issues, including for instance students who have IEPs which require counseling services, as well as generally supporting strong the home-school connection. The Social Worker will work closely with parents and teachers to ensure that the learning environment at both the school and at home facilitate learning. Ultimately, there will be a social worker to support each grade span K-2 and 3-5.

It should be noted that should East Harlem Scholars II site its school in an existing NYCDOE facility, the need for a nurse on staff and contractual relationships for custodial and security services will be obviated as these functions will be provided to East Harlem Scholars II through a shared service agreement with the facility in which the school is located. These functions, however, would be overseen by the East Harlem Scholars II Director of Operations.

Complete descriptions of roles and responsibilities of all East Harlem Scholars II staff members are included in *Response 12(d)-Personnel Policies*.

The following table provides the consolidated staffing for the entire Educational Corporation, East Harlem Scholars Academy Charter School:

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	K-3	K-4	K-5	K-6	K-7
<b>Enrollment:</b>	332	444	556	668	780
<b>Position</b>					
Superintendent	1	1	1	1	1
Principal	2	2	2	2	2
Middle School Principal				1	1
Assistant Principal/Dean of School Culture	2	2	2	2	2
Director of Operations	2	2	2	2	2
Special Education Coordinator	1.75	2	2	3	3
Office Manager	2	2	2	3	3
Social Worker	3	3	4	4.5	5
Office Coordinator	1	1	2	3	3
General Education Teacher	18	24	30	33	36
Special Education Teacher	6	8	10	12	14
ELL Specialist	3	3	4	5	5
Gym Teacher	2.5	3	3.5	4.5	5
Music Teacher	2.5	3	3.5	4.5	5
Spanish Teacher	2.5	3	3.5	4.5	5
Reading Specialist	2.5	3	3.5	4.5	5
Grade 6 and 7 Math Teacher				1	1
Grade 6 and 7 English Teacher				1	1
Grade 6 and 7 Science Teacher				1	1
Grade 6 and 7 Social Studies Teacher				1	1
<b>If in a private facility:</b>					

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Nurse	1	1	1	1	1
<b>Total</b>	52.75	66	80	98.5	106

With two schools under the auspices of the one educational corporation, we contemplate having a Superintendent position to oversee East Harlem Scholars Academy Charter School's growing group of charter schools. The Superintendent will be responsible for the coaching, development and day-to-day management of our Principals. The Superintendent will report directly to the Board of Trustees of the Education Corporation while the two site-based principals report to the Superintendent.

By year 4 and 5 of the charter, East Harlem Scholars Academy Charter School will have added the middle school grades, if approved for renewal and expansion. At that stage, middle school would move to a departmentalized structure with subject-based teachers teaching each class. There will be one special education teacher on each grade level to support a CTT model as necessary. At this stage, by the time students move to middle school, aside from the CTT classroom, students will have one subject-based teacher teaching them in the classroom.

**(b) School Leadership and Management Structure**

**Describe the qualifications required for the school leader.**

- **If the founding team has already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, include a resume or brief biography for this person in this response.**
- **If the founding team has not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management and/or partner organization(s), if any) in the process.**

East Harlem Scholars II has not yet selected its Principal. In addition the qualifications delineated in the principal job description contained in *12(d)-Personnel Policies*, East Harlem Scholars II will seek a principal who knows how to interact with children and can appreciate their differences and special qualities; makes time during the day, no matter what, to spend time in classrooms; respects teachers and can identify with their struggles and their victories; understands that education is the bedrock of community transformation; understands that while all students are unique, all students can learn and succeed; is meticulously detailed and never puts off difficult decisions; measures their own achievement by the students' achievement; and is obsessed with finding, supporting and retaining great teachers.

With support from East Harlem Tutorial Program, the Board of the education corporation will establish a recruitment, screening and selection process that will ensure the hiring of a highly-qualified Principal with the requisite professional and management experience necessary to oversee the school's academic and operational program and who has a sound educational philosophy that is consistent with that of the School. Candidates will be recruited for the Principal position through a variety of methods including through the network of the Board of Trustees, networking with relevant educational organizations and nonprofit institutions and the posting of advertisements in the Education Jobs Section of the *New York Times* Sunday Week in Review section, Education Week, graduate programs in business and nonprofit management, the National Charter School Center, the New York City Charter School Center, the Foundation Center and on on-line career websites.

Candidates for the Principal position will be assessed and screened through a formal Principal selection process. This process will be coordinated by the Board of Trustee's Principal Selection Committee that will be created to oversee the recruitment and screening of Principal candidates. The Principal Selection Committee will be comprised of members of the Board as well as key outside individuals who will be brought in whose insight and experience with charter schools and nonprofit leadership will add significant value to the interview process.

The responsibilities of the Principal Selection Committee will include: (1) monitoring the school's Principal recruitment initiative and conducting an initial screening of all candidates, using the Principal job description (a draft of which is included among the job descriptions included in *Response 12(d)-Personnel Policies*) as its guide in assessing candidates' qualifications and experience; (2) establishing a list of candidates who will move forward in the selection process based on the initial review; (3) conducting an additional, more rigorous screening of the candidates, including interviews, checking references and conducting background checks; and (4) establishing a list of finalists for the position to be interviewed by the full Education Corporation Board of Trustees. The work of the Principal Selection Committee will be supported by East Harlem Tutorial Program as part of the services they will provide to the school.

The full Board of Trustees will make the final decision as to whom to appoint as Principal of East Harlem Scholars II.

**Explain the management structure of the school. This response should address:**

- **Roles and responsibility for managing at least the academic program, finances, hiring and operations;**

On a site-based level, the East Harlem Scholars II Principal is responsible for the overall administration and management of the school's instructional program and fiscal and business operations. The Principal reports directly to the Superintendent who reports directly to the Board of Trustees, which has the final overall accountability for all aspects of the school.

*Academic Program*

As the head of school, the Principal has overarching responsibility for management and oversight of the educational program. The Principal is supported by the Assistant Principal/Director of School, in the day-to-day management of the curricular and instructional program, including management, professional development and evaluation of instructional staff. The Principal with support from the Assistant Principal/Director of School Culture oversee curriculum planning, student assessment, cross curricular integration, teacher professional development and teacher evaluation in order to promote high quality instruction and strong student achievement.

The other administrator who provides support to the academic program is the Special Education Coordinator who oversees the East Harlem Scholars II special education program.

*Finances and Operations*

The Principal is responsible for ensuring the school functions in a fiscally and operationally sound manner. The Principal is supported by the Director of Operations who is his or her direct report in the focus on the school's management, finances, operations, fundraising, parent outreach and student recruitment, overall communications and other strategic issues. Instead of having one staff a Director of Finance or bookkeeper, East Harlem Scholars II will be supported in the finance functions by East Harlem Tutorial Program which has a service agreement with the school provided in

*Response 13(a-b)* implement and manage all aspects of the school's finances under the direction of the Principal and with oversight from the Board Treasurer.

#### *Hiring*

The Board is responsible for hiring the Principal. The Board delegates the process of hiring of school staff to the Principal. The Principal has final authority on hiring and termination decisions on the Assistant Principal/Director of School Culture, Director of Operations and Special Education Coordinator. The Principal will work together with the Assistant Principal/Director of School Culture in the hiring of all teachers. The Principal will have final authority on the hiring and termination decisions for all staff instructional. The Principal will delegate to the Director of Operations hiring and termination decisions regarding all operational staff. As part of the Shared Service Agreement, East Harlem Tutorial Program will provide support to the Principal and relevant staff of East Harlem Scholars II in managing and implementing the hiring process.

Job Descriptions for these management positions as well as for other staff positions delineated in the staffing table in *12(a)-Staffing Chart and Rationale* are provided in *Response 12(d)-Personnel Policies*.

- **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**

As the school's chief executive officer, the Principal has overall responsibility for setting priorities and making key organizational decisions that are aligned with the Board's overall goals and objectives to meet the mission of the school established in the charter. The Principal will work collaboratively with the Assistant Principal/Director of School Culture and the Director of Operations to determine school needs including but not limited to improving student achievement, increasing operational efficiency, increasing financial strength and improving stakeholder satisfaction. At all times, discussions around needs will be supported by data from quantitative and qualitative measurement tools. Recommendations will be made to the Principal by the Assistant Principal/Director of School Culture and Director of Operations to increase performance outcomes in each of their areas of purview; recommendations must always be aligned with supporting the school's mission. It is the Principal's responsibility to evaluate these recommendations, prioritize them against constraints including but not limited to budgetary limits and human resource capabilities and make key organizational decisions that support his or her prioritization. The Principal will determine what organizational changes are necessary to implement recommendations (including, importantly how they impact on current and future annual budgets—see *Response 24(b) Financial Planning*). The Principal will present a report to the Board of Trustees outlining his or her recommendations with supporting evidence that these changes meet an identified need and will result in increased performance outcomes aligned to the school's mission. The Board will act on any recommendations that require their approval. It will be the responsibility of the Principal and his or her management team (Assistant Principal/Director of School Culture and Director of Operations) to implement Board approved recommendations.

- **If the school will work with a management organization, explain the relationship between employees of the school and that organization; and**

There will be no management organization involved with the school.

- **Evaluation procedures and processes for staff in management positions.**

The Superintendent will carry out an annual evaluation of the Principal that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and student satisfaction surveys and other criteria that measure the overall health of the school. The Principal will

evaluate the Assistant Principal/Director of School Culture and the Director of Operations, as well as all other staff positions who are his or her direct reports, using designated academic, operational and other job-specific benchmarks in a similar fashion. During the school's start-up period, the Principal and the Board with support from its sister school's leadership will design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all staff.

**(c) Staff Recruitment, Retention and Input**

**Describe how the school will recruit and retain staff, particularly high quality teachers.**

**This response should provide:**

- The qualifications required of teachers and other staff;**

East Harlem Scholars II's philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of East Harlem Scholars II's mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of the expected East Harlem Scholars II student population or the operational and administrative needs of the School, depending on the particular staff position sought. East Harlem Scholars II staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In electing and hiring teachers, East Harlem Scholars II will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if applicable).

Critically important will be the election of the right Principal and Assistant Principal/Director of School Culture and a talented, passionate, energetic and cohesive team of teachers. In addition to the specifics spelled out in the teacher's job descriptions provided in *Response 12(d)-Personnel Policies*, Among the most important attributes, skills and characteristics East Harlem Scholars II will look for in a successful teacher candidate are the following: (1) Understanding of and commitment to the School's mission, goals, educational philosophy and activities; (2) An unwavering belief that all children can achieve excellence; (3) Fulfillment of all NCLB "highly qualified" requirements; (4) Minimum of two-years teaching in an elementary school setting as a classroom teacher; (5) Bachelor's Degree, or higher degree, in Education; (6) Appropriate New York State certifications; (7) Bilingual (English/Spanish); (8) Demonstrated and successful record of prior teaching employment in an urban elementary school setting; (9) Knowledge of and experience with assessments and relevant technologies; (10) Experience working with students at-risk of educational failure; (12) Demonstrated success in working in a team-oriented and co-teaching environment; (13) A "roll up your sleeves"-approach to work; and (14) Commitment to continuous improvement and learning through professional development.

- The process used to recruit and hire teachers and other staff;**

With the support of East Harlem Tutorial Program, East Harlem Scholars II will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers and other staff members through a variety of means, which may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. East Harlem Scholars II will promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. East Harlem Scholars II will also leverage the relationships and experiences of its Board members and East Harlem Tutorial Program to expand its outreach,

networking and teacher and staff recruitment initiatives. It is important to note that East Harlem Tutorial Program has a robust talent search process that is wide ranging and year-round. Successful strategies include social media, attendance at conferences and events, institutional partnerships and a financial incentive program for referrals all of which will attract a wide range of diverse and high potential candidates which will benefit East Harlem Scholars II. East Harlem Scholars II will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

The East Harlem Scholars II teacher and staff hiring process will include the following five phases:

**(1) Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. East Harlem Scholars II will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, East Harlem Scholars II will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, homeownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy (note, while we will not ask the applicant about arrest records or minor convictions, we will conduct background checks before employment is offered and fingerprinting before employment commences—see below);

**(2) Interviewing**—East Harlem Scholars II's interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. East Harlem Scholars II will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that he or she will be recorded. Candidates for teaching positions will be asked to provide a sample lesson and/or portfolio;

**(3) Checking References**—East Harlem Scholars II has an absolute policy of calling references provided by the employee, as well as contacting former employers. The Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. East Harlem Scholars II will therefore implement a rigorous reference-checking policy;

**(4) Offering Employment**—East Harlem Scholars II will offer employment through a job offer letter and, in most cases, a phone call. East Harlem Scholars II's job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. East Harlem Scholars II will notify candidates who were not selected of the school's decision.

**(5) Fingerprinting**—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee stating that the individual is employed by East Harlem Scholars II.

- **The strategies used to retain high quality teachers.**

The high quality candidates we attract and hire will be individuals who are attracted to our mission-driven school and school culture. They are individuals who believe that all students have a right to a high quality education. They are individuals who believe in accountability. We will be able to retain our high quality teachers because we will support, respect, encourage and motivate them and we will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school from the ground up.

East Harlem Scholars II has incorporated the most effective teacher retention strategies in its design. Teachers who are supported in their work and valued for their contributions experience high levels of job satisfaction. Our commitment to supporting teacher growth through ongoing professional development and ability to compensate teachers based on their performance and contributions provide the structure for all teachers to grow and for their growth to be recognized. Teachers that are held to high standards and are supported to meet those standards are teachers that stay and are teachers that are worth keeping.

As a charter school, East Harlem Scholars II will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, East Harlem Scholars II can compensate teachers based on their performance. In the years following the first year of operations, East Harlem Scholars II, through salary decisions and performance-based bonus, will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. Our ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay.

- **Describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.**

East Harlem Scholars II is committed to promoting staff involvement in school governance. Indeed, one of the objectives of the New York Charter Schools Act is to “create new professional opportunities” for staff, as stipulated in Education Law § 2850(2)(d). By being a small school and enjoying the statutory freedom given to charter schools in New York State, East Harlem Scholars II can create great opportunities for staff to directly influence the direction and impact of the School’s instructional program. Under the leadership of the Principal, the staff of East Harlem Scholars II will play a significant role in the governance and administration of the school.

In particular, East Harlem Scholars II provides opportunities for instructional staff with the guidance of the Principal and Assistant Principal/Director of School Culture to shape the curriculum benchmarks and curriculum mapping based on student performance data on state assessments and diagnostic exams. In addition, the Principal will solicit staff input, both formally and informally, on an ongoing basis. The Principal will establish advisory groups comprised of staff members to provide input in school decision-making regarding relevant issues. Any and all staff members are free to attend public meetings of the Board and can meet with or make recommendations to the Board of Trustees or to the administration

individually or as a group. The Principal will encourage teachers to have at least one colleague attend every Board meeting to present issues that are of concern to them. There will be a regular agenda item at each Board meeting for this purpose. The Principal will promote staff involvement in the Title I School-wide Planning process and in other school improvement initiatives. School staff may also be requested by the Board to serve on ad hoc committees. East Harlem Scholars II school leadership will be accessible to staff, and the school leadership will seek to minimize bureaucratic impediments to staff access and communication.

## **12 (d) Personnel Policies**

### *Development of Employee Handbook*

Prior to the hiring of staff, the Board of Trustees will establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of school staff during the charter term. These policies will be periodically reviewed by legal counsel and revised, as necessary, over this term. The Employee Handbook will ultimately contain the ratified personnel policies of the School. East Harlem Scholars II will have the benefit of its policies being informed by its sister school's policies. It is most likely that East Harlem Scholars II will adopt such policies. The manual will be reviewed by the Board and vetted by outside counsel before it is ratified by the Board. This will occur prior to the hiring of staff for the 2013-14 school year. The employment policies should ultimately contain policies and procedures around areas including but not limited to:

- Employment at will
- Equal Opportunity Employer
- Hiring
- Nepotism
- Fingerprinting/background checks
- Arrest of employees
- Immigration Reform and Control Act
- Regular full-time and temporary employment
- Adjustments to Employee Status
- Phasing out and elimination of positions
- Unauthorized absences
- Resignation
- Termination
- Return of school property
- Personnel records and files
- Post employment requests
- Time and Attendance
- Vacation Leave
- Weather Days and Other Closures
- Incentive pay
- Final pay
- Paid deductions and garnishment
- Overtime
- Personal Leave
- Sick Leave
- Unauthorized absence
- Verification of absence
- Overtime and Compensatory Time Leave
- Family and Medical Leave of Absence
- Medical or disability leave
- Bereavement leave
- General Leave without Pay
- Time off to vote
- Jury Duty
- Military Duty
- Unused Leave Accruals
- Insurance Benefits
- Workers Compensation
- Disability Insurance
- Retirement Benefits
- Deferred Compensation
- Unemployment Compensation
- Travel Reimbursements
- Professional conduct of employees
- Code of Ethics and Standards of Conduct
- Confidentiality

- Copyrights
- Conflict of Interest
- Personal appearance/Dress Code
- Solicitation
- Co-teaching
- No Harassment policy
- Sexual harassment
- Violence in the workplace
- Employee Evaluations
- Confidentiality
- Ban on Acceptance of Gifts
- Separation of Church and State
- Problem/Conflict resolution
- Outside employment
- Unacceptable behaviors
- Drug and Alcohol-free workplace
- Safe environment
- Maintenance of facilities

Although the Employee Handbook will be developed, finalized and approved during the start-up period prior to the hiring of staff for 2013-14, the following provides information regarding the following items:

East Harlem Scholars II is firmly committed to equal employment opportunity. East Harlem Scholars II will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at East Harlem Scholars II will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the Principal. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

The Board shall have the sole authority to set conditions of employment (including, negotiating an appropriate employment contract), supervise, evaluate, discipline and terminate the Principal. The Principal (or his or her designee), using his or her professional judgment, shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of the School, consistent with the Law and policies adopted by the Board, as may be amended from time to time. Employees of East Harlem Scholars II are generally considered "at will", and with the exception of certain employees with which the Board or the Principal may desire to enter into a contract, being designated an "at will" employee shall mean that either the employee or East Harlem Scholars II may terminate the employment relationship. Within five working days of an employee's termination, East Harlem Scholars II will give the terminated employee a written notice of the exact date of termination and the exact date of cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

East Harlem Scholars II's hiring process will include the following five phases:

The East Harlem Scholars II teacher and staff hiring process will include the following five phases:

The East Harlem Scholars II teacher and staff hiring process will include the following five phases:

**(1) Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. East Harlem Scholars II will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, East Harlem Scholars II will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, homeownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy (note, while we will not ask the applicant about arrest records or minor convictions, we will conduct background checks before employment is offered and fingerprinting before employment commences—see below);

**(2) Interviewing**—East Harlem Scholars II's interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. East Harlem Scholars II will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that he or she will be recorded. Candidates for teaching positions will be asked to provide a sample lesson and/or portfolio;

**(3) Checking References**—East Harlem Scholars II has an absolute policy of calling references provided by the employee, as well as contacting former employers. The Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. East Harlem Scholars II will therefore implement a rigorous reference-checking policy;

**(4) Offering Employment**—East Harlem Scholars II will offer employment through a job offer letter and, in most cases, a phone call. East Harlem Scholars II's job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. East Harlem Scholars II will notify candidates who were not selected of the school's decision.

**(5) Fingerprinting**—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee stating that the individual is employed by East Harlem Scholars II.

### Qualifications of Staff

Successful candidates for every position at the school will have an understanding of and commitment to the mission, goals, educational philosophy and activities of the East Harlem Scholars II, as described in the school's charter. They will be committed to a data-driven culture and in working collaboratively with their colleagues. All will demonstrate a commitment to continuous improvement and learning through professional development. The following job descriptions for some of the key staff required in

the first year of operations illustrate the professional backgrounds, depth of experience and personal qualities that will be sought. These job descriptions were developed by our sister school.

## **East Harlem Scholars II – Founding Principal**

### **Position Overview**

The Founding Principal is responsible for setting a vision for student achievement and motivating others to follow that vision. She will implement the school's mission through effective leadership, management and support of the school's students and staff. The Principal's leadership will result in an instructional program and school environment that prepares every student for success in high school, college and beyond.

### **Responsibilities**

The Principal leads, manages and oversees all functions of the school, including the following duties:

#### *Prove That All Students Can Learn & Succeed*

- Set and enforce high standards for student achievement
- Ensure program meets or exceeds yearly student outcome goals

#### *Drive Results*

- Develop organizational goals and objectives consistent with the mission and values of EHTP
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents that is aligned with the mission and values of the school
- Monitor progress of self, school, student and staff goals
- Manage student recruitment and enrollment process
- Ensure high standards for student behavior, performance, and attendance
- Address any disciplinary issues immediately
- Lead long term strategic planning and medium term process improvement as needed
- Foster a mutually supportive relationship with a high functioning Board of Trustees
- Strategically analyze student and teacher data to inform instructional practices and teacher development

#### *Provide Instructional Leadership*

- Recruit, manage, evaluate, develop and retain a team of extraordinary teachers
- Ensure use of effective, research-based teaching methodologies and practices
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Ensure consistencies in instruction and practice amongst team of teachers
- Ensure learning environment and classroom instruction maximize student learning

#### *Manage Operations*

- Manage all resources at school site
- Set and maintain a budget that ensures fiscal solvency
- Approve expenditures
- Ensure compliance with restrictions and reporting requirements

- Ensure the safety and security of all students, staff, visitors, and public and private property
- Plan for future needs

*Lead*

- Communicate the vision that supports the school's goals and values
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Manage performance of all staff
- Develop a collaborative team culture

**Requirements:**

The Founding Principal must be passionate, energetic, highly organized, and entrepreneurial.

- A Bachelor's degree is required
- An Ed.M., J.D., M.A., M.B.A., or M.P.A. is preferred
- Demonstrated leadership ability.
- Comfort with ensuring data is used to inform instruction and systems are used to drive operations
- A record of success with turning around low-achieving students.
- State certification is not required.

**In summary, we're looking for a person who:**

Knows how to interact with children and can appreciate their differences and special qualities; makes time during the day, no matter what, to spend time in classrooms; respects teachers and can identify with their struggles and their victories; understands that education is the key to community transformation; understands that while all students are unique, all students can learn and succeed; is meticulously detailed and never puts off difficult decisions; measures their own achievement by the students' achievement; and is obsessed with finding, supporting and retaining great teachers.

**East Harlem Scholars II – Founding Assistant Principal/Director of School Culture**

**Position Overview**

In collaboration with the Founding Principal and fellow members of the school leadership team and staff, the Founding Assistant Principal/Director of School Culture is responsible for motivating and focusing staff on student achievement and growth.

S/he implements the school's mission through effective leadership, management and support of the school's students and staff. The Founding Assistant Principal/Director of School Culture's leadership will result in an instructional program and school environment that prepares every student for success in high school, college and beyond.

The Founding Assistant Principal/Director of School Culture interacts respectfully with students, parents, teachers and partners, even in challenging circumstances.

The Founding Assistant Principal/Director of School Culture accommodates multiple priorities and a high level of responsibilities.

**Responsibilities**

*Build and maintain systems to ensure a joyous and achievement-oriented school culture*

- Possess incredibly clear vision of what great school culture looks like and regularly articulate this vision to students and staff.
- Write, update and maintain systems and policies for attendance, entry, breakfast, class transitions, cafeteria usage, lunch, bathroom usage, dismissal and homework.
- Plan and implement a behavior management system with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors.
- Analyze school-wide trends around attendance, behavior, homework and class transitions and develop and lead initiatives to address challenges.

*Take lead role in school culture and character development*

- Persistently, insistently, and consistently reinforce school's high expectations for student behavior with all students all the time; always sweat the small stuff and never give up on a student
- Invest students and parents in East Harlem Scholars II goals and core values; ensure that all students care deeply about their East Harlem Scholars and East Harlem communities, about their own academic performance, about graduating from college, and about becoming the next generation of leaders in their communities; ensure students find joy in learning and have fun; preach core East Harlem Scholars messages in one-on-one, class/advisory, grade level and school-wide venues.
- Conduct regular school culture walkthroughs to maintain a high bar of excellence.
- Train staff in classroom management, student engagement and parent involvement.
- Help lead recognition and celebration events (e.g., for perfect attendance or academic achievement) and other school-wide culture-building activities.
- Create individual plans for students with behavior challenges; partner with teachers to provide extra interventions.

*Coach teachers toward instructional excellence*

- Help develop the professional development schedule, and often conduct professional development sessions
- Help teachers build effective relationships with students and parents.
- Model great instruction in classrooms

*Lead parent engagement activities*

- Engage families in support of the school's goals; create a culture and an expectation so that teachers reach out to parents and enlist their proactive support in the dream – and the hard work – of getting all our scholars to college; build strong relationships with parents.
- With the Founding Principal, create and lead the "parent onboarding" process, ensuring the completing, and often completing oneself, home visits with new parents
- Coordinate the activities of the Parent Leadership Council.
- Establish protocols and best practices to ensure that teachers communicate regularly with parents

*Serve as an active member of the school leadership team*

- Reinforce the mission with staff and inspire them to act on the mission every single day; exude urgency, excellence, and optimism; use the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students; instill staff with a feeling that they are contributing to something greater than themselves.

- Maintain robust personal organization system that ensures all tasks or “To Do” items are captured, prioritized, and ultimately accomplished; plans each day and week to ensure that top priorities are addressed and accomplished on time.
- Partner with the Founding Principal in championing effective instructional practices for assessment and effective planning.
- Partner with Director of School Operations to ensure smooth entry, dismissal and transit to and from school.
- Support teachers and staff in developing their leadership skills.

## **East Harlem Scholars II – Founding Director of Operations**

### **Position Overview**

The Director of Operations oversees all matters related to the financial and operational management of the East Harlem Scholars II. In this vital role, the Director of Operations creates, implements, and maintains all operations in order to allow the principal to work as an instructional leader. This position works closely with the Director of Finance & Administration at EHTP and the East Harlem Scholars II Leadership Team.

### **Responsibilities**

- School Start-up: Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked;
- Facility: Manages and oversees the school’s physical condition;
- Food and Transportation: Manages food and transportation services;
- Student Data: Manages student information database system and generates reports as needed;
- Works with appropriate staff to construct class rosters;
- Works with administration team to create and maintain teacher, student, and classroom schedules;
- Student Recruitment: Maintains thorough list of pre-kindergarten programs, head start programs, youth service programs, churches, and other community organizations with which to correspond regarding student recruitment;
- Student Admissions: Tracks student applications and maintains waitlist;
- Technology: Works with EHTP’s technology staff to ensure that the school has a fully functioning technology infrastructure;
- Regulations and Reporting: Ensures school-wide compliance with health and safety laws, charter contracts, state education mandates (including staff fingerprinting), teacher certification, and all federal and state workplace regulations;
- Finance and Purchasing: Ensures that East Harlem Scholars II employees receive payroll and benefits in timely and accurate manner. Works with EHTP to create and oversee the school’s budget, finances, and relationships with outside vendors;
- External Relations and Development: Manages relationships with various outside organizations and helps lead the school’s efforts to partner with community leaders and organizations. Manages systems related to visitors on campus;
- Manages the Office Manager and staffs the Main Office when Office Manager is unavailable or not present, and ensures the smooth operation of the main office, including mailings, attendance reporting, office machine maintenance, etc.;
- Performs other related duties as required and assigned.

### **QUALIFICATIONS**

- Bachelor's degree in accounting, finance, business management, or organization management and/or a closely related field; Master's degree in finance preferred.
- At least two year's experience in financial accounting, preferably in an educational environment and/or at least two years experience in an operational capacity in an educational environment;
- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process and school operations. Familiarity with appropriate government programs and grants preferred;
- Prior successful experience with principles, practices and methods of financial management, budget preparation and control;
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing;
- Knowledge of and experience with school facilities and relevant technologies;
- Excellent written and verbal communication skills and demonstrated ability to communicate effectively to diverse audiences including Trustees, administrators, teachers, parents, students, vendors, and community-based resources.

## **Part Time Special Education Coordinator**

### **General Summary:**

The Special Education Coordinator at East Harlem Scholars II oversees the special education program at the school. This person will be responsible for ensuring that students are receiving the services they need and are entitled to by law. He or she will be the school's liaison with the Committee on Special Education, Region 9. It will be critical that this person ensures the school's compliance around special education regulations and policies.

The Special Education Coordinator will work closely with, and will report directly to, the Assistant Principal/Director of School Culture at East Harlem Scholars II.

## **RESPONSIBILITIES**

- Ensure that students are ready to begin receiving services by verifying that all students are registered in the Child Assistance Program (CAP) for East Harlem Scholars II, Individualized Education Plans (IEP) copies are at the school, and IEP meetings have been requested to address IEPs for program that the school does not currently offer.
- Perform educational assessment of students, including an observation of the student, review of the student's educational history, conferences with the student's teachers, and an evaluation and analysis of the student's academic performance and learning characteristics.
- Develop long and short range plans in relation to assigned administrative responsibilities (e.g. policies, procedures, staffing, materials, equipment, space requirements, etc.) for the purpose of implementing regional special education.
- Facilitate meetings that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
- Request Committee on Special Education (CSE) meetings as needed to ensure all children are getting appropriate services.
- Frequently communicate with families in regards to CSE meetings and IEP renewals and the progress of all goals.
- Assist in the identification of and planning for all types of exceptional students within the school.

- Coordinate the collection of necessary paperwork in preparation for upcoming CSE reviews (writing goals, completing necessary pages of the draft IEP, gathering teacher and provider progress reports, etc.).
- Actively participate in the deliberations and classification of students referred to the CSE and assist in the planning of Individual Educational Programs (IEP).
- Act as a liaison with the classroom teacher(s) for the purpose of ensuring the implementation of the established IEP of an assigned student.
- Develop long and short-range goals to support the necessary progress expected for each special education student programs/services and complying with local, state and federal regulations.
- Oversee the coordinating, developing, monitoring and evaluating the effectiveness of the IEP.
- Keep accurate records, and distribute as needed, 504 forms for testing accommodations.
- Ensure testing accommodations are implemented as necessary.
- Complete and submit any necessary compliance documents to the city and/or state.
- Ensure completion and distribution of quarterly special education progress reports.
- Maintain consistent communication with the CSE to ensure open cases are receiving the necessary attention.
- Secure service providers for all necessary IEP mandates.
- Actively participates in, and submits necessary reports for, Student Support Team meetings.
- Process Student Support Team and CSE referrals as necessary.
- Work collaboratively with Special Education teachers to make sure that all IEP goals are being tracked and met according to progress.

## **Qualifications**

- Thorough knowledge of New York's current policies and procedures for the provision of special education services.
- Prior experience in the special education field.
- An ability to look at various forms of student data to determine the appropriate steps to take in the referral and/or remediation process.
- Exceptional oral and written communication skills.
- Pointed discretion and ability to keep sensitive information confidential.
- Comprehensive knowledge of Microsoft Word, Excel, and PowerPoint.
- Willingness to be flexible and attend to a variety of given tasks.
- Bachelor's degree, Masters preferred.
- Special Education certification strongly preferred.

## **East Harlem Scholars II - Office Manager Position**

### **General Summary:**

The office manager at East Harlem Scholars II oversees the day to day operations of the school's main office. This person will be responsible for maintenance of the schools data in ATS as well as much of the data in the school's student information database. He or she will also play a large role in the administration of the admissions and enrollment process for the school. This person will also oversee the school's human resources and will maintain the school's employee files.

The Office manager will work closely with, and will report directly to, the Director of Operations at East Harlem Scholars II.

## **RESPONSIBILITIES**

### Student Records and Data

- Update the ATS and student information databases. Input all information including (but not limited to) demographic information, interim and state test results, report cards, health information, student infractions, attendance, lunch codes, transportation, behavior incidents, special education services, and Title 1 services
- Update contact information each trimester and distribute updated student contact information to faculty and staff
- Maintain internal and ATS class lists
- Track absences, early dismissals and tardy students monthly to identify trends
- Distribute late passes to students each morning
- Implement attendance procedures and produce daily, weekly, monthly and annual reports
- Collect and submit data for the Vadir and BEDS reports
- Complete the bi-monthly tuition invoice reconciliations for enrollment and notify administration of changes in enrollment
- Collect data from ATS and NY Start to construct disaggregated data diagrams for student performance and family demographics
- Ensure compliance with FERPA guidelines for student records and ensure student permanent records are complete, up-to-date and confidential
- Collect and medical and lunch forms, as necessary during enrollment, and submit to the nurse and Food Services Coordinator, respectively
- Report on family demographic information

### Admissions

- Prepare and attend the annual Harlem Education Fair, new student orientations, and other necessary parent workshops
- Record and analyze annual student attrition information to inform admissions openings for following school year
- Support the organization of the annual lottery process and follow through on lottery outcomes to ensure compliance with charter school admissions regulations
- Assists in the organization of open-houses, student and family tours and new student evaluations and orientations
- Enter student application data into MS Excel, ensuring accuracy
- Ensure completion of Language surveys for new entrants and analyze results in conjunction with the Literacy Coordinator for administration of the Lab-R assessment

### School Administration

- Coordinate, with the Director of Operations, mandated fire-drills
- Assist with administering the annual SUNY and DOE parent surveys
- Coordinate with the Office of Student Transportation (OTP) to establish bus ridership for all instructional days and Metrocards for eligible students
- Support with all aspects of transitions and dismissals as needed
- Perform recess/lunch duty at the designated time
- Provide ad-hoc reports and assistance to the Principal, Director of Operations, and Director of Curriculum and Instruction a member of the main office team
- Provides simple medical care (ice packs, temperature readings, etc.) for children
- Completes other appropriate duties as assigned

## **Qualifications**

- Excellent interpersonal and phone skills
- Knowledge of and experience in Human Resources policies and procedures
- Exceptional oral and written communication skills
- Pointed discretion to keep sensitive information confidential
- Comprehensive knowledge of Microsoft Word, Excel, and Powerpoint
- Willingness to be flexible and attend to a variety of given tasks
- Ability to remain calm and effectively multitask in a fast-paced environment
- Bilingual Spanish speaker
- Bachelor's degree in business administration or human resources, or equivalent experience

## **Elementary Teacher**

### **Overview:**

We believe that great teachers make the difference for our students; without the best teachers, a school cannot succeed. We believe that all children are capable of academic excellence when provided with extraordinary teachers and a strong, achievement oriented school culture that supports students' diverse needs. Through rigorous, well-planned instruction our teachers push students to reach their full academic potential. In addition to strong academics, we work to create clear systems and structures, consistent expectations for academic excellence and a supportive and nurturing learning environment that fosters student academic and social development. By providing regular feedback and professional development opportunities, we aim to provide all teachers with excellent, tailored professional development to further their growth and development as instructional leaders.

### **Responsibilities of East Harlem Scholars II teachers will include, but are not limited to:**

- **Curriculum Development and Instruction**
  - Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks.
  - Utilize developmentally appropriate, rigorous curricula, and instructional materials to present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
  - Collaborate with administrators, specialists and other colleagues in designing, reviewing, and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experiences.
- **Track and Measure Student Progress**
  - Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
  - Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
  - Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs to ensure they achieve academically at high levels and are fully included in the East Harlem Scholars II community.
- **Positive Classroom and School Culture**
  - Create supportive classroom communities that maintain East Harlem Scholars II's high academic and social expectations for students.

- Build relationships with families of East Harlem Scholars II students through frequent communication about students' progress and ways that families can support their children's learning.
- **Reflection and Continuous Improvement**
  - Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.
  - Assume responsibility for all scholars' success by holding all students accountable to the expectations set by East Harlem Scholars II community.

### **Skills and Experience:**

- Knowledge of and experience with administering and analyzing student assessments and data
- Experience working with diverse populations of students, parents and families
- Commitment to continuous improvement and learning through professional development
- Demonstrated success in raising the achievement levels of traditionally at-risk students
- Belief in the East Harlem Tutorial Program's mission, education model and core values

### **Educational Background and Work Experience:**

- Minimum of two year's experience in relevant educational positions with a strong record of student achievement;
- Bachelor's Degree, or higher, and appropriate NYS certifications. For subject area teachers (i.e. art, music, physical education), appropriate educational credentials in the subject in which they will teach;

## **Elementary Special Education Teacher**

### **Overview**

We believe that great teachers make the difference for our students; without the best teachers, a school cannot succeed. We believe that all children are capable of academic excellence when provided with extraordinary teachers and a strong, achievement oriented school culture that supports students' diverse needs. Through rigorous, well-planned instruction our teachers push students toward their full academic potential. In addition to strong academics, we work to create clear systems and structures, consistent expectations for academic excellence and a supportive and nurturing learning environment that fosters student academic and social development. By providing regular feedback and professional development opportunities, we aim to provide all teachers with excellent, tailored professional development to further their growth and development as instructional leaders.

### **Responsibilities of East Harlem Scholars II Special Education teachers will include, but are not limited to:**

- **Curriculum Development and Instruction**
  - Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks.
  - Collaborate with regular education teachers to design and execute individualized instructional plans for students with special needs to ensure they achieve academically at high levels and are fully included in the East Harlem Scholars II community.
  - Plan and deliver one-on-one, small group, and whole class instruction as required by students' IEPs.

- Confer frequently with the district office special education staff and administrators to provide needed services regarding inclusive education practices.
- **Track and Measure Student Progress**
  - Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
  - Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- **Support Positive Classroom and School Culture**
  - Assist teachers to develop daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
  - Create supportive classroom communities that maintain East Harlem Scholars II's high academic and social expectations for students.
  - Build relationships with families of East Harlem Scholars II students through frequent communication about students' progress and ways that families can support their children's learning.
  - Provide consultation and support for parents of special needs students in general education classrooms and help to facilitate positive collaboration between parents and teachers.
  - Attend IEPs and staff/parent meetings of students with special needs in general education classrooms.
- **Reflection and Continuously Improve Practice**
  - Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.
  - Assume responsibility for all scholars' success by holding all students accountable to the expectations set by East Harlem Scholars II community.

#### **Skills and Experience:**

- Knowledge of and experience with administering and analyzing student assessments and data
- Experience working with diverse populations of students, parents and families
- Knowledge of special education laws and requirements
- Knowledge of the principles and practices of effective inclusion program (organization, planning, and program evaluation strategies; techniques regarding curriculum design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies; and team building methods); and the demonstrated capacity to plan, organize and execute full inclusion program
- Commitment to continuous improvement and learning through professional development
- Demonstrated success in raising the achievement levels of traditionally at-risk students
- Belief in the East Harlem Tutorial Program's mission, education model and core values

#### **Educational Background and Work Experience:**

- Minimum of two year's experience in relevant educational positions with a strong record of student achievement
- Bachelor's Degree in Special Education, or higher, and appropriate NYS certifications

## K-2 Spanish Teacher

### Overview:

We believe that great teachers make the difference for our students; without the best teachers, a school cannot succeed. We believe that all children are capable of academic excellence when provided with extraordinary teachers and a strong, achievement oriented school culture that supports students' diverse needs. Through rigorous, well-planned instruction our teachers push students to reach their full academic potential. In addition to strong academics, we work to create clear systems and structures, consistent expectations for academic excellence and a supportive and nurturing learning environment that fosters student academic and social development. By providing regular feedback and professional development opportunities, we aim to provide all teachers with excellent, tailored professional development to further their growth and development as instructional leaders.

### Responsibilities of East Harlem Scholars II teachers will include, but are not limited to:

- **Curriculum Development and Instruction**
  - Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks.
  - Utilize developmentally appropriate, rigorous curricula, and instructional materials to present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
  - Collaborate with administrators, specialists and other colleagues in designing, reviewing, and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experiences.
- **Track and Measure Student Progress**
  - Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
  - Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
  - Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs to ensure they achieve academically at high levels and are fully included in the East Harlem Scholars II community.
- **Positive Classroom and School Culture**
  - Create supportive classroom communities that maintain East Harlem Scholars II's high academic and social expectations for students.
  - Build relationships with families of East Harlem Scholars II students through frequent communication about students' progress and ways that families can support their children's learning.
- **Reflection and Continuous Improvement**
  - Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.
  - Assume responsibility for all scholars' success by holding all students accountable to the expectations set by East Harlem Scholars II community.

### Skills and Experience:

- Knowledge of and experience with administering and analyzing student assessments and data

- Experience working with diverse populations of students, parents and families
- Commitment to continuous improvement and learning through professional development
- Demonstrated success in raising the achievement levels of traditionally at-risk students
- Belief in the East Harlem Tutorial Program's mission, education model and core values

### **Educational Background and Work Experience:**

- Minimum of two year's experience in relevant educational positions with a strong record of student achievement;
- Bachelor's Degree, or higher, and appropriate NYS certifications. For subject area teachers (i.e. art, music, physical education), appropriate educational credentials in the subject in which they will teach;

### **East Harlem Scholars II – Bilingual School Social Worker Position**

#### **Description of East Harlem Scholars II Social Worker**

The role of the school social worker is to develop, coordinate, and deliver a range of youth and family centered interventions for East Harlem Scholars II students and families in a developmentally, socially, and culturally appropriate manner. The ultimate goal is to lead the school's efforts to provide support students need to succeed academically, socially, and emotionally to support the school's mission and vision. The school social worker will collaborate with students, parents, and members of the school staff and will be provided with weekly clinical supervision by a LCSW supervisor. The position reports directly to the Assistant Principal.

#### **Responsibilities of the school social worker include:**

- Support the systems and academic and behavioral philosophy of East Harlem Scholars II through small group, family, and one-on-one counseling sessions.
- Create a proactive counseling program that prevents crises and utilizes innovative intervention strategies to support the academic rigor of the school.
- Conduct biopsychosocial intakes and preliminary assessments and, when appropriate, make referrals for psychological and psychiatric evaluations.
- Work with the administration team to create and implement a proactive program to build partnerships with student families and measurably involve parents in the school.
- Work closely with the Assistant Principal to create and maintain a culture of excellence for all students.
- Support students, families and faculty, when appropriate, in the creation, coordination, and implementation of written behavioral intervention plans.
- Serve as a member of the special education team by providing required individual and group counseling services, as stated on students' IEPs.
- Collaborate with PE and other teachers to organize and/or teach health education, leadership, alcohol/drug prevention, etc. as needed.
- Contribute to school and staff morale by organizing school-wide events.
- Use evidence-based practices to effectively develop short-term treatment and intervention plans for students and families.
- Maintain close collaborative partnerships with teachers in order to provide feedback and psychoeducation regarding student behavioral plans and help them to understand and relate with challenging students.
- Lead school workshops around issues of physical and social development in an effort to proactively address issues.

- Develop relationships with community organizations that can help support the school, students, and their families.
- Work closely with EHTP Social Services Manager to maintain external contacts and consistent services across organizations.

### **Qualifications**

- LMSW certification
- Minimum of 2 years providing counseling to children and/or families in urban communities, post Master's
- Bilingual Spanish speaker

### **Characteristics**

- Strong clinical skills and experience providing crisis intervention and short-term treatment to young children and their families.
- Commitment to working from a strength-based perspective.
- History of professional success in planning, executing, and monitoring treatment plans.
- Excellent verbal and written communication skills.
- Strong analytical, communication and negotiation skills.
- Experience in working with IEPs and implementing behavior contracts.

### **Superintendent, East Harlem Scholars Academy Charter School**

The Superintendent will oversee East Harlem Scholars Academy Charter Schools's growing group of charter schools. The Superintendent will be responsible for the coaching, development and day-to-day management of our Principals.

### **Responsibilities of the Superintendent include, but are not limited to:**

#### **• Instructional Leadership**

- Ensure that all East Harlem Scholars Academy Schools meet or exceed our ambitious student achievement goals
- Observe principals, teachers and other supporting staff to on-going feedback to address areas of school improvement
- Support principals in reviewing school-wide data to identify strengths and areas of growth
- Provide guidance to principals in developing teacher professional development plans and sessions to target growth areas
- Act as a thought-partner for challenges principals face in the day-to-day management of their schools
- Provide coaching and support to teachers and/or support principals in preparing for difficult conversations (as needed)

#### **• Principal Development, Support and Management**

- Develop mutually supportive relationships with the Board of Trustees and other key stakeholders to drive the development of the school
- Meet with principals weekly for a 1-on-1 meeting to discuss pressing issues, long and short term planning, reflection, data review etc.
- Provide ongoing formal and informal support to principals
- Provide in-house training and support to principals and seek out meaningful external opportunities as needed

- Conduct yearly evaluations, ongoing growth conversations and Learning and Development Plans for principals
- Partner with the Talent & Recruitment team to help select future school leadership staff
- **Support the Design and Implementation of Scalable Systems**
  - Ensure principals are sharing and collaborating to design top-quality instructional programs
  - Seek out way to share operational resources and best practices across school-sites
  - Act as a liaison with East Harlem Tutorial Program staff that interfaces with East Harlem Scholars Academy schools to facilitate good working relationships
  - Ensure that East Harlem Scholars Academy schools receive top-quality service from all East Harlem Tutorial Program staff

**Skills and Experiences:**

- A passion for and record of driving student achievement and overall success in traditionally under-resourced communities
- High standards for student achievement and behavior
- Strong instructional and classroom management expertise with proven results
- Experience managing adults and coaching teachers
- Interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships
- A high level of integrity and a strong work ethic
- An open and collaborative management style, characteristic of a team player
- Desire to work in an entrepreneurial environment with a proven ability to work successfully in conditions of uncertainty
- Belief in the East Harlem Tutorial Program's mission, education model and core values

**Education Background and Work Experience:**

- Bachelor's degree required; other advanced degree preferred (Ed.M., J.D., M.B.A., or M.P.A.)
- 3+ years of teaching experience, with at least 2 years in a high-need student population
- 1+ year of experience managing adults
- 2+ years of experience running a high-performing school

### **13. Partner Organizations**

#### **(a) Partner Description(s) and Nature of Relationship(s)**

**Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:**

- Name of the organization;**
- Description of the nature and purpose of the proposed school's relationship with the organization;**
- Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and**
- Name of a contact person for the partner organization, along with the address, phone number, and e-mail of such contact person for the partner organization.**

East Harlem Scholars II will have as its Partner Organization, East Harlem Tutorial Program. East Harlem Tutorial Program is a 501(c)(3) not-for-profit organization that was founded in 1958. East Harlem Tutorial Program works with children from early childhood through adulthood to ensure that they have the resources needed to access opportunities for academic, social and career advancement. East Harlem Tutorial Program intends to be a full and active partner of East Harlem Scholars II and to provide a comprehensive array of services to ensure its success, mirroring the relationship it has with East Harlem Scholars Academy Charter School.

The contact person for East Harlem Tutorial Program is the organization's Board Chair:

Ms. Joan Soltar  
Chair, Board of Trustees,  
East Harlem Tutorial Program  
2050 2<sup>nd</sup> Avenue  
New York, NY 10029-4704  
(212) 831-0650  
Redacted

Through initiatives ranging from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on arts, culture, creative writing, reading, technology, science and college readiness, East Harlem Tutorial Program has served thousands of East Harlem's children, youth and families. Each year, more than 500 young people and over 200 volunteers participate in East Harlem Tutorial Program initiatives at multiple sites in East Harlem. East Harlem Tutorial Program has experienced considerable success in obtaining positive academic achievement outcomes for students both young and old. Its programs for young students have historically helped students learn to read and excel in English language arts. Last year, 96% of kindergarteners and 92% of 1<sup>st</sup> graders participating in the East Harlem Tutorial Program after school program were assessed as "on course to becoming proficient readers." East Harlem Tutorial Program's effectiveness for K-12 students has extended throughout all grade levels. Indeed, in a community where fewer than half of adult residents have high school diplomas, 96% of high school seniors from the graduating classes of 2009 – 2012 who participated in East Harlem Tutorial Program initiatives (many since their elementary school years) graduated from high school and were accepted into college.

East Harlem Scholars II school design, like East Harlem Scholars Academy Charter School, is grounded in a set of shared values with its Partner Organization. The academic program and school culture is

designed to fulfill the promise inherent in each of these beliefs and principles. These core beliefs and principles are:

- (1) All children can and will succeed when provided a great education.
- (2) The best learning occurs when children engage in higher-order, critical thinking.
- (3) A nurturing and supportive environment supports students' love of learning and of themselves.
- (4) Self-awareness promotes dynamic leadership and global understanding.
- (5) Active community engagement richly enhances educational opportunities.

As the Partner Organization, East Harlem Tutorial Program will support the East Harlem Scholars II academic program in two general and critical areas:

- (1) It will provide academic support in the form of: a) access to tutors who, under the direction of the school's certified teachers, will provide supplemental support during designated periods of the school day; b) support in academic planning; c) access to the educational experts and institutions with which East Harlem Tutorial Program has established relationships over its 50 year history; and d) such additional and appropriate academic support and assistance that the school may require.
- (2) It will provide a variety of non-academic supports that will have the effect of freeing the leadership and staff of East Harlem Scholars II to focus their efforts on implementing and continuously improving the instruction and academic programs. These supports range from financial management to human resources administration to recruitment of talent to fundraising.

East Harlem Tutorial Program may provide such other services that may be requested by East Harlem Scholars II and determined to be necessary and appropriate by the East Harlem Scholars Academy Charter School Education Corporation's Board of Trustees. Each year, appropriate representatives of the East Harlem Scholars II and East Harlem Tutorial Program will review the partnership and amend the services, as necessary, to better support the school. Trustees who are only members of the education corporation board will have final approval over the terms of the partnership. Any material modifications in the scope of the partnership will be made only with consent of the charter authorizer.

The Letter of Commitment from East Harlem Tutorial Program which describes in more detail the nature and extent of the partnership with East Harlem Scholars II follows this response.

**(b) Partner Selection Process**

**Describe of the process and criteria used to select the partner organization(s), including other organizations considered.**

East Harlem Scholars II, like East Harlem Scholars Academy Charter School, is an outgrowth of East Harlem Tutorial Program. East Harlem Scholars Academy Charter School grew out of a re-visioning and expansion of East Harlem Tutorial Program's mission, programs and service delivery to the community. The Board of East Harlem Tutorial Program concluded that it was in the position to leverage its experience and unique teaching and learning model to dramatically increase its impact on children and youth in East Harlem.

Specifically, East Harlem Tutorial Program decided to extend its academic focus and role from that of an organization that delivered instructional, remediation and enrichment services that supplement school-day and school-year academic programs of K-12 schools to include involvement as a full and

substantial partner in the design and implementation of a public charter school. East Harlem Scholars Academy Charter School was the first concrete result of this decision.

As a matter of semantics East Harlem Scholars Academy Charter School did not “select” East Harlem Tutorial Program as its Partner Organization because of the nature of how the charter school was developed and came into being—East Harlem Scholars Academy Charter School was the brainchild of East Harlem Tutorial Program and by successfully securing a waiver during the chartering process, East Harlem Scholars Academy Charter School maintains a greater than 51 percent affiliation with its Partner Organization through its governance structure. Likewise, as a replication of East Harlem Scholars Academy Charter School, to suggest East Harlem Scholars II “selected” East Harlem Tutorial Program as its Partner Organization is not an accurate description of how the partnership came to be.

June 27, 2012

The Trustees  
State University of New York  
Charter School Institute

To the Trustees of the State University of New York:

On behalf of the Board of Trustees of East Harlem Tutorial Program, I am pleased to write this letter in support of the establishment of East Harlem Scholars Academy II Charter School. The charter school will provide outstanding educational programs and academic support to the children of East Harlem and, by doing so, will improve the educational outcomes of many of the city's most at-risk students. The East Harlem Tutorial Program intends to be a full and active partner of the school and to provide a comprehensive array of services to ensure its success.

The East Harlem Tutorial Program views its support of and partnership with the East Harlem Scholars Academy II Charter School as vital to its own mission, its services to the community and its plans to continue and expand initiatives to improve the education of East Harlem's children. The East Harlem Tutorial Program is a 501(c)(3) not-for-profit organization, founded in 1958, that works with children from early childhood through adulthood to ensure that they have the resources needed to access opportunities for academic, social and career advancement. Each week, more than 500 young people and over 200 volunteers participate in our programs at multiple sites in East Harlem. Through initiatives ranging from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on arts, culture, creative writing, reading, technology, science, and college readiness, East Harlem Tutorial Program has served thousands of East Harlem's children, youth and families. We are proud of our record of success—in a community where less than half of adult residents have high school diplomas and only 11% have college degrees, 96% of our high school seniors last year graduated from high school and were accepted into college over the past four years.

This letter will outline our commitment to supporting the objectives, academic programs and operations of the East Harlem Scholars Academy II Charter School. With the opening of East Harlem Scholars Academy I, East Harlem Tutorial Program expanded its academic focus from the delivery of services that supplement school-day and school-year instruction to include involvement in comprehensive school-day academic programming in a public charter school. The Board and leadership of the East Harlem Tutorial Program have contributed substantively to the design of the East Harlem Scholars Academy II Charter School, and the organization will actively support the implementation of the school's programs. The primary objectives of East Harlem Tutorial Program's partnership with East Harlem Scholars Academy II Charter School are: (a) to leverage the East Harlem Tutorial Program's experience and resources to provide the school with access to and use of experienced tutors and to support the school in designing, implementing and enhancing its academic programs; (b) to support the school in its governance; (c) to provide back-office and related services that free the school from many administrative concerns so that it can focus more clearly and directly on providing high quality instruction, promoting student achievement and meeting its academic goals; and (d) to support the school financially through direct contributions and through raising funds from individuals, philanthropic



**Shared Services Agreement  
Between  
East Harlem Tutorial Program and East Harlem Scholars Academy II**

Agreement dated as of July 1, 2012 by and between East Harlem Tutorial Program (EHTP), a New York nonprofit organization located at 2050 Second Avenue, New York, NY (EHTP) and East Harlem Scholars Academy Public Charter School II, a charter school located in New York, NY (Scholars II), collectively, The Parties.

**EHTP's Responsibilities to Scholars II**

1. EHTP will provide (or will cause, at its own expense, others to provide) the following services to Scholars II:
  - a. Fundraising and external communications activities, including grant writing, special events; donor identification, cultivation, solicitation, and recognition; public and community relations, and related branding and media support. The requirements of the fundraising campaign and the distribution of unrestricted revenues from the campaign are described in, and will be shared between the Parties in accordance with the attached "Appendix A: Fund Raising Policy Guidelines."
  - b. Human Resources management: including coordinating payroll with outside vendor and related administrative support, talent recruitment, evaluation, onboarding and offboarding, and related talent support services.
  - c. Finance activities including budget development and monitoring, and bookkeeping including accounts payable, accounts receivable, entering payroll, and month-end procedures
  - d. Recommend, coordinate with and/or manage outside vendors including legal counsel, payroll service, benefits administrators, and technology vendors.
  - e. Facilities development support
  - f. Staffing of governance function including creating agendas and materials for all meetings of Board of Trustees and Committees

In performing these activities, EHTP will report to the Scholars Academy II Principal or to such person as the Principal shall designate.

EHTP will provide Scholars II with adequate detail to perform a review of the expenses charged to Scholars II. This detail will include support for any inputs used in formulas for determining allocation percentages.

If it is determined that Scholars II provides services to EHTP in a given year, the Boards of both entities will adopt a policy and methodology to have Scholars II charge EHTP for services rendered.

2. Scholars Academy II and EHTP will cooperate with The Parties' joint Integration Committee to support a periodic evaluation of The Parties' performance pursuant to this Agreement.

If Scholars II dissolves, EHTP will cooperate with the Board of Trustees, Principal and Director of Operations of Scholars II throughout the dissolution process as required by the Scholars II Dissolution Policy to assist Scholars II in meeting its responsibilities under applicable law.

#### **Scholars' Responsibilities to EHTP**

3. Scholars II will be responsible for the following:
  - a. The Scholars Board of Trustees, Principal and Director of Operations will review reports submitted by EHTP and will work closely with EHTP representatives to facilitate the delivery of its services.
  - b. Scholars' II Director of Operations will work with representatives of EHTP to facilitate and support the design of all above-referred systems, procedures and technologies and the delivery of all above-referred services.
  - c. Under the supervision of the Principal and the Director of Operations, Scholars II will provide EHTP with access to the school, its records and its employees, as necessary, to support the delivery of the above-referred services.
  - d. Scholars II will pay EHTP for its services as described in the attached Appendix B: Cost Allocation Guidelines. EHTP will invoice Scholars Academy II bi-monthly.

#### **Termination and Other**

4. Either Party shall have the right to terminate this Agreement, upon 120 days' written notice to the other:
  - a. By mutual agreement of both parties
  - b. By either party for any reason or for no reason
  - c. By other party following notice which sets forth the basis for termination and a reasonable opportunity of the other party to cure if either party commits a material breach of its obligations arising under this Agreement
5. All of the Directors who sit only on the Scholars Board (and not on the EHTP Board) must unanimously vote annually to approve new agreements with EHTP.
6. If this Agreement is terminated, Scholars II will notify the applicable authorities immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination.

7. If the termination is for a reason other than cessation of charter school operations, then
  - a. Parties will negotiate in good faith a transition plan to ensure ongoing smooth operations of both entities and to provide for the orderly transfer of all information including electronic and physical records, assignment of contract, and transfer of any other equipment.
  - b. A transition team comprised of at least Scholars' II Director of Operations and Principal, at least one member of the Scholars' Board of Trustees, the Executive Director of EHTP and one member of EHTP's Board of Trustees will coordinate the transition according to the plan.
8. This Agreement represents the Parties' complete understanding of each party's responsibilities, and it incorporates all prior agreements, written or oral, about its subject matter. This Agreement may not be modified, except in writing and signed by authorized representatives of both parties.
9. Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents including, but not limited to, the authority to take and enforce action pursuant to § 2855 of the Education Law (what does this section cover?), nor shall it be construed in a manner to create a partnership between Scholars and EHTP.
10. The Parties acknowledge that, at the beginning of each fiscal year, or at such other times as they shall both agree, they will modify the scope of this agreement or the amounts to be charged. Until such time as both Parties shall agree to such a modification, the most-recently adopted scope and amounts shall govern.

East Harlem Scholars Academy Charter School II    East Harlem Tutorial Program

By: \_\_\_\_\_ Date:

By: \_\_\_\_\_ Date:

## **Appendix A: Fund-Raising Policy Guidelines**

A significant aspect of EHTP's responsibility to the East Harlem Scholars Academy Charter School II (Scholars II) will be attempting to raise funds to bridge the gap between the school's annual public subsidy (estimated between 70% and 75% of total operating expenses) and the total annualized cost of running the school (the remainder of the programmatic costs plus any capital costs). The overarching principle recommended is that EHTP must use its best efforts to ensure that the school is funded to at least the bare minimum required for the educational program.

A second principle is the need to keep an "arms-length" relationship between EHTP and Scholars II. Therefore Scholars will pay for all services (including fundraising) provided by EHTP but will also have the option to opt out from those services (and from the funding commitments that EHTP provides) as part of that agreement.

EHTP's fundraising work for Scholars Academy II will consist of restricted and unrestricted funding/grants dedicated only to Scholars Academy II programs and abide by recommended "governing principles" as follows:

1. Scholars II will pay EHTP an annual development fee, as if it had outsourced its fund-raising.
2. EHTP will use its best efforts to provide the minimum funds needed to close the gap between student reimbursement from the State & the "bottom-line" budget needed to run the school. This "core" Budget will be agreed upon annually as part of the development of the Agreement.
3. All restricted and unrestricted funds raised by EHTP will accrue only to the entity for which they are targeted.
4. The fund raising agreement will be renewed annually with development fees, budgets, and percentage allocations adjusted as required.

## **Appendix B: Cost Allocations Guidelines**

The following allocations of EHTP expenses to the Scholars IPA are proposed for FY2013 resulting in a total projected cost of services under the IPA of approximately \$.

The approximate costs calculated below are based on EHTP's and Scholars II FY 2013 respective proposed budgets and are divided into three major categories: 1. Program Support, Management and General, 2. Development and Community Relations, and 3. Executive Director support.

**1. Program Support, Management, and General Costs** are calculated based on allocation of time spent by relevant EHTP staff as follows:

Deputy Director, Talent & Recruitment	43%
Manager, Talent and Recruitment	25%
Coordinator, Talent Operations	30%
Director, Planning & Admin	22%
Bookkeeper	15%
Director, Finance	10%
Senior Accountant	10%
Chief of Staff	20%

This allocation applies to compensation as detailed above and total approximately \$112,800 for FY13.

**2. Development and Community Relations (Development) costs** are calculated using an overall allocation of 11% to Scholars. This was determined by analyzing the allocation using 2 different methods and taking the blended average.

**1. Allocation By Dollars Raised**

1. Scholars II dollars raised accounts for 10% of funds raised by EHTP
2. Allocation by Estimated Time Spent by EHTP Staff

1. Scholars II accounts for 11% of total development time

This allocation will only apply to Development & Community Relations salaries and benefits and will total approximately \$29,000 for FY 13.

**3. Executive Director Support** The Executive Director's salary and benefits allocation will be 20% to Scholars II. This allocation assumes an estimated 1 day per week of time spent in support of Scholars II.

This allocation will apply to Executive Director salary and fringe and will total approximately \$42,800 for FY13.

**14. Management Organization**

**(a) Management Organization Description and Purpose of Relationship**

**Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:**

- **Name of the organization;**
- **Detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school; and**
- **Description of the role of the management organization in selecting proposed members of the school's board of trustees.**

**(b) Management Organization Selection Process**

**Describe the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization.**

**Note: Management organizations must submit a Business Plan in accordance with the requirements set forth in Appendix A and submit it under separate cover at the same time proposals are due.**

This is not applicable as East Harlem Scholars II will not have a management organization.

**15. Governance**

**(a) School Board Roles and Responsibilities**

**Describe the roles and responsibilities of the school's board of trustees. This response should explain the role of the board in:**

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance;**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.**

The Board is currently comprised of nine members. Board members will be expected to attend annual and regular board meetings (at least 7 meetings per year), as well as any special meetings that are called. Board members will also be expected to prepare for any board meetings and school events, carry out and complete assignments and participate in any mandatory or agreed-upon board training. In addition to the above, the Board of Trustees will be responsible for:

- Ensuring that the School implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, as well as with all applicable state and federal laws and regulations.
- Operating at all times in compliance with the Corporation's Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner. This includes approving and ensuring that the school progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Evaluating the performance of the Superintendent, Principal and overseeing the evaluation by the Principal of the staff.
- Coordinating the School's interaction and work with East Harlem Tutorial Program, the School's institutional partner, and evaluating the services of the institutional partner in a manner consistent with that described in East Harlem Tutorial Program's letter of intent, the Corporation's by-laws and the description of the role of the institutional partner earlier in the narrative of this application.
- Approving the School's annual budget, review regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the School with additional fundraising, marketing, and other services as such needs arise.
- Advocating on behalf of the School by working to establish partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities, as appropriate, to support the school's mission.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to the Corporation's complaints process.

The Board of Trustees of the Corporation is the School's oversight and policy-making body. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy and overseeing the school's compliance with relevant laws and regulations. The Board of Trustees may delegate certain responsibilities and duties to the School's Superintendent or Principal or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Trustees; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Board will appoint a Superintendent and Principal who will be responsible, under the authority of and with oversight by the Board, for implementation of the school's academic programs and for the operational management of the school. The Principal will report directly to the Board, and his/her responsibilities are outlined in *Response 12 (d)-Personnel Policies* and *Response 9 (a-d)-Instructional Leadership*. At a minimum, the Principal will present a report to the Board at each regular meeting, and will present written and verbal reports regarding the progress of the School towards meeting its goals periodically to the full Board and to its committees. The Board may require the Principal to work with it and/or with board committees, as appropriate, and may authorize the Principal to perform additional duties as permitted by the by-laws, the Charter Schools Act and the Education Law.

The Board will use data to ensure objectivity when evaluating the Principal. The Board will utilize a data-driven process and a data-driven framework (as described in *Response 12 (a-c)-Personnel*) evaluating the Principal. The Board will look at student achievement data—along with data from interviews and classroom observations—to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically. The Board will also review indicators of the school's operational and financial health.

The Board will require the Principal to provide it with data that provides information about the school's academic progress and operational and fiscal health. The Board will require the Principal to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, relevant personnel-related data such as daily teacher attendance rates and teacher certification rates, financial reports and other data.

**(b) School Board Design**

**Describe and provide the rationale for the proposed design of the school's board of trustees.**

In its first application to establish a charter school in East Harlem, the Board of East Harlem Scholars Academy Charter School sought and was approved to secure a waiver from the requirement that no more than 40% of the members be affiliated with any single entity. The School's Board was approved to be comprised of at least 51% of Trustees or staff members of East Harlem Tutorial Program, the Partner Organization.

This board structure is necessary to ensure that the charter school program will be established and implemented effectively. The board structure will ensure that the charter school program will be coordinated with the expansion of East Harlem Tutorial Program's initiatives to support this School. Critically, the charter school would also benefit from the East Harlem Tutorial Board members strong understanding of the organization's educational model and the needs of children and youth in the East Harlem community.

Another key benefit of this board structure is that communication will be enhanced both within the charter schools and between the charter schools and the partner organization. With a significant share of East Harlem Scholars board members also "in the loop" regarding decisions and relevant information at the East Harlem Tutorial Program, the Schools' board will be promptly and constantly alerted about issues that should be discussed and addressed. This will enhance the capacity of the charter school and the partner organization to work together to address charter school needs. It will also ensure that each organization has within its respective governance bodies a number of "reconciling forces"—i.e. board

members with first-person awareness of issues at one organization that could impact the other—who can foster effective communication and problem-solving among the partners.

To ensure that the proposed governance structure does not compromise the independence of the Corporation's Board or dilute its ability to fulfill its role in governing the school, East Harlem Scholars II will implement a series of actions that will avoid and/or address potential conflicts of interest and guarantee separation of each entity's finances. Generally, they include:

- a) A formal process of defining and documenting the annual goals and performance targets of the partnership that will be implemented at the beginning of each year that sets forth the responsibilities and expectations of the East Harlem Tutorial Program for the current school year. This process will be implemented by the Executive Committee of the Corporation's board.
- b) A conflict of interest policy that requires any charter school board member to disclose any potential conflict of interest at the earliest possible time and to refrain from engaging in board discussion or voting regarding any matter in which the board determines that a conflict exists;
- c) Guarantees that an independent audit of the charter school's finances will be conducted each year and that audit results will demonstrate that finances of the two organizations are separate and that all required and reasonable measures have been taken to ensure appropriateness in financial management.
- d) An annual process of evaluation of the partnership relationship in which a core group of disinterested board members of the charter school assess the services and resources provided by the partner organization over the prior 12 month-period. This evaluation will include recommendations regarding modifications to the partnership arrangement and/or to the responsibilities of the partner and the accountability measures by which the partner's performance will be judged.
- e) The creation of two (2) Standing Committees called "School Oversight Committees" that will function to address the individual interests of each of the schools that shall be governed by the Corporation.

- **Number of trustees;**

The Board currently has 9 members. The by-laws allow for a minimum of 5 board members and a maximum of 15.

- **Qualifications to be a trustee;**

As set forth in the by-laws, the Board may elect as a new member any person 18 years of age or older who, in its discretion, it believes will serve the interests of the school faithfully and effectively. The by-laws further describe the process by which new Trustees will be appointed to the Board. It is expected that the composition of the Board, both in terms of individual Board members and the specific experience and expertise required of Board members, will change over the life of the school, and that the Board will constantly seek to recruit Board members who can address the needs of the school. The following list includes qualifications beyond the by-laws of East Harlem Scholars II that are considered important for board membership:

- A strong understanding of and personal commitment to the accomplishment of the School's mission.

- Commitment to using professional skills and experience and/or other resources to support the School.
- Commitment to supporting the effectiveness and continuation of school programs and partnerships.
- Prior board experience or other experience that would contribute to having an understanding of the proper and appropriate role of a Board member.
- Possession of professional skills, professional/personal experience and/or community-based service experience that would contribute to the success of the Board and the School. The skill sets that will be considered include, but are not limited to, education, law, finance, real estate, fundraising, nonprofit management, personnel and community service.
- Commitment to attending board and committee meetings.
- Willingness to serve actively on at least one of the committees of the board and to seriously consider the leadership of a committee.

**• Trustee recruitment and selection process and criteria;**

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution.

On an annual basis the Board will analyze the profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. Additional common factors include: age, race, ethnicity, community contacts, and status as a parent of children enrolled in the charter school. The names of current board directors are listed along the top of the matrix. The Board will analyze the matrix from the perspective of the needs identified and the capacity of the current Board to fill those needs. This will allow the Board to identify the gaps between skills and needs and will inform the Board as to the kinds of people whose professional experiences would meet the identified needs to support the school.

Current Board members will have responsibility for identifying potential individuals who meet the requirements the board is seeking. Based on their evaluation of potential candidates, the Board will nominate a slate of candidates to fill open positions on the Board. In accordance with the School's by-laws, prospective candidates will be elected to the Board by the vote of the majority of the Trustees then in Office. At all times, the composition of the Board will remain 51% affiliated as Board members or staff members of East Harlem Tutorial Program.

**• New trustee orientation process;**

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for the School. The responsibility for developing and implementing an effective program of Board orientation is shared among the Board's Executive Committee, the Principal and East Harlem Tutorial Program.

## New Member Orientation

When a new member has been brought onto the Board, the new Board member orientation process proceeds in the following way:

- Before the first Board meeting, the Board Chair will schedule a meeting between the new Board member and key individuals in the School and on the Corporation's Board. The new member will be provided with a Board member manual, which will include bylaws, Articles of Incorporation, the charter school contract and application, as well as a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements a list of board directors and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan.
- Also during this meeting, the Board Chair will discuss options for committee involvement with the new member. The intent is to forge a solid match between the interests, skills and preferences of each Board member and the requirements and challenges of the committee he or she joins.
- At the new members' first board meeting, the Board Chair will introduce them to all current Board and staff members. A mentor Board member will be assigned to work with the new Board member at least through the first several months.
- For Board members to be added (if any) with the formation of East Harlem Scholars II, a full day orientation will be held upon approval of the charter that will include the elements and activities of the "New Member Orientation" phase of Board Orientation. Consultants with expertise in charter school governance will be engaged to lead and facilitate this orientation.

**Early Service**—During the first three months of service the Board Chair will ensure that:

- Regular check-ins between new Board member and their Board mentors will be conducted to answer questions and help them become acquainted.
- New Board members have become involved in their chosen committee and continue orientation to the work of that specific committee. This responsibility will be shared by the Board Chair, the chair of the committee and when appropriate, the Principal.
- Written background materials continue to be provided to the new members in response to their interests and questions.

• **Officer positions;**

The Corporation's Board has the following officer positions:

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and its By-laws may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.
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 School'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; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

- **Standing committees (if any);**

The Board will have five (5) standing committees, each consisting of at least three members. The standing committees are the Executive Committee (which is chaired by the Board Chair and which will have at least 5 members), the Finance Committee (which is chaired by the Treasurer), the Education and Accountability Committee and the School Oversight Committees, one (1) for each of the Schools governed by the Corporation. Specifically:

The Executive Committee will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.

The Finance Committee coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of the school. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.

The Oversight Committees shall be charged with maintaining oversight of each individual school governed by the Corporation. These Committees- one for each school- shall function as a mini-board within the larger Corporation's Board entrusted with ensuring that the individual school's needs and interests are met as an individual entity as opposed to a piece of the larger whole of the Corporation under which two (and possibly more in the future) school's interested are looked after.

The Education and Accountability Committee helps ensure the academic quality and credibility of the school as an academic institution and supports the Principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: a) advising the board on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the Principal to monitor and advance the quality of all academic activities.

- **Ex-officio members (voting and non-voting);**

There are no ex-officio members of the board.

- **Frequency of board and committee meetings;**

The Board meets of seven (7) times per year inclusive of the June Annual Meeting.

- **Information to be received from the CMO, school leadership, staff or contractors as applicable;**

As described earlier in this response, the Board will require school leadership to provide it with comprehensive reports highlighting relevant data that will inform its discussions regarding the academic performance and fiscal and operational health of the school. The Board will use this data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Principal, instructional staff and other administrators,—as well as the Board itself—accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.

The Board will also receive information regarding the progress of the Partner Organization, East Harlem Tutorial Program, against the annual goals and performance targets of the partnership that will be implemented at the beginning of each year that sets forth.

- **Delegation of authority;**

- As part the Corporation's by-laws, the Board has the authority to delegate the management of the activities of the School to others including the Principal, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. In addition, the Board Chair may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. The election of Trustees;
  - b. Filling vacancies on the Board or any committee which has the authority of the Board;
  - c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
  - d. The appointment of other committees of the Board, or members of the committees.

- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;**

Every meeting of the Board of Trustees will be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow persons equal opportunity to attend a meeting. A calendar of regular meetings shall be conspicuously posted at the school. Public notice of the time and place of all meetings scheduled one week in advance shall be conspicuously posted at the school and provided to the news media at least 72 hours in advance of such meeting. Public notice of the time and place of every other meeting shall be provided to the news media to the extent practicable and shall be conspicuously posted in the school at a reasonable time prior to such meetings.

*Conduct of Executive Sessions*

Consistent with the Open Meetings Law, an executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for the items below, providing no formal action shall be taken to appropriate public monies:

- Matters which will imperil the public safety if disclosed;
- Any matters which may disclose the identity of a law enforcement agent or informer;

- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending or current litigation
- Collective negotiations pursuant to article fourteen of the civil service law;
- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, grading or administration of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

*Minutes*

Minutes must be taken at all open meetings and consist of a record of all motions, proposals and resolutions voted upon, and the vote tally. Minutes also must be taken at executive sessions of any action taken by formal vote, and consist of a summary of such action, the date, and the vote tally. The summary need not include any matter that is not required to be made public by the Freedom of Information law. The minutes of an open meeting must be available to the public within two weeks from the date of the meeting. Minutes of an executive session must be available within one week from the date of the executive session.

• **Procedures for handling complaints, including from staff and parents;**

Any individual or group of individuals may bring a complaint to the Board of Trustees alleging a violation of any law, including the Charter Schools Act, or of East Harlem Scholars II's charter. These complaints are considered "Formal Complaints." East Harlem Scholars II has policies and procedures regarding how these complaints will be handled and they are contained in *Response 15(f)-Complaint Policy*. There may be cases in which an individual or group of individuals may bring a complaint that does not rise to the level of a formal complaint. It is the desire of the school to handle these types of complaints at the school level and not at the Board level. The complaint policy contained in this application provides steps to be taken in such cases of informal complaints. The fact that East Harlem Scholars II has policies and procedures related to informal complaints, does not preclude the complainant, however, from initially pursuing the formal complaint process if he or she so desires.

• **Board training and development.**

Board members are committed to developing a well-informed board, one with the knowledge needed to lead an effective charter school. The Executive Committee, working closely with the Board Chair and the Principal will plan a formal program of board training and development for all members. In addition to new Board member orientation, the Executive Committee will also be responsible for planning an annual ongoing board education and training program for all of the board. The Executive Committee will also plan more specialized training and development activities to strengthen the leadership skills of Board members who are being groomed for other leadership positions within the Board. As part of its Shared Service Agreement with the school, East Harlem Tutorial Program will be responsible for identifying board training opportunities and board training consultants who could be utilized by the Board.

**(c) Proposed Founding Board of Trustees**

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Class Term Ending
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Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Class Term Ending
Michael Brown	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Member, Finance Committee	2014
Iris Chen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Member, Education and Accountability Committee	2013
Brian Gavin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treasurer, Member, Finance Committee	2013
Jeff Ginsburg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chair, Member, Executive Committee	2013
Lili Lynton	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Member, Finance Committee	2014
Carlos Morales	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Member, Finance Committee	2014
Ilana Ruskay-Kidd	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Secretary, Member of Education and Accountability Committee, Executive Committee, Integration Committee	2013
Joan Solotar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vice Chair, Member, Executive Committee	2014
Thomas Webber, PhD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Member, Education and Accountability Committee	2013

**Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.**

Members of this Board of Trustees have been operating in their capacity as overseers of East Harlem Scholars Academy Charter School for more than one year. During this time, they have demonstrated high quality leadership and oversight of the school. The current board has a range of professional backgrounds and experiences well-suited for governing a charter school board. As is evident by their resumes contained in *Response 03 (f)-Founding Resumes*, members are experienced in finance, entrepreneurship, early childhood education, teacher training and leadership development, fundraising, nonprofit management, the law, among other critical areas that would be helpful to charter school start-up and implementation. The most important experience however that they share is that of charter school governance having served as Trustees, many of them as founding board members, of the original school.

**15.            Governance  
              (d)      By-Laws**

**PROPOSED SECOND AMENDED AND RESTATED BY-LAWS OF EAST HARLEM  
SCHOLARS ACADEMY CHARTER SCHOOL**

**ARTICLE I: NAME**

The name of the Corporation is the East Harlem Scholars Academy Charter School (hereinafter "the Corporation").

**ARTICLE II: MEMBERSHIP**

The Corporation has no members. The rights that would otherwise vest in the members shall vest in the Directors of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees of the Board of Trustees of the Corporation (hereinafter the "Board").

**ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the charter of the schools governed by the Corporation as currently exist and may be added in the future (the "Schools") and these By-laws. The Board may delegate the management of the activities of the Schools to others, so long as the affairs of the Schools are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Schools; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Schools, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Schools;
5. To carry on the business of operating the Schools and apply any surplus that results from the business activity to any activity in which the Schools may engage;

6. To act as Trustee under any trust incidental to the Schools' purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law, the Education Law and any limitations noted in the By-laws and the Schools' charters;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law, the Education Law and the limitations noted in these By-laws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed fifteen (15). The initial number of Trustees shall be nine. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter authorizer as set forth in the Schools' charter agreements.
2. Eligibility. The Board may elect any person who is not an employee of the Corporation and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the Corporation (and therefore the Schools) faithfully and effectively. At least 51 percent of Trustees will also be members of the Board of Directors of the East Harlem Tutorial Program.
3. Interested Persons. Not more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months (with the exception of employees of the Corporation as they are ineligible to hold a seat as a Trustee of the Corporation); or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. Term of Office.

- a. The initial Trustees shall be divided into two classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
- b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees and the second class at the second succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for two (2) years.
- c. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Corporation's Charter, the By-laws, or other Board action.
- e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the By-laws or other Board action.
- f. There shall be no limit to the number of terms that a Trustee may be elected or appointed to serve.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

**D. Removal of Trustees.** The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any

Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

**F. Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

**G. Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.

#### **ARTICLE IV: OFFICES**

The Corporation's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The Corporation may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

#### **ARTICLE V: MEETINGS OF THE BOARD**

**A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate, such as one of the Schools.

**B. Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

**C. Regular Meetings.** A minimum of seven (7) Regular Meetings shall be held each year on dates determined by the Board. For this purpose, the June Annual Meeting shall count as a Regular Meeting.

**D. Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the Corporation's 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. Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

**G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**H. Public Notice.** Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference (in accordance with Article VI(B)(2) herein), such that the public may attend the meeting from that location as well.

## **ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action by the Board.**

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in

such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

**C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. Standing Committees. The Board shall have five (5) standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (chaired by the Treasurer), an Education and Accountability Committee and one (1) Oversight Committee for each of the Schools governed by the Corporation. Additional Chairs and committee members of these standing committees shall be elected by a majority vote of the Board. The Executive Committee shall have no less than five (5) members and the Finance, Oversight and Education and Accountability Committees shall each have no less than three (3) members.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

**D. Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Schools' charters or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

**E. Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**F. Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

**G. Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## ARTICLE VII: OFFICERS

**A. Officers.** The “Officers” of the Corporation consist of a Chair (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other Officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation’s principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Schools’ charters and By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.

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; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

**B. Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the 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 any Officer in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

## **ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

## **ARTICLE IX: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the Corporation and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

## **ARTICLE XI: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.

**B. Execution of Instruments.** Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the School'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 School may be signed by the Chair of the Board, the Principal, or Treasurer, or any Trustee designated for that purpose. In the instance that the Corporation utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

**D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a Corporation and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest.** The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the Corporation. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation’s interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she has the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

**F. Interpretation of Charter.** To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the By-laws is in conflict with the provisions of the Corporation's Charter, the provisions of the Charter shall control.

#### **ARTICLE XII: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the charter entity.

#### **CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

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Secretary of the Corporation

## **15. Governance**

### **(e) Code of Ethics**

The East Harlem Scholars Academy Charter School (“the Corporation”) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Corporation Board and the East Harlem Scholars II’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the East Harlem Scholars II’s goals and objectives. The Corporation Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of the General Municipal Law and as required under Article 56 of the Education Law.

The Corporation Board, its officers and employees of the East Harlem Scholars II shall at all times comply with the letter and spirit of this following Code of Ethics. Trustees, officers and school employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Corporation Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics includes in its entirety the Conflict of Interest Policy attached hereto as Exhibit 1.

- 1. Management of the School.** The Corporation Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and By-laws. The Corporation Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Corporation Board’s ultimate jurisdiction.
- 2. Makeup of the Corporation Board.** Not more than forty-nine (49) percent of the Corporation Board may be comprised of: (a) People currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor (“School-Compensated Person”) or otherwise shall not generally be eligible to serve on the Corporation Board. The Corporation Board may, however, vote to approve Corporation Board membership for such a person so long as such service is consistent with the applicable provisions of the General Municipal Law; or (b) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any School-Compensated Person.
- 3. Representation before the Corporation Board.** A Trustee, officer or employee shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Corporation Board.
- 4. Representation before the Corporation Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Corporation Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
- 5. Participation in Corporation Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Corporation Board or any Corporation Board Committee, except that any Trustee shall recuse him or herself from the discussion and/or vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below);

- (b) a potential Conflict of Interest (as defined in the Conflict of Interest Policy in Exhibit A); or (c) indemnification of that Trustee uniquely
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Corporation Board, whether such information is deemed confidential or not.
  7. **Self-Dealing Transactions.** Neither members of the Corporation Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Corporation Board and in compliance with the Conflict of Interest Policy in Exhibit A. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Corporation Board’s general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Corporation Board in good faith and determined by the Corporation Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
  8. **Disclosure of Interest in Matters before the Corporation Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Corporation Board on any matter before the Corporation Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation Board’s interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Corporation Board. A person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
  9. **Not-for-Profit Disclosure.** Trustees, officers or employees representing an not -for-profit corporation proposing to do business with the School shall disclose to the Corporation Board the nature and extent of such business propositions.
  10. **Business Relationship with the School.** No director, trustee, officer or employee of a for-profit corporation having a business relationship with East Harlem Scholars II shall serve as a voting member of the Corporation Board for the duration of such business relationship, unless the business relationship qualifies under one of the exceptions to a Conflict of Interest set forth in Section 3(d) of the Conflict of Interest Policy in Exhibit A and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy in Exhibit A.
  11. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
  12. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
  13. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Corporation Board, appear before the Corporation Board or any panel or

- committee of the Corporation Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
14. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Corporation Board for the duration of such business relationship.
15. **Organizational Limit on Corporation Board Seats.** Trustees, officers or employees of any organization, with the exception of East Harlem Tutorial Program, shall hold no more than 40 percent of the total seats comprising the Corporation Board.
16. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Corporation Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Corporation Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Corporation Board minutes.
17. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
18. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall a Trustee, officer or employee accept or receive any single gift having a value of fifty dollars (\$50) or more, or gifts from the same source having a cumulative value of fifty dollars (\$50) or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Corporation Board their acceptance of any gift or privilege worth fifty dollars (\$50) or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next Corporation Board meeting following receipt of the gift.
19. **Political Contributions.** The Trustees, officers or employees of the School may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.
20. **Related Party Transactions.** The School has established requirements and procedures in its By-laws, its Code of Ethics and its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party shall recuse him or herself from the decision-making process.
21. **Penalties.** In addition to any penalty contained in any other provision of law, any person that knowingly and intentionally violates any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**EXHIBIT 1**  
**CONFLICT OF INTEREST POLICY**

1. **Purpose.** The purpose of this conflict of interest policy (the “Policy”) is to protect the interests of East Harlem Scholars Academy Charter School II (the “School”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, employee, trustee or director of the School or that might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations. In particular, this Policy is intended to comply with the General Municipal Law sections 800 through 806 and shall be interpreted in accordance with those provisions and anything contrary to those provisions herein shall be considered null and void (but only to the extent of any such contradictions).

2. **Definitions.**

(a) **Interested Person.** Any director, trustee, officer, employee or member of a committee with powers delegated by the East Harlem Scholars Academy Charter School education corporation (“Corporation”) Board of Trustees (“Board”), who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(b) **Interest.** A person has an “Interest” if the person has, directly or indirectly, through business, investment, or family (which includes that person’s spouse):

(i) an ownership or investment interest, directly or indirectly, in any entity with which the School has a transaction or arrangement,

(ii) a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

(iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(c) **Compensation.** “Compensation” is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial. Except as specified in Sections 3(b) and 3(e) of this Policy, an Interest is not necessarily a conflict of interest. Under Section 3(b), a person who has an Interest shall have a conflict of interest only if the Corporation Board or the appropriate committee determines that a conflict of interest exists.

3. **Procedures.**

(a) **Duty to Disclose.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Corporation Board as soon as he or she has knowledge of it and the Corporation Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Corporation Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Corporation Board minutes.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Corporation Board or designated committee while a determination is made as to whether a conflict of interest (“Conflict of Interest”) exists. For the avoidance of doubt, a Conflict of Interest exists with respect to any Interest when an Interested Person has the power or the duty to:

(i) negotiate, prepare, authorize or approve the transaction or arrangement, or authorize or approve payment under the transaction or arrangement;

(ii) audit bills or claims related to the transaction or arrangement; or

(iii) appoint a n officer o r employee who has any o f the powers or duties discussed i n clauses (i) or (ii) of this Section 3(b);

A Conflict of Interest also exists if the Treasurer of the School has an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School in which he or she is an officer or employee. Notwithstanding anything to the contrary in this Section 3(b), any transaction or arrangement described in Section 3(d) shall not be considered a Conflict of Interest. Notwithstanding anything to the contrary in this Policy, the Corporation Board shall not enter into, or knowingly remain a party to, any transaction or arrangement that constitutes a Conflict of Interest.

(c) Violations of the Conflict of Interest Policy. If the Corporation Board or committee has reasonable cause to believe an Interested Party has failed to disclose actual or possible Conflicts of Interest, it shall inform the Interested Party of the basis for such belief and afford the Interested Party an opportunity to explain the alleged failure to disclose. If, after hearing the Interested Party's response and after making further investigation as warranted by the circumstances, the Corporation Board or committee determines the Interested Party has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

(d) Exceptions to Conflicts of Interest. Notwithstanding anything to the contrary in this Policy, transactions or arrangements described in this Section 3(d) shall not be Conflicts of Interest, but shall be subject to the disclosure obligations set forth in Section 3(a):

(i) the designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the School except when the Treasurer, or his or her deputy or employee, has an interest in such bank or trust company;

(ii) a contract with a person, firm, corporation or association in which an Interested Person has a n Interest t hat is prohibited solely b y reason of employment as a n officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

(iii) the designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

(iv) the purchase b y the S chool of r eal p roperty or a n Interest t herein, provided t he purchase and the consideration therefore is approved by order of the supreme court upon petition of the Corporation Board;

(v) the acquisition of r eal pr operty or a n Interest t herein, t hrough condemnation proceedings according to law;

(vi) a contract with a membership corporation or other voluntary non-profit corporation or association;

(vii) the sale of lands and notes pursuant to Section 60.10 of the Local Finance Law;

(viii) a contract in which Interested Party has an Interest if such contract was entered into prior to the time he or she was elected or appointed to the position by virtue of which he or she is an Interested Party, but this does not authorize a renewal of any such contract;

(ix) employment o f a l licensed physician as school physician for the S chool upon authorization by a two-thirds vote of the Corporation Board;

(x) a contract with a corporation in which an Interested Person has an Interest by reason of stockholdings when less than 5% of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Interested Person;

(xi) a contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

(xii) a contract for the payment of a reasonable rental of a room or rooms owned or leased by an Interested Person when the same are used in the performance of his or her official duties and are so designated as an office;

(xiii) a contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

(xiv) a contract in which an Interested Person has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such Interested Person has an Interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars (\$750);

(xv) a contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an Interest, provided the member discloses such Interest to the council and the member does not vote on the contract.

(e) Express Prohibitions. Notwithstanding anything to the contrary in this Policy, there shall be a Conflict of Interest if an Interested Person:

(i) directly or indirectly solicits, accepts or receives any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part;

(ii) discloses confidential information acquired in the course of his or her official duties or uses such information to further his or her personal interests;

(iii) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she has the power to appoint any member, officer or employee; or

(iv) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any agency of his or her municipality whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

4. Records of Proceedings. The minutes of the Corporation Board and all committees with Corporation Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Corporation Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the actual or possible Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

##### 5. Compensation.

(a) A voting member of the Corporation Board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the Corporation Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

6. Annual Statements. Each director, Trustee, principal officer, and member of a committee with Corporation Board-delegated powers shall annually sign a statement that affirms such person: (a) has received a copy of this Policy and the School's Code of Ethics, (b) has read and understands this Policy and the School's Code of Ethics, (c) has agreed to comply with this Policy and the School's Code of Ethics, and (d) understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. Failure to receive a copy of this Policy and the School's Code of Ethics or failure to annually sign a statement that affirms such receipt shall have no effect on the duty of compliance with this Policy or the School's Code of Ethics or with compliance with Article 18, Section 800-806 of the New York General Municipal Law.

7. Periodic Reviews. To ensure that the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

8. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 7, the School may, but need not, use outside advisors. Any use of outside experts shall not relieve the Corporation Board of its responsibility to ensure that periodic reviews are conducted.

9. Penalties. Any contract willfully entered into by or with the School in which there is a prohibited interest is void and unenforceable. In addition, any Trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor. The law further authorizes, in addition to any penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended or removed from office or employment in the manner provided by law.

**15. Governance**  
**(f) Complaint Policy**

Any individual or group of individuals (hereinafter “the complainant”) may bring a complaint to the East Harlem Scholars Academy Charter School Education Corporation (“Corporation”) Board of Trustees (“Board”) alleging a violation of any law, including the Charter Schools Act, or of the East Harlem Scholars II charter (such a complaint is hereinafter referred to as a “formal complaint”)

East Harlem Scholars II will adopt the following Policies and Procedures related to formal complaints:

**EAST HARLEM SCHOLARS II COMPLAINT POLICY AND PROCEDURE**

A formal complaint involves an alleged violation of any law and/or of the School’s charter.

Examples of formal complaints are:

- Allegations of improper discipline of a special-education student (violates IDEA)
- Allegations of billing the wrong district for a student (violation of Charter Schools Act)
- Allegations of improper lottery procedures (violation of the School’s charter)
- Allegations of child abuse in the school (violation of New York State law)

**Procedures for filing a formal complaint**

All formal complaints from a complainant must be submitted in writing. If the complainant wishes, the complainant may pick up a complaint form in the school’s main office. The complaint should include:

- The nature of the violation
- The facts on which the statement is based
- The signature and contact information of the person filing the complaint
- If alleging violations with respect to a specific child, include:
  - The name and address of the residence of the child
  - A description of the nature of the problem of the child (the concerns that led the complainant to file the complaint), including the facts relating to the problem
  - A proposed resolution of the problem to the extent known and available at the time the person is filing the complaint

The complaint must be submitted to the East Harlem Scholars II school office manager who will date-stamp it and place in the mailbox of the Corporation Board.

**What to expect once a formal complaint has been filed**

1. All formal complaints will be reviewed by the Corporation Board through the East Harlem Scholars II Oversight Committee at the next public board meeting following the date of receipt of the complaint as long as the complaint is filed with a minimum of five business days for the Corporation Board to review it. Otherwise, the Corporation Board will review the complaint at its next Board meeting.
2. The Corporation Board must respond to the complaint in writing within 10 business days after the Board meeting.

**Upon resolution of a complaint, East Harlem Scholars II will provide the complainant with**

1. A written determination and any remedial action to be taken and the reasons for such determinations
2. A written notice informing the complainant of the complainant’s right to appeal the determination to SUNY, Charter Schools Institute if the complaint involves a violation of law or charter

3. A copy of the SUNY's grievance policies (as they are posted on the website of the Institute at <http://www.newyorkcharters.org/parentResources.htm#questions>).

### **The Formal Complaint Appeal Process**

If a complaint alleges violations of applicable New York State and/or Federal law, or the School's charter, the Corporation Board's response will be provided to the individual or group that presented the complaint, along with a copy of the current State University Charter School Institute's appeals process as published on its website ([www.newyorkcharters.org/parentResources.htm#questions](http://www.newyorkcharters.org/parentResources.htm#questions)).

In accordance with Education Law §2855(4), if after presentation of such a complaint to the Corporation Board, the individual or group determines that the Corporation Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York Board of Trustees through the Charter Schools Institute, which shall investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Corporation Board under their jurisdiction to effectuate the provisions applicable under Education Law.

East Harlem Scholars II also has policies and procedures relating to the handling of complaints that do not rise to the level of those delineating in Education Law §2855(4), hereinafter described as "informal complaints." East Harlem Scholars II policies and procedures related to the handling of informal complaints are described below. The existence of these policies, however, does not prevent a complainant from immediately pursuing the policy and procedures for formal complaints.

### **INFORMAL COMPLAINT POLICY AND PROCEDURE**

It will be the desire of the school to work closely with parents and students to resolve issues that are problematic for either party in a manner that is respectful and thoughtful and beneficial for both parties. It will be the hope of the school that issues that would fall in the category of 'informal complaints' be resolved quickly at the school level and are not handled by the school's Board of Trustees, unless the complaint involves the school's principal.

#### **Procedures for filing an Informal Complaint**

- Complaints on behalf of a child should be made as quickly as possible to the teacher. The complainant may submit the complaint in writing, orally, or via email to the teacher or person involved. The school directory will have a complete list of all email addresses.
- If the teacher does not resolve the issue to the complainant's satisfaction, the complainant may take the complaint to the Principal.
- If your complaint is about the Principal, the complainant should file the complaint in writing to the President of the Board of Trustees.

#### **What to expect once an informal complaint has been filed**

The complainant should expect a response within a reasonable amount of time. If the complainant does not get a response in a reasonable amount of time, the complainant may proceed to take the complaint to

the next level in the chain of command. If no action is taken at all, the complainant may proceed directly to the Board of Trustees, under what would be a violation of this policy, which is part of the School's charter.

**Upon resolution of your complaint, East Harlem Scholars II will provide you with**

The complainant will be provided with a response that includes the reason for the action taken, if any. Responses to informal complaints may take the form of oral or written communication. To the extent possible, the school will keep a written record of informal complaints.

**The Informal Complaint Appeal Process**

If a complainant is not satisfied with the resolution or action ultimately taken by the Principal, a teacher, staff member or administrator, he or she may appeal to the Board.

SUNY Charter Schools Institute does not handle appeals of informal complaints.

**CONFLICTS BETWEEN THE TWO CHARTER SCHOOLS GOVERNED BY THE EDUCATION CORPORATION**

There exists the possibility that a conflict may arise between the two charter schools governed by the Corporation Board. In such cases, the Corporation Board's Oversight Committee for each school will attempt to resolve the conflict at the Committee level. Should the resolution arrived at by the Oversight Committees not be satisfactory to either one or both of the two charter schools, the conflict will be addressed at the Corporation Board level.

**15. Governance**

**(g) Board Member Information**

# CURRICULUM VITAE

## JEFFREY R. GINSBURG

EAST HARLEM TUTORIAL PROGRAM  
2050 SECOND AVENUE  
NEW YORK, NY 10029  
212-831-0650

Redacted

### PROFILE SUMMARY

Jeff currently serves as Executive Director of East Harlem Tutorial Program (EHTP), a 52-year old nonprofit education program for over 500 students and their families. Jeff has an extensive background in nonprofit and for-profit management, as well as in education and urban policy.

Before his tenure at EHTP, Jeff spent five years in fundraising and program development at United Way of Massachusetts Bay. After working as Development Director for two years, he founded United Way's Math, Science & Technology initiative (*MSTi*), a statewide after-school program serving nearly 10,000 youth at 40+ after-school sites across Massachusetts. To establish *MSTi*, Jeff led a first of its kind public-private partnership with support from Boston Mayor Thomas Menino, the late Senator Kennedy, as well as for-profit and nonprofit executives from across the life sciences and healthcare sectors. As Founding Director of *MSTi*, he continues to serve on its advisory board.

Jeff received his Masters Degree in Public Policy from Harvard's Kennedy School of Government, where he studied urban education policy and nonprofit management while serving as a Founding Chair of the Dean's Committee on Public Service.

Jeff has previously held management positions in the for-profit web and telecommunication sectors, and has also recorded several albums as a singer/songwriter and pianist. Jeff has been a small group or one-one math and reading volunteer tutor for various students over the last 15 years.

### PROFESSIONAL AND MANAGEMENT EXPERIENCE

Redacted

Volunteer Tutor, 5<sup>th</sup> Grade Student

**Redacted**

|Redacted



**Redacted**

**Redacted**

**Redacted**

**Redacted**

## EDUCATION

Harvard University Kennedy School of Government

- Masters in Public Policy, 2008
  - Areas of Focus: Education, Public & Nonprofit Management
  - Appointed member, Center for Public Leadership Student Advisory Board
  - Founding Chair, Student Government Committee on Public Service

Trinity College

- B. A., Political Science, 2000



**Michael C. Brown**

*Partner, Director of Wealth Management*

Mike joined Dynasty Financial Partners from U.S. Trust, Bank of America/Merrill Lynch's Private Wealth Management division, where he served as a Managing Director and team leader focusing on banking, credit, investment management and trust and estate planning for the bank's ultra-high net worth clients. In 2009, Mike and his team were ranked #28 in the "Top 100 Financial Advisors" list by Barron's. A 30 year financial services industry veteran, Mike began his career as a financial consultant at Merrill Lynch, formed the Special Equity Transactions Group at Bear Stearns and was head of the domestic Private Bank for ING Barings. He is a graduate of Columbia University, where he received All-Ivy honors in football, and serves on the board of the Hope & Heroes Children's Cancer Fund at New York Presbyterian Hospital and the East Harlem Tutorial Program.

**Iris Chen**  
*President & CEO*

Iris has served as President & Chief Executive Officer of the "I Have A Dream" Foundation since June 2007, where she is charged with growing the organization's impact across the nation. Prior to this role, she served as Teach For America's New York City Executive Director, where she led a major expansion and grew the local corps from 250 to 1,000 teachers. Previously, she worked as a management consultant with McKinsey & Company.

Iris got her start in education as a 1990 charter corps member with Teach For America in New York City, where she taught fourth and fifth graders for three years at P.S. 307 in Brooklyn. After completing the Coro Fellows Program in 1994, Iris joined Teach For America's national staff, serving as Director of Public Affairs and then Vice President of Program, where from 1995-98 she led the recruitment, selection, training, and ongoing support of corps members nationwide.

Iris graduated from Yale University with a B.A. in East Asian Studies and earned her J.D./M.B.A. degree from Harvard University. She serves on the Board of Trustees of Achievement First-Bushwick Charter School, East Harlem Scholars Academy Charter School, and The Lincoln Fund, and on the advisory boards of Delaware Valley College, the William E. Macaulay Honors College at The City University of New York, Blue Engine, the New York Civil Rights Coalition, and Entrepreneurial Ventures in Education / Summer Advantage USA.

In her spare time, Iris likes to run marathons, cook, and entertain. She completed her first ultramarathon in the fall of 2007.

**Brian F. Gavin Biography**

**Brian F. Gavin** is Chief Operating Officer of BAAM and a Senior Managing Director of The Blackstone Group.

Mr. Gavin leads a cross-functional team charged with evaluating the operational and business risks of BAAM's underlying hedge fund managers. He is responsible for business management, administration, operations, and finance of BAAM, and for helping determine the strategic direction and growth of BAAM. He also serves on BAAM's Investment Committee.

Before joining Blackstone in 2002, Mr. Gavin was a Partner in Arthur Andersen's Hedge Fund Advisory and Capital Markets group.

Mr. Gavin received a BS in Accounting from New York University. He is a Certified Public Accountant.

Lili Lynton is Senior Vice President at the New York City Investment Fund, a not for profit investment fund which is the economic development division of the Partnership for NYC. Prior to joining NYCIF Lili partnered with New York chef Daniel Boulud, as co-founder and operating partner in The Dinex Group, a restaurant business that includes fourteen Boulud branded restaurants in NYC and around the world. Lili worked at Sanford C. Bernstein as a financial analyst in the financial services industry from 1988-92 and at Lehman Brothers as a financial analyst from 1983-85. Lili has been a trustee of the East Harlem Tutorial Program since 1995. Lili has an MBA from the Harvard Business School and a BA from Harvard College.

CARLOS M. MORALES

**Redacted**

## SUMMARY

**Senior Strategic Counsel** with extensive experience providing financial services organizations with solutions that further business objectives while satisfying legal and compliance requirements. Quickly develops a comprehensive grasp of complex businesses and the critical issues that cut across sectors. Adept working at the intersection of business and regulatory issues, often with cross border implications. Works toward the right strategic solution through understanding principles underlying applicable laws and regulations, weighing risk tolerance, interpreting market precedents, and incorporating culture and political sensitivities. Intellectually curious and driven to consistently expand his universe of knowledge and expertise. Expertise in Securities Exchange Act of 1934, Investment Advisers Act of 1940, Securities Act of 1933, FINRA Rules; experience in Investment Company Act of 1940, ERISA, Bank Holding Company Act .Extensive regulatory and compliance contacts.

## **PROFESSIONAL EXPERIENCE**

CARLOS M. MORALES

**Redacted**

## **EDUCATION**

**COLUMBIA UNIVERSITY**, School of Law, New York, NY  
Juris Doctor, 1979

**PRINCETON UNIVERSITY**, Woodrow Wilson School of Public and International Affairs, Princeton, NJ  
**Master of Public Administration**, 1979

**YALE UNIVERSITY, New Haven, CT**  
**Bachelor of Arts, Political Science and Latin American Studies, 1975**

## **INDUSTRY GROUPS**

Securities Industry Financial Markets Association

#### **Member, Compliance and Legal Society**

**Former member (and past Chair), General Counsel's Committee (formerly Federal Regulation Committee)**

**Former member:** International Committee

**Former member, Ad Hoc Committee on Financial Reform**

*Member, Board of Advisors, Securities and Exchange Commission Historical Society*  
*Member, Association of Securities and Exchange Commission Alumni*

## R&B ASSOCIATIONS

*Member, American Bar Association: Business and International Law Sections*

**Member:** New York City Bar Association

**Member, Puerto Rican Bar Association**

**Member, Puerto Rican Bar Association**

#### **OUTSIDE INTERESTS**

**Member, Board of Directors (past Chair) Hispanic Federation**

**Member, Board of Trustees, East Harlem Tutorial Program**

#### **LANGUAGES/ OTHER**

Fluent in Spanish

Admitted to the New York State Bar

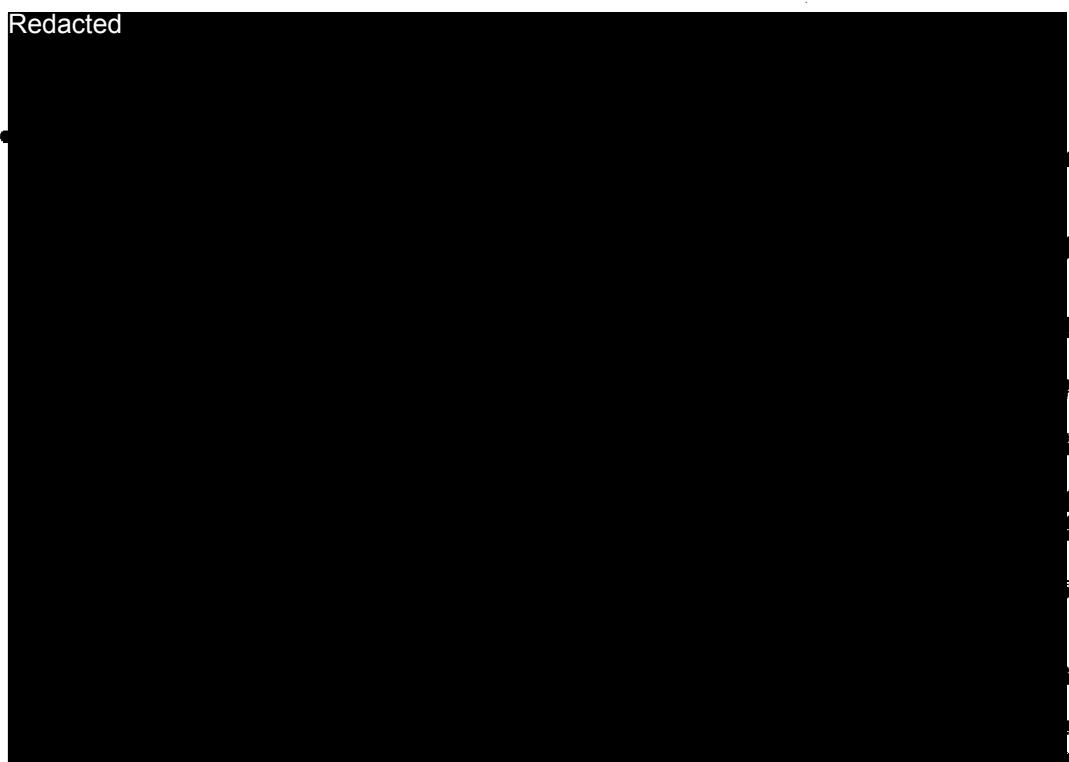
**CARLOS M. MORALES**

Redacted

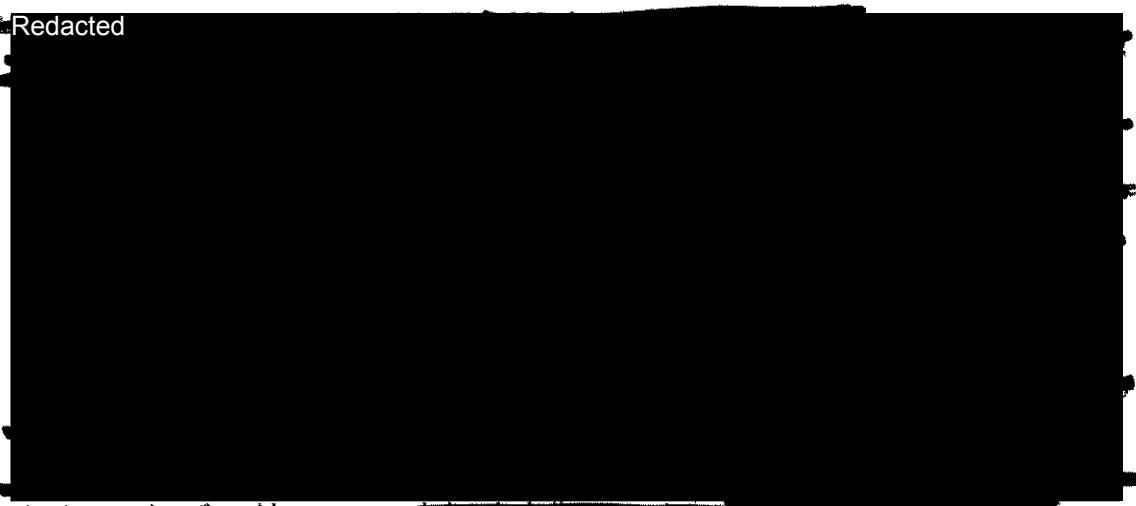
New York, New York 10024

**ADDENDUM**

Redacted



Redacted



• [REDACTED]  
• Carlos M. Morales, Addendum (continued)

[REDACTED] General Counsel for Sales and Marketing  
[REDACTED] [REDACTED]

- [REDACTED] Consolidated group of attorneys and paralegals that serviced the documentation needs for over the course of my employment. Established linkages to Credit Department, [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED]

My current employer as of April 2012 is [REDACTED] [REDACTED] [REDACTED] [REDACTED]

**Ilana Ruskay-Kidd**

Ilana Ruskay-Kidd is the Director of The Saul and Carole Zabar Nursery School at the JCC in Manhattan. She has been working at the JCC since 2001 and has been the Director of the school since 2006. Ilana was born and raised on the Upper West Side of Manhattan and now lives there with her husband and three children [REDACTED]

[REDACTED]  
Ilana received her BA from Harvard University and a Master's Degree in Education from Bank Street College. After being inspired and trained at Central Park East in Harlem, she became a co-founding teacher at the Ella Baker School, an alternative public school in Manhattan. She then went on to work as an Early Childhood Curriculum Consultant for the Children's Aid Society where she developed curricula with directors and teachers in day care, Head Start and private nursery school programs throughout the city.

At The JCC in Manhattan, Ilana began as Director of Young Families and then became Senior Director of Family Life, supervising programs serving families and children ages newborn-eighteen years old.

**Joan Solotar** is a Senior Managing Director in the Public Markets group.

Since joining Blackstone, Ms. Solotar has been responsible for managing Blackstone's relationships with its public investors, industry analysts and the general investment community. She also guides the firm on analyzing strategic development opportunities and advises Blackstone fund portfolio companies on their positioning in the public equity markets.

Before joining Blackstone in 2007, Ms. Solotar was with Banc of America Securities where she was a Managing Director and Head of Equity Research. She started her career in equity research at The First Boston Corporation and prior to joining Bank of America was part of the financial services team at Donaldson, Lufkin & Jenrette and later with CSFB as a Managing Director.

Ms. Solotar was ranked each year from 1995 to 2002 in the Brokers and Asset Management category on the Institutional Investor All-America Research Team, and consistently ranked highly in the Greenwich Survey of portfolio managers. She also served as Chairperson of the Research Committee for the Securities Industry Association in 2001-2002.

Ms. Solotar received a BS in Management Information Systems at the State University of New York at Albany and an MBA in Finance at NYU. She is currently on the Board of Directors of the East Harlem Tutorial Program.

# CURRICULUM VITAE

## Thomas L. Webber

New York, NY 10029

### Qualifications Summary

For nearly forty years, I have worked in a wide variety of educational programs serving students ranging in age from five to seventy. My jobs have included work with: high school drop-outs; foster care children; older students returning to school after years in the work force; Peace Corps volunteers in Honduras; and graduate level students seeking to become educational leaders. I have extensive experience as the Superintendent and Executive Director of a residential school for young people caught up in the foster care/juvenile justice system. I have also worked as a college dean and faculty member, as an elected school board member in New York City, and as the co-founder of a charter school in East Harlem. My primary area of interest and activity has been the special problems of inner city public schools programs and in creating effective services for underserved, inner-city youth and families. As a scholar, I have applied an interdisciplinary social scientific methodology to the study of both historical and present educational issues. In addition to being a teacher, administrator, school board member, and community activist, I have been a successful fund raiser (having raised over \$15 million for Edwin Gould Academy) and also a teacher trainer, evaluator, consultant, writer, and researcher.

### *Education*

**Teacher's College, Columbia University**  
Degree in Educational Administration  
Additional course work in History, Sociology  
and Anthropology

Ph.D., 1976  
M.Ed., 1973

**Harvard College**  
Government  
(Senior thesis was awarded a summa and was  
published by the Kennedy School of Government)

A.B., 1969

### *Employment*

Thomas L. Webber (page 2)

...the Center for Educational Leadership in the process of  
A 1-2-1 program which will be used to assist  
and develop the professional growth of  
teachers and the development of  
teacher leaders.

**REVIEW ARTICLE** | **REVIEW ARTICLE**

provided

**10** *Leucanthemum vulgare* L. (Asteraceae) (Fig. 10)

An application to the FBI Field Office for Criminal, my wife and I, and our son, and the services of the FBI Laboratory and supervision of the Bureau's Criminal Laboratory, was submitted by the young man in the case, and we were advised that the Bureau had been assisted in this matter.

[REDACTED] [REDACTED]

*...and the choice of a good building and*

*[Redacted]*

**SCHOOL** **THE PRACTICALLY**

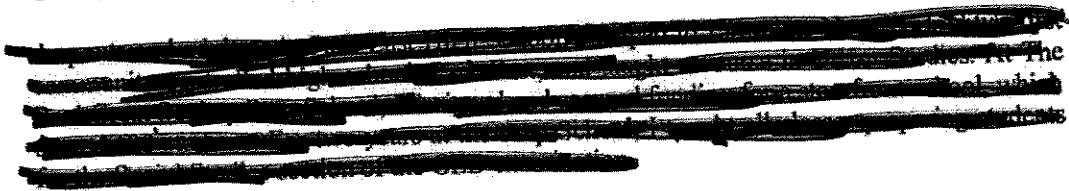
[REDACTED]

**Specimen** **Number** **Date** **Location** **Collector**

A wide-angle black and white photograph capturing a vast urban area. The scene is filled with a dense concentration of buildings of various heights and architectural styles, interspersed with a network of roads and green spaces. In the foreground, there's a mix of paved areas and some vegetation. The middle ground shows more extensive urban sprawl, while the background features a range of hills or mountains under a clear sky. The perspective is from a low angle, looking across the city towards the horizon.

Thomas L. Webber (page 3)

Thomas L. Webber (page 4)



*Publications*

**Books**

*Deep Like the Rivers: Education in the Slave Quarter Community, 1831 – 1865.* New York: W. W. Norton, 1978.

*Flying over 96<sup>th</sup> Street: Memoir of an East Harlem White Boy.* New York: Scribner, 2004

**Articles**

"Creating Caring Safe Schools" an insert in *Reclaiming Children and Youth: the Journal of Strength-based Intervention*, Volume 9, Number 4, Winter 2001

"Reforming the Educational Reform Debate," with Audrey C. Cohen, 1986.

"Developing a Needs Based In-service Training Program," editor, for the Office of Bilingual Education and Minority Language Affairs, 1982.

"Providing Assistance to Local Bilingual Programs Attempting to Develop a Needs Based In-service Training Program," editor, for the Office of Bilingual Education and Minority Language Affairs, 1982.

"A VISTA Training Manual," co-author, for ACTION, 1980.

"Becoming an Effective Trainer of Human Service Workers," distributed by the College for Human Services, 1978.

"The Real Great Society and the Reformers' War on Poverty," distributed by the John F. Kennedy School of Government, 1969.

Over fifty successful funding proposals, evaluations and Final Reports.

*Organizational Affiliations*

President, Board of Directors, Edwin Gould Academy

Member, Board of Directors, the East Harlem Tutorial Program

Co-Founder and Board Member, the East Harlem Tutorial Program Scholars'Academy

Member, Board of Trustees, Metropolitan College of New York

Founding Board member, Taller Boricua

Former elected Board member, NYC Local Community School Board #4, Manhattan

Former Board Member, Franklin Plaza Apartments

Former Board Member, the Fortune Society

Former Board Member, Community Advisory Board, Metropolitan Hospital

**Thomas L. Webber (page 5)**

***Miscellaneous***

I was a Harvard Club Scholar for four years as an undergraduate and received a Ford Foundation fellowship for three years of graduate study at Columbia Teacher's College under the Program for Educational Leadership. My doctoral dissertation at Columbia was runner-up for the Bancroft Award. *Deep Like the Rivers*, a study of African-American education under slavery, received excellent reviews from scholars including Eugene Genovese, Herbert Gutman and Lawrence Cremin. It was re-issued in a second paperback printing and has been translated into Japanese. *Flying over 96<sup>th</sup> Street* is a memoir of my childhood growing up in the public housing projects of East Harlem where my family was one of very few white families in El Barrio. For seven years from 1986 – 1993 I served as an elected member of the then Community School Board #4, East Harlem. During this time I was influential in hiring a new Community Superintendent as well as in helping the Board better define its role in the supervision of the fifty plus schools under its jurisdiction. I am a classically trained singer and have sung roles with the Amato Opera Company. In 1985 I ran unsuccessfully for the City Council and have remained active in local and city politics since then. I am conversant in Spanish and French. My wife of over forty years is an attending physician in Internal Medicine at Montefiore Hospital in the Bronx.

***Certification***

Permanent, New York State School District Administrator

**Request for Information from  
Prospective Charter School Trustee**

Please provide the following information.

**Background**

1. Name of Charter School for which you intend to serve as a trustee: *East Harlem Scholars*
2. Full name: *Jeffrey Ginsburg*  
Home Address: *My My 10024 Academy II*  
Business Name and Address: *EHTP, 2050 3rd Ave. My My 10029*  
Home telephone No.: *[REDACTED]*  
Work telephone No.: *[REDACTED]*  
E-mail address: *[REDACTED]*
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *East Harlem Scholars Academy*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

**Conflicts**

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *I am P.D. of EHTP, one of which some scholars board members sit on the*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, *I know many employees of board* and other schools, *one my professional role.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, *Social provider of* Prospective Services for Scholars II provide services *for Scholars I*

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not contact with a management company or charter management organization.
- I / we do not know any such persons.
- Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes. See prior responses
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would alert the full board of any concern, *I had. If I still think unaddressed, I would notify school attorneys as well as FVNY CSI.*
- Other *I had. If I still think unaddressed, I would notify school attorneys as well as FVNY CSI.*
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Jeffrey E. Fisher, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the East Harlem School Academy Charter School is true and correct in every respect.

[Redacted]  
[Redacted]  
Date

6/26/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy Charter School II
2. Full name: Michael C Brown  
Home Address: [REDACTED] New York, NY 10011  
Business Name and Address: Redacted [REDACTED]  
Redacted New York, NY 10019  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, Paramus Public Schools (NJ) 1985-2006.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, EHTP Board Members.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. XX I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. XX I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
XX Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A. XX I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A. XX I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family. XX Yes,  
EHTP Boardmember and EHTP is a partner in the Scholars Academy
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. XX None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.  
I would consult with our Executive Director and then reach out to counsel.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). XX I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

*Revised May 21, 2007*

### Certification

I, MICHAEL C. Brown, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the EAST HARLEM SCHOLARS Charter School is true and correct in every respect.

  
Signature

JUNE 11, 2012  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy Charter School II
2. Full name: Lili Lynton  
Home Address: [REDACTED] NY NY 10024  
Business Name and Address: Redacted [REDACTED] NY NY 10016  
Home telephone No. [REDACTED]  
Work telephone No. [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, East Harlem Tutorial Program.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me. Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I know those trustees who also serve on the board of EHTP as we have served together.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, I am a trustee of East Harlem Tutorial Program which is a partner of the proposed charter school.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. This would be serious breach of our conflict-of-interest policies and I would advocate suspending the trustee from the board and seek the advice of our legal counsel regarding what other actions to take.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Lili Lynton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the East Harlem Scholars Academy Charter School II Charter School is true and correct in every respect.

[REDACTED]  
Signature

[REDACTED]  
Date

June 15, 2012

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy II
2. Full name: Brian Francis Gavin  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED] NY NY 10154  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, East Harlem Scholars Academy I.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

- the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not contact with a management company or charter management organization.
- I / we do not know any such persons.
- Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would alert the Board in its entirety of my concern. If I believed that the Board did not address my concerns appropriately, I would bring my issue to the appropriate personnel at the State University of New York and I would notify the Board's attorneys.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, BRIAN GAVIN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the EAST HARLEM SCHOLARS Charter School is true and correct in every respect.

[Redacted]

Signature

6/18/12

Date

Academy II

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007.*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy Charter School II
2. Full name: Carlos m Morales  
Home Address: [REDACTED] New York, NY  
Business Name and Address: Banco Espírito Santo S.A., 320 Park Avenue ,29<sup>th</sup> Floor, New York, NY 10022  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, East Harlem Scholars Academy Charter School, East Harlem Tutorial Program, Hispanic Federation Inc..
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, x Through the East Harlem Tutorial Program.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Carlos M Morales, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the East Harlem Scholars Academy Charter School III is true and correct in every respect.

  
Signature

June 18, 2012  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy Charter School II
2. Full name: Ilana Ruskay-Kidd  
Home Address: [REDACTED], New York, NY 10024  
Business Name and Address: JCC in Manhattan, 334 Amsterdam Avenue, NY NY 10023  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to item 3, above).  Does not apply to me.  
 Yes, Kivunim.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, through my involvement as a Member of the board of East Harlem Scholars Academy I and through my role as secretary on that board..
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I work closely with the school staff in my capacity as member of the Board of Trustees for East Harlem Scholars Academy I.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, I am on the board of the East Harlem Scholars Academy but not East Harlem Tutorial Program.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would approach the board chair with my concerns and ensure that an appropriate investigation follows. If a complaint involves the board chair, I would approach the Treasurer or another member of the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. none

### Certification

I, Ilana Ruskay-Kidd, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the East Harlem Scholars Academy Charter School II Charter School is true and correct in every respect.

 Signature

6-12-12

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**Request for Information from  
Prospective Charter School Trustee**

Please provide the following information.

**Background**

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy
2. Full name: Thomas L. Webber  
Home Address: [REDACTED]  
Business Name and Address: Self-employed  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to item 3, above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

**Conflicts**

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, We have served together on the charter school board for the least year.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have gotten to know several of the school employees over the past year in my role as a school board member.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

*Revised May 21, 2007*

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, I am a member of the East Harlem Tutorial Program Board.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would immediately inform the President of the School Board, and, if appropriate, raise the issue at the next School Board meeting.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics)  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. none

### **Certification**

I, Thomas L. Webber, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the East Harlem Scholars Academy Charter School is true and correct in every respect.

[REDACTED]  
Signature

Date

6/15/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. East Harlem Scholars Academy Charter School II
2. Full name: Iris Y. Chen  
Home Address: [REDACTED], New York, NY 10025  
Business Name and Address: "I Have A Dream" Foundation, 330 Seventh Ave., 20<sup>th</sup> Floor, New York, NY 10001  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  Yes, Director, Achievement First Bushwick Charter School; Director, East Harlem Scholars Academy I; Director, The Lincoln Fund
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, as a member of the Board of Directors of East Harlem Scholars Academy I, I know other members of the Board of Directors.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes, as a member of the Board of Directors of East Harlem Scholars Academy I, I know school employees.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, as a member of the Board of Directors of East Harlem Scholars Academy I, I know other members of the Board of Directors.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not contact with a management company or charter management organization.
- I / we do not know any such persons.
- Yes, as a member of the Board of East Harlem Scholars Academy, I know the Trustees of East Harlem Tutorial Program which which we expect to establish an institutional relationship .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes.,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes.,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, please refer to question #5.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, any potential conflicts (e.g., service on the Board of another charter school) have been disclosed in prior questions.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would first gather more information, including by approaching the member(s) directly if appropriate. If self-dealing were established, I would

encourage the member(s) to cease and to notify the Executive Committee and Board Chair immediately. Even if not proven or acknowledged by the member(s), if there was a real likelihood of self-dealing I would notify the Board Chair and Executive Committee in writing, and if the Board leadership did not take appropriate action, I would notify the SUNY Charter Schools Institute in writing as well, and the school leadership as appropriate.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, IRIS Y. CHEN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the EAST HARLEM SCHOLARS Charter School is true and correct in every respect.

  
Signature

6/27/12  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee.  
*East Harlem Scholars Academy Charter School*
2. Full name: *Joan Solotar*  
Home Address: [REDACTED]  
Business Name and Address: Redacted  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *I serve on the Board of East Harlem Tutorial Program with others*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

*Revised May 21, 2007*

*In addition, I work with Brian Gavin.*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would immediately notify the appropriate supervisory organization.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

### Certification

I, Joan Solotar, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the \_\_\_\_\_ Charter School is true and correct in every respect.

  
Signature

  
Date

6/28/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## **16. Community Relations**

### **(a) Parent Relations**

**Describe how the school will involve parents in the education of their child and in the governance and operation of the school.**

Parental engagement is one of the hallmarks of East Harlem Scholars II's educational philosophy. East Harlem Scholars II views parents and families as integral partners in ensuring that the needs of each student are met. East Harlem Scholars II will draw on the expertise of East Harlem Tutorial Program, which has successfully promoted and facilitated meaningful parental involvement and lasting partnerships in supporting the growth of the children it serves for more than 50 years and of Scholars Academy I, which has had enormous success this year. East Harlem Scholars II will engage parents in the life of the school in a variety of East Harlem Tutorial Program's tried and true ways to ensure that all parents—including those who are hard-to-reach or reluctant to communicate with the School—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

The chief aims of its parental involvement initiatives are to:

- include parents and families as partners in helping the school address the educational and social needs of its students;
- facilitate ongoing communication with parents and families, and obtain feedback and direction from parents that will help the school promote their children's academic achievement and development; and to
- assist parents as they help their children be successful in school.

The Assistant Principal/Director of School Culture will be charged with facilitating the involvement of parents and families, and supporting their involvement in the following ways:

- a) Under the direction of the Assistant Principal/Director of School Culture, the School will coordinate and implement a series of "open house" events, including one or more events specifically aimed at orienting and supporting the families of newly admitted students. These events will be scheduled during the summer preceding the opening of the school and during the fall and spring of each year. During the summer events, school representatives will present the Student and Family Handbook and other information to parents and will seek to engage them in conversation about the school, their children's educational development and ways that the parents can become involved in the school. With respect to families that are unable or disinclined to schedule or participate in open house events, the school will reach out to them in other ways, including mailing the Student and Family Handbook and schedules of school activities to them, conducting follow-up telephone calls and including them in all mailings and communications over the course of the year.
- b) The School will recruit parents to serve on the school's Family Council, which will be involved in a variety of school activities, including fundraising events, field trips, and promotion of the East Harlem Scholars II throughout the community. The Family Council will also disseminate information from the school to parents and provide input and advice to the school's leadership and Trustees regarding issues of importance to parents. Participation in the Family Council is voluntary and open to all parents and legal guardians, and a parent need not formally belong.
- c) The School will also implement parent-teacher conferences for all parents three times each year.
- d) The School will host a number of family engagement events throughout the school year, including Family Literacy Night, Bingo Night, Math Games Night, Turkey Giveaway, Academic Showcases of Scholar Work, Potluck Dinners, Winter Spectacular, and Field Day.

- e) Parents will be informed frequently regarding the academic and behavioral progress of their children. They will also be encouraged to contact teachers, the Principal or other school staff directly to discuss their children's education.
- f) Parents will be able to communicate directly with their child's teachers, administrators and school support personnel in person by scheduling an appointment as well as by e-mail and by phone. All members of the School's staff will have a school e-mail account and a phone and/or voicemail box through which parents can reach them. During the initial year following approval of the charter, the School will establish appropriate policies and procedures to govern the use, maintenance and privacy/security considerations regarding e-mail and phone communication involving school personnel and parents.
- g) The School will maintain a website that provides information on important school matters that are of concern to parents, including the school calendar, testing dates, events, parent teacher meetings, etc. The website will also provide a means by which the Family Council can provide information to its members. In the event that the Family Council elects to create its own website, the School's website will include a link to the Family Council website. The School will also have a school community bulletin board placed prominently in the school on which important school events will be posted.

The ways in which parents will participate in the governance of the school include:

- a) The East Harlem Scholars II will establish the East Harlem Scholars II Family Council, comprised of parents and legal guardians of students enrolled in the school who wish to participate. The Family Council will be involved in a variety of school activities, including fundraising events, field trips, and promotion of the East Harlem Scholars II throughout the East Harlem community. The Family Council will also be involved in the governance of the School by having regular interaction with the Principal and Board of Trustees regarding policies and practices and by advising them on approaches for providing information to parents, and strategies for improving the staff interaction with parents
- b) From time to time, as the Board of Trustees or Principal requests, the Family Council will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the School. For example, committees may be formed to study and advise the Board on building expansion plans, budget issues, student recruitment activities, use of the school building, student discipline practices and/or other issues.
- c) The School intends to engage in collaborative planning and school improvement initiatives, including development of a School-wide Title I plan in the first year of the initial charter term. These planning and school improvement initiatives will include parents as committee members, and they will solicit the input and ideas of parents through surveys and/or other outreach activities.

**(b) District Relations**

**Describe any explicit support for the proposed school from the school district in which the school intends to be located and provide supporting evidence within the response and Also, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.**

CEC 4 has formally endorsed East Harlem Scholars II. The letter from CEC 4 is attached as part of *Response 16(d)-Evidence of Community Support*. East Harlem Scholars made a formal presentation to the CEC on June 13<sup>th</sup>. East Harlem Tutorial Program and East Harlem Academy Charter School have strong relationships with CEC 4. The original school received an official endorsement from CEC 4 during its application process as well. We will continue to work collaboratively and openly with the CEC.

**Describe any low-performing schools in the area in which 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.**

As discussed in *Response 01(a-c): Community Need*, the majority of traditional public schools are low-performing with a significant percentage of their students not meeting proficiency standards at any tested grade. According to the *2010-11 School District Report Card* only 37.8% of students across all tested grades met proficiency standards on the 2011 New York State ELA Assessment in CSD 4. Further, the achievement gap between ELLs, who make up 13% of this district, and their English proficient peers is striking. At each tested grade level, the percentage of English proficient students who met proficiency standards on the 2011 ELA test was *at least twice* the percentage of ELLs who met proficiency. By middle school years, the gap significantly widens and the performance of ELLs drops precipitously. In 2011, 5.1%, 7.7% and 2.9% of ELLs in Grades 6, 7 and 8 respectively received a Level 3 or 4 on the ELA exam. While performance on the 2011 New York State Math exam is significantly higher than that on the ELA exam with 65.7% of all tested students scoring at Level 3 or 4, there is a persistent achievement gap between the ELLs and English proficient students across all grade levels. The average percentage of ELLs who scored at proficiency in all tested grades was more than 20 percentage points lower than English proficient students.

East Harlem Scholars II looks forward to collaborating with neighboring public schools to share our mutual best practices. We are reluctant to assume at this stage as a new school we have all the answers for our counterparts that have been in the community for years. Such an approach to these schools would not be welcomed by their leadership. Instead, we hope we can ultimately develop a collegial relationship with our colleagues at both the leadership level and the teacher ranks.

Should East Harlem Scholars II be authorized, two charter schools will be operating under the auspices of the governing board of the education corporation East Harlem Scholars Academy Charter School. It is contemplated that there will be a “district” level leader, the East Harlem Scholars Academy Charter School Superintendent, with instructional oversight and support of the two school principals. The Superintendent will be tasked with reaching out to school leaders in CSD 4 to introduce them to both East Harlem Scholars schools in order to begin to build bridges between the two charter schools and their neighboring public school counterparts. It is our hope that we can begin collaboration at the school leader level and that eventually it will yield opportunities for teachers to collaborate with each other at the classroom level. There are significant benefits to gain from educators engaging in professional learning communities at the school level, we have no doubt that the children of East Harlem will benefit even more when educators can engage in this way across schools.

**(c) Community Relations**

**Describe any explicit support for this proposal from community stakeholders or others. Describe any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school, and explain any efforts the founding team has made to address or respond to their concerns. Indicate whether opposition to the school could impede its ability to successfully implement the school’s program and, if so, how the founding team and school intend to overcome those challenges.**

The East Harlem Scholars II has strong community support.

The founders of East Harlem Scholars II have conducted public meetings and events in which they informed community residents of their plans to establish a charter school and collected signatures on a

petition of support from parents of children who will be enrolling in kindergarten and 1<sup>st</sup> grade in 2013, along with signatures from other parents whose children may ultimately enroll in the School. The School's preliminary (i.e. pre-charter approval) outreach efforts have demonstrated that there is sufficient interest on the part of parents of students who may enroll in the school in 2011 to meet its first-year enrollment capacity. Thus far, the School has collected 85 signatures from parents of children who will enroll in kindergarten in 2013 and 55 signatures from parents of children who will enroll in 1<sup>st</sup> grade in 2013. The School has also collected 33 signatures from parents of children who will be less-than-kindergarten age in 2013 and would therefore be eligible to enroll during the initial charter school. The petitions are contained in response to *Response 17(c)-Evidence of Student Demand*.

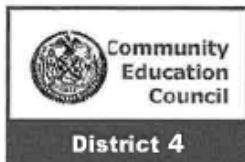
As described in response to *Response 3(a-d)-Proposal History*, East Harlem Scholars II engaged in a comprehensive community outreach plan to inform the community and seek their input and feedback regarding the plans to develop the charter school and its educational and operational model. There was no explicit opposition expressed at any of these forums.

Representatives from East Harlem Scholars II have made presentations before CEC 4 and CB 11 Education Committee and full Committee. CEC 4 has formally endorsed the establishment of East Harlem Scholars II. We expect to receive the endorsement of CB 11 as well.

Provided in *Response 16(d)-Evidence of Community Support* are two support letters from Harlem RBI and Union Settlement, two important community-based organizations serving the East Harlem community as well as the CEC 4 Letter of Support.

**Response 16(d)****Evidence of Community Support**

The following letters from the CEC 4, Harlem RBI and Union Settlement, two important community-based organizations in the East Harlem community follow.



**Community Education Council for District 4**  
319 East 117<sup>th</sup> Street, Room 402, New York, NY 10035  
Tel. (212) 831-4707 Fax: (212) 348-4717  
[cec4@schools.nyc.gov](mailto:cec4@schools.nyc.gov)



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President

Margarita Martinez  
1<sup>st</sup> Vice President

James W. Thomas  
2<sup>nd</sup> Vice President

Lynn Sánchez  
Recording Secretary

Marie Hines  
Treasurer

Council Members:  
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Elander Foxe  
Jose Grajales-BPA  
Ronald A. Prattis

*Luz Cortazzo*  
District 4 Community Superintendent

June 21, 2012

Trustees of the State University of New York  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To the Trustees of the State University of New York:

I am writing to express my support of East Harlem Scholars Academy Charter School II.

As a council, CEC4 recognizes the hard work and dedication East Harlem Tutorial Program (EHTP) has devoted to our community. We gave our support for EHTP's decision to open their first Charter School, East Harlem Scholars Academy in District 4, which during its founding year has already had a tremendously positive impact on the children it serves. As EHTP continues to expand their educational opportunities for the children of East Harlem to meet the needs of their community, we fully support their decision to open a second Charter School, East Harlem Scholars Academy II, in District 4.

EHTP has served the East Harlem community for many years providing support to our schools and after school education to our children while engaging their parents and caregivers. Many families and schools in our community have benefited from EHTP's services; they have provided the resources needed to access opportunity for academic, social and career advancements to children 5-21 years of age.

As stated above, CEC4 supports EHTP in their efforts to open East Harlem Scholars Academy II in District 4. If you have any questions or concerns please feel free to contact the CEC4 office at the above number and/or email address.

Respectfully,

A handwritten signature in black ink, appearing to read "Hector R. Nazario".

Hector R. Nazario

President

Community Education Council for District 4

319 East 117th Street, Rm. 402

New York, NY 10035

Email: [cec4@schools.nyc.gov](mailto:cec4@schools.nyc.gov)



June 21, 2012

Trustees of the State University of New York  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To the Trustees of the State University of New York:

I am writing to express my support of East Harlem Tutorial Program's proposed East Harlem Scholars Academy Charter School II.

For more than 50 years, East Harlem Tutorial Program (EHTP) has been a vital asset to the East Harlem community, transforming the lives of children and families across generations. EHTP programs cultivate academic growth, independence, personal responsibility and civic involvement in its participants and program alumni become self-sufficient and productive members of the community.

As the Executive Director of Harlem RBI, a 21-year-old non-profit organization that provides more than 1,200 New York City youth with comprehensive out-of-school-time services, I supported EHTP's founding charter school, East Harlem Scholars Academy, and believe a second EHTP charter school will allow the organization to continue to fulfill its mission in preparing children for academic and life achievements.

Harlem RBI is a community-based youth development organization also located in East Harlem. Our mission is to provide inner-city youth with opportunities to play, learn and grow. Harlem RBI uses the power of teams to coach, teach and inspire youth to recognize their potential and realize their dreams. East Harlem currently has one of the highest rates of poverty and high school drop out rates in Manhattan. Less than half of all elementary school students meet the New York State and New York City reading standards. In order to change this persistent trend of poverty in our community, Harlem RBI understands the importance of a high-quality education for families to overcome these challenges.

EHTP is a proven leader in our field. The organization is committed to working with children and families to raise and achieve high academic standards. Its student-centered approach recognizes and celebrates student differences, learning styles, abilities, cultural backgrounds and life experiences. The organization's ability to engage parents as partners is another contributing factor in its success. East Harlem Scholars Academy Charter School II will be an invaluable resource in our community.

Harlem RBI is glad to provide this letter of support for EHTP's East Harlem Scholars Academy II as a partner in serving the East Harlem community. We look forward to continue working together to provide the best possible education for the children of East Harlem.

Sincerely,

A handwritten signature in black ink, appearing to read "RICHARD BERLIN".

Richard Berlin  
Executive Director

**UNION  
SETTLEMENT  
ASSOCIATION**  
CREATING OPPORTUNITY IN EAST HARLEM

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*Executive Director*

June 27, 2012

Trustees of the State University of New York  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To the Trustees of the State University of New York:

I am writing on behalf of Union Settlement Association in support of the charter school application of East Harlem Scholars Academy Charter School II.

I strongly believe that East Harlem Scholars Academy Charter School II will improve the quality of education for students in East Harlem. East Harlem Tutorial Program (EHTP) has over 50 years of experience providing high quality out-of-school instructional programs to students at-risk of academic failure in their community, including founding the East Harlem Scholars Academy Charter School. EHTP continues to help students develop proficiencies in core academic subjects and prepares them for academic success today and as they look forward to their futures in college and in life.

It seems a natural evolution that EHTP would seek to replicate the highly successful model of their founding charter school, East Harlem Scholars Academy, by providing the East Harlem community with another quality full-day charter school program. Like its sister school, East Harlem Scholars Academy Charter School II will offer extended day and summer programming, and an array of tutoring and academic supports. Based on their existing charter school and out-of-school programs and philosophies, East Harlem Scholars Academy Charter School II will allow EHTP to continue to build on their strengths and provide an even higher level of opportunities for student success in East Harlem.

Union Settlement and EHTP are among a very small group of organizations which have served East Harlem families for decades. We have a history of partnership and support, and a shared mission of helping East Harlem families find better education and social services in order to fundamentally improve their lives. I am very familiar with the work of EHTP, and I am very impressed by their outstanding record of success, over more than 50 years, in establishing successful educational initiatives for children and youth in East

Harlem. It is my belief that the support, resources and expertise that EHTP will provide as it helps develop and partner with East Harlem Scholars Academy Charter School II will contribute greatly to its success.

EHTP's approach to learning, and East Harlem Scholars Academy Charter School II's planned approach, encompass not just the child but also the family. Research continues to prove that students succeed academically when the whole family is involved. This is one of the many reasons I support East Harlem Scholars Academy Charter School II. I know it will provide a nurturing environment where students will continue to take pride in themselves, their families and their communities.

For these reasons, I am pleased to endorse East Harlem Scholars Academy Charter School II, and I look forward to supporting and working with the school's Board of Trustees and educational leadership team as they help East Harlem's children to succeed.

Sincerely,



David Nocenti  
Executive Director

**17. Student Demand, Recruitment and Retention**

**(a) General Student Population**

**Describe the student demand for the school that would allow the school to meet the intended enrollment figures.**

There is more than sufficient student demand for East Harlem Scholars II to meet its intended enrollment figures. Representatives from East Harlem Scholars II went out into the community to collect parent signatures from parents whose children would be age-eligible to attend the school in the year it would open as well as subsequent years. The petitions revealed the following data:

- We received 85 signatures from parents whose children would be eligible to attend K in 2013
- We received 55 signatures from parents whose children would be eligible to attend Grade 1 in 2013
- We received 34 signatures from parents whose children would be eligible to attend the school in later years.

We also sought to secure the waitlist data from other elementary charter schools in the area. However, after multiple attempts to get the data, only Dream Charter School provided us with their waitlist data of students who reside in CSD 4 (there are additional students on the waitlist who reside outside of CSD 4). It is the following:

Dream Charter School 2012 Waitlist Data

Grade K	176
Grade 1	40
Grade 2	33
Grade 3	49
Grade 4	47
Grade 5	26

This demand mirrors the experience of East Scholars I which received 243 applications for students in Grade K this year. The 2012 lottery resulted in 68 students on the Grade 1 waitlist and 48 students on the Grade 2 waitlist.

While Success Academy #3 did not respond to our request, there are numerous media articles that have discussed the fact that there is overwhelming demand for seats in their charter schools.

The demand for charter school seats clearly out numbers the supply. Dream Charter School's waitlist data also support our plans to backfill grades even up to Grade 5 as there were 26 students vying for openings at that Grade even though it is currently the terminal grade at the school.

Finally, East Harlem Scholars II has the support of CEC 4 and New York Assemblyman Robert Rodriguez who represents our district. CEC 4 has given East Harlem Scholars II leadership a strong verbal commitment that they will formally endorse our proposed school. Assemblyman Rodriguez' support letter has not arrived in time for this submission, but should our application continue along in the review process, we will produce it at the appropriate time.

**(b) Target Populations**

**Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English language learners,**

**and students who are eligible to participate in the federal free and reduced-price lunch program. The response should address:**

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**

In order to successfully meet enrollment targets for ELLs, poverty-level children and children with special needs, East Harlem Scholars II will undertake the measures below, among others, to recruit student applicants with special consideration for parents of whose children represent these special populations. The School will also provide translation services, as necessary and practical, for all promotional materials and any person-to-person interaction requiring a foreign language translation. Generally, the outreach plan includes:

- (1) Posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes;
- (2) Conducting open houses at appropriate locations throughout the community, including after-school programs, youth centers and community-based organizations serving youth and families in East Harlem;
- (3) Leveraging the relationships and network of contacts of the Applicant Team and the East Harlem Tutorial Program;
- (4) Creating press releases and engaging in outreach to relevant media outlets including, as appropriate, minority and foreign language media; and
- (5) Canvassing neighborhoods in East Harlem to further reach interested families.

East Harlem Scholars II has the capacity to undertake an extensive student outreach plan to ensure that a broad range of families in East Harlem are informed each year about the charter school and apply to enroll their age-eligible children. In particular, the Board of the Education Corporation East Harlem Scholars Academy Charter School has tremendous connections and visibility in East Harlem, as does the East Harlem Tutorial Program, which has served the community for more than half a century. The School intends to target much of its recruitment effort to reaching families in the NYCHA public housing buildings in lower East Harlem through door to door canvassing. Such recruitment will ensure that the School enrolls a substantial percentage of students who are economically disadvantaged, as well as a percentage of ELL students and students with disabilities that is at least comparable to that of CSD 4.

The outreach plan is comprised of an intensive, targeted and ongoing community information strategy, conducted by the Board, School Leadership and the East Harlem Tutorial Program, to: a) build widespread community awareness about East Harlem Scholars II; b) demonstrate to parents and youth in the community the importance of education and the critical role of parental involvement and decision-making in the academic achievement and outcomes of children; and c) inform parents and youth about East Harlem Scholars II's curriculum and academic model.

Specifically, East Harlem Scholars II will implement a comprehensive and ongoing campaign to build and sustain awareness of the School among parents and community-based influencers (e.g. community-based organizations, elected officials, relevant public agencies, etc.). East Harlem Scholars II will hold numerous events throughout each year to inform parents and community residents about the School, its curriculum and its lottery. These events will be held at East Harlem Scholars II site, when secured, as well as at the East Harlem Tutorial Program's headquarters and at other sites throughout CSD 4 to ensure that the widest possible audience of parents and community members is reached. The School's leaders will also talk with and disseminate written information about East Harlem Scholars II's programs to representatives of community-based organizations, elected officials, leaders of faith

communities and others to leverage their networks and relationships and expand community awareness of the school.

East Harlem Scholars II will implement a media campaign. Its website will convey information about the School, its curriculum and its events and activities. The outreach activities and materials will stress the following: a ) East Harlem Scholars II's commitment to educational excellence, strong academic focus, rigorous curriculum and instructional staff, as well as its relationship with the East Harlem Tutorial Program; b ) the extended day program; and c ) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help students achieve including a CTT model, ESL instructional supports and Reading Specialists.

East Harlem Scholars II will also engage in specific outreach to families with children who are identified as special education and/or ELL students by: (1) reaching out to community-based organizations that serve populations whose language and ethnic diversity reflect the communities the School will serve, (2) translating documents and materials into other languages spoken in the communities that the School will serve, (3) leveraging the community-based contacts of the education corporation Board and East Harlem Tutorial Program to reach into various language minority communities as well as community organizations and agencies that provide services to families of children with disabilities, and (4) advertising in local community newspapers with descriptions of how East Harlem Scholars II is a special education-friendly and ELL- friendly school environment. The responsible staff person at East Harlem Scholars II who will oversee the communications will be the Principal. The Board of Trustees will assist the Principal in his/her efforts, as needed.

Upon approval, East Harlem Scholars II will design and commence implementation of the following short-term and long-term outreach initiatives:

- (1) **Short-term outreach** during the start-up period to parents of potential students for the first year of East Harlem Scholars II and to community-based influencers ( e.g. community-based organizations, elected officials, relevant public agencies, etc.); and
- (2) **Long-term on going communication** with those residing in East Harlem—i.e. the School's leadership will implement a comprehensive and ongoing campaign to build and sustain awareness of the School among parents and community-based influencers.

In implementing these outreach initiatives the School will utilize multiple means of communication, including: a) advertisements and articles in local newspapers; b) the School's website, once established; c) dissemination via formal and informal delivery systems of information to community leaders and influencers, including representatives of community-based organizations, elected officials and others.

In addition, in its outreach and communication with parents, East Harlem Scholars II will seek to promote and emphasize the importance of education and parental engagement in the academic and social development of their children. East Harlem Scholars II's founders recognize that many parents and family members of prospective students, especially those from poverty or immigrant backgrounds, may have limited experience with the educational process and limited access to information about educational options for their children. Parents who might have low levels of educational attainment and/or little understanding of what happens in their children's schools are less likely than others to be involved in their children's education<sup>1</sup> and, by extension, to make knowledgeable decisions regarding

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<sup>1</sup> Delgado-Gaitan, C. (1990). Literacy for empowerment: The role of parents in children's education. New York: The Falmer Press

educational options—including selection of charter schools—for their children. East Harlem Scholars II will leverage its relationships and activities with community-based organizations and community leaders to reach a broad and diverse group of parents and, as part of its awareness-building initiatives, will connect with parents and inform them about the critical importance of being engaged and proactive in decision-making about their children's educational experiences. Concurrently, parents will be informed about East Harlem Scholars II's academic program and encouraged to apply for their children to be admitted to the School.

- **Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and**

To increase the likelihood that East Harlem Scholars II will reach its enrollment targets specifically for ELLs, East Harlem Scholars II like its sister school will have an admissions preference for ELLs. This is described in more detail in *Response 17(d)-Admissions Policy*. In short, operationally the preference would work as follows:

East Harlem Scholars II will use the preferences to divide the applicants into four groups:

- Group 1 – All ELL applicants for a grade level who reside in CSD 4
- Group 2 – All ELL applicants for a grade level who reside outside of CSD 4
- Group 3 – All applicants for a grade level who reside in CSD 4, plus any remaining applicants from Group 1.
- Group 4 – All applicants for a grade level who reside outside of CSD 4 plus any remaining applicants from Groups 1, 2, or 3.

The preferences will be applied by conducting the lottery in rounds:

All applicants from group 1, group 2, group 3, and group 4 will be entered into a random selection process with each group given different odds for admission based on their preferences.

- a. Applicants from group 1 will have preference until the school's minimum of 20% ELL has been satisfied.
- b. Applicants from group 2 will have preference over groups 3 and 4 if the school's minimum 20% of ELL students has NOT been satisfied.
- c. Then, Group 3 has preference with no limit other than the available number of spots in that grade level.
- d. Finally, Group 4 will fill any remaining spots.

- **A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored. Be sure to clearly delineate how the school would address each individual sub-group.**

As described in greater detail in *Response 8(a-d)-Specific Populations*, East Harlem Scholars II will have comprehensive instructional supports in place to meet the needs of ELLs, poverty-level students and students with disabilities that will ensure their retention in the school.

First and foremost for all special populations, the overarching GRR instructional model is ideal to differentiate instruction in a heterogeneous classroom of students. Intrinsic to GRR is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, scaffolding through partnerships, intensive support of the second teacher in the room are all components of our comprehensive RTI package. Enhancing the GRR

model is the School's co-teaching model where two certified teachers are present in the classroom during core curriculum instruction (including a Collaborative Team Teaching model on every grade level).

#### Special Education Students

Specifically, East Harlem Scholars II will have appropriately certified special education staff to support its special education program, including a special education coordinator, at least one special education teacher on each grade level and school social worker. East Harlem Scholars II will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response.

East Harlem Scholars II special education model is one of inclusion. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. East Harlem Scholars II intends to directly provide the following services that may be required by a student's IEP: resource room and Collaborative Team Teaching (CTT) within a particular grade. East Harlem Scholars II will have a full time social worker for those students whose IEP requires counseling services.

#### ELLs

East Harlem Scholars II will have one ELL teacher for Grades K-2 and one ELL teacher for the Grade 3-5 span to provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. The School will also have a Reading Specialist who will work with ELLs and other struggling students in their reading skills and oral language development. The approach that the ELL teacher will use in conjunction with the classroom teacher is one of *sheltered instruction*. We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL teacher, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the elementary grades.

The ELL teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. The ELL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.<sup>2</sup>

#### Title I Students (Poverty Level)

Academic intervention for poverty level students will include supports described previously as well as a designated Reading Specialist will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs. The Principal will serve as the Title I coordinator for all struggling (at-risk) students and will oversee the implementation of the academic intervention programs targeting this population of students, including:

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<sup>2</sup> Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

1. *Implementation and documentation of academic intervention services by classroom teachers and the designated reading specialists. Examples of intervention services by classroom teachers and the reading specialists are:* (a) Extra small group Guided Reading sessions to develop reading comprehension; (b) The Reading Specialist's (and all teachers') use of research-based reading intervention programs and/or strategies for students designated as Title I and in need of academic intervention and remediation; (c) Supplemental utilization of reading material leveled to specific students and matched closely to individual's interests; (d) Individualized or small group instruction focused on Title I student strengths providing development of areas such as background knowledge, vocabulary development, and/or oral language skills; (e) Extra small group mathematics support to develop and/or strengthen Number Sense and Operations; (f) Creation of supplemental specialized mathematics 'station' for targeted practice to promote development of specific skill or strategy; (g) Utilization of supplemental manipulatives to support identified deficiencies; and (h) Supplemental one-to-one instruction, including through the use of technology, to provide drill and practice of basic mathematics facts
2. *Intervention and documentation by the Social Worker to support family participation in promotion of academic growth of student. Examples of supplemental intervention services by the Social Worker are:* (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of a t-home "work space" and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

#### Evaluating the Efficacy of Intervention Efforts

East Harlem Scholars II will have in place a process for continued program assessment. A system called "Monitoring for Results" will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice<sup>3</sup> that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Monitoring for Results Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis, including these special populations. This process will inform the efficacy of our educational program in meeting the needs of these at-risk populations. Based on data from this process, adjustments may be made to increase efficacy of our model.

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<sup>3</sup> Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

The application to establish East Harlem Scholars Academy Charter School II included 53 pages of petitions containing approximately 265 signatures in total. Due to technical difficulties in redacting, the page below was included here by the Institute to represent those pages. If you would like to see all petitions, contact the Institute at: 518/433-8277.

**PETITION IN SUPPORT OF EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II**

On July 2, 2012, East Harlem Scholars Academy Charter School II will submit an application to the Charter Schools Institute of the State University of New York for a charter to open its doors in Community School District (CSD) 4 in Manhattan. If approved, the School would open in September, 2013 and serve children in kindergarten and first grade that year. The School will eventually grow to serve K-5<sup>th</sup> grade in its first five years. If you have a child who was born in 2007 or 2008, your child will be eligible to attend East Harlem Scholars Academy Charter School II in September 2013 when the school opens!

East Harlem Scholars Academy Charter School II assures signers of this petition that their names and addresses will NOT be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in Community School District 4 in Manhattan and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Name	Signature	Home Street Address/Zip Code	Please indicate CSD if known	List Year(s) of birth of your child(ren)
Benita Vazquez	[REDACTED]	[REDACTED] 10029	[REDACTED]	[REDACTED]
Ashley Rivera	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Iris Castro	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Davina Mayweather	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Stephanie Williams	[REDACTED]	[REDACTED]	4	[REDACTED]
Taina Torres	[REDACTED]	[REDACTED]	4	[REDACTED]
Linda Zan	[REDACTED]	NEW YORK 10029	4	[REDACTED]
Stephanie G.	[REDACTED]	NY NY 10029	4	[REDACTED]
Mindy d	[REDACTED]	NY NY 10029	4	[REDACTED]

**PETITION IN SUPPORT OF EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II**

**17(d)**

**Admissions Policy**

**Describe the admissions policy for the school including any at-risk designations and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act.**

**Student Recruitment**

East Harlem Scholars II will conduct extensive local community outreach to solicit applications from prospective students entering lottery-eligible grades. As a public charter school, East Harlem Scholars II is open to children who are eligible for admission to a public school under New York State law. Additionally, East Harlem Scholars II will follow all applicable state and federal laws in admitting students.

East Harlem Scholars II will conduct a blind admissions process requesting only basic data from parents about prospective students. East Harlem Scholars II does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

**Open Admissions Only to Designated Grades**

Each year, the school will open admissions for each grade it will have in operation. Prospective students must submit an application ("lottery application") to be eligible for admission. If the school receives more lottery applications than the school has seats available for that grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade. After the seats are filled, the blind lottery continues to assign every applicant a number on the waiting list.

**Qualifications**

- Kindergarten applicants must turn five years old on or before December 31<sup>st</sup> of the year in which they matriculate; and
- All applicants must submit a completed and valid application by the April 1<sup>st</sup> admissions deadline

**Automatic Preferences**

Automatic preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and
- Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list policy below.

*Provisions related to Automatic Preferences*

Given that East Harlem Scholars II is the second school operating under East Harlem Scholars Academy Charter School education corporation, East Harlem Scholars II has the ability to allow returning students and sibling applicants of existing students to move more fluidly between East Harlem Scholars Academy Charter School and East Harlem Scholars II (East Harlem Scholars Academy Charter School likewise has the same ability).

### Returning Students

As it relates to returning students, returning East Harlem Scholars II students may have the option to enroll in East Harlem Scholars Academy and vice versa, if there is space available at the desired school and the reason for the change is a “compelling” one. The education corporation defines a reason as “compelling” if it fits any one or more of the following criteria:

- A student has moved and travel to his current school location has been demonstrated to be more onerous than would be travel to the other school’s location.
- A student’s educational needs would be better served at the other school location (i.e. one school has an educational setting not available in the other school).
- There are personal or physical circumstances regarding a student and his or her family that school administrators, the student and his or her family concurs would be alleviated by securing a placement in the other school the next school year (i.e. a child with a physical disability requiring handicapped accessibility available at one school and not the other).

If any of these criteria is met and there will be space in the other school in the following school year at the grade level of the student, the returning student will have an automatic preference for that seat in the school.

So that each school is able to plan accordingly for new admissions, beginning January 1 of each year both schools will contact the parents of students currently enrolled and require them to confirm their intention for the student to remain in their current school the next year or to enroll in the other charter school under the education corporation because of one of the compelling reasons described above. Multiple attempts will be made to reach parents regarding their respective decision to re-enroll their children and the nature of their re-enrollment. Parents will be given a reasonable amount of time to re-enroll their child in either their existing school or the other school under the education corporation before it is determined that they do not intend to return in any capacity and their seat is made available to a new student for the next academic year.

### Siblings of Existing Students

Since both charter schools are operating under the same education corporation, parents can exercise the sibling preference by having the choice to enroll the sibling applicant in one or the other school, and are not bound to select the school in which the sibling student is attending. Parents of existing students will be able to indicate on the admissions application into which school they are seeking to enroll the sibling applicant. Sibling applicants will have an automatic preference to the school of their choice provided there is an available seat in the school in the grade level at which the sibling will enter.

As required by the Charter Schools Institute, East Harlem Scholars will track this information, noting which students took advantage of these provisions available for returning students and sibling applicants.

### **Selection**

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will have a certain number of entries in the lottery, based on the admission criteria preference described below. Siblings applying to the lottery where no sibling already attends the school will share all entries; if their entry is selected the siblings will occupy the next available spots on the list in alphabetical order by first name. Entries will be selected at random until all currently available

spots are filled. The remaining entries will be sorted in the same random manner to create the waiting list in each grade. The waiting list will be used to fill empty spaces as necessary.

### **Additional Preferences**

East Harlem Scholars II will give an admissions preference to students who reside in New York City Department of Education designated Community School District number 4 (“CSD 4”) in which the school is physically located.

East Harlem Scholars II will also grant admissions criteria preference for English Language Learners “ELL”; defined as students whose families self-report “yes” on the following application questions:

1. Does your child mainly speak a language other than English?
2. In your home, do you mainly speak a language other than English?
3. Has your child’s school told you your child is an English Language Learner?

East Harlem Scholars II will use the preferences to divide the applicants into four groups:

- Group 1 – All ELL applicants for a grade level who reside in CSD 4
- Group 2 – All ELL applicants for a grade level who reside outside of CSD 4
- Group 3 – All applicants for a grade level who reside in CSD 4, plus any remaining applicants from Group 1.
- Group 4 – All applicants for a grade level who reside outside of CSD 4 plus any remaining applicants from Groups 1, 2, or 3.

The preferences will be applied by conducting the lottery in rounds:

All applicants from group 1, group 2, group 3, and group 4 will be entered into a random selection process with each group given different odds for admission based on their preferences.

- a. Applicants from group 1 will have preference until the school’s minimum of 20% ELL has been satisfied.
- b. Applicants from group 2 will have preference over groups 3 and 4 if the school’s minimum 20% of ELL students has NOT been satisfied.
- c. Then, Group 3 has preference with no limit other than the available number of spots in that grade level.
- d. Finally, Group 4 will fill any remaining spots.

To ensure lottery preferences are properly applied, East Harlem Scholars II reserves the right to request additional proof of eligibility for ELL status or additional proof of residency at any time. Accordingly, East Harlem Scholars II may require students to submit a home language survey after the lottery in order to secure provisional enrollment in the school. East Harlem Scholars II reserves the right to eliminate a student from the lottery, rescind school admission, or remove the child from the waiting list upon proof that incorrect ELL or CSD documentation was submitted.

Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received, except applications submitted by siblings of currently enrolled students. These sibling applicants will continue to receive preference and will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all the other students on the waiting list. In order to avoid such a situation, East Harlem Scholars II will make a concerted effort to inform current parents of the need to submit sibling applications prior to the

admissions deadline. Either the ELL preference or the CSD 4 residency may also grant priority for applications received after the deadline.

### **Application Deadline**

New York State Education law governing charter schools provides for a statewide deadline for lottery applications. The deadline for all lottery applications to East Harlem Scholars Academy is April 1. All applications must be received on or before the close of business on April 1 to be included in the admissions lottery.

Parents applying to East Harlem Scholars II will also be informed in all East Harlem Scholars II application materials of the lack of alignment between the required deadline for lottery applications and when they will know whether or not their child received a seat at East Harlem Scholars II and their requirement, per the Commissioner of Education, to request transportation from the school district before the April 1 transportation request deadline.

### **Vacancy**

Should a space become available in a class at East Harlem Scholars II, the school will contact the parents or guardians of the next student on the waiting list. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list.

### *Provisions to Vacancy*

In cases in which there is a waitlist at a specific grade at either East Harlem Scholars II or East Harlem Scholars Academy Charter School but not at the other school, parents on the waitlist for that specific grade will be given the option to attend the other school should there be a vacant seat at that school.

### **Enrollment and Eligibility**

All students who are accepted for enrollment or re-enrollment must complete all of East Harlem Scholars Academy enrollment forms, by the date required by the school, in order to secure provisional enrollment. First and foremost, a parent must submit the lottery acceptance form as required to reserve a seat in the school. Thereafter, students are required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school's baseline assessments as required.

In addition to the requirements described above, a child is eligible for grades K-5 only if:

- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms timely and truthfully.

### **Voluntary Withdrawal/Transfer**

East Harlem Scholars II is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer his or her child to a different school. A parent wishing to withdraw his/her child from the School will be asked to complete a request for student withdrawal form. East Harlem Scholars II personnel will offer to meet with the family and discuss their reasons for withdrawing from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer the child to another school, East Harlem Scholars II staff will make every reasonable effort to help the student find a school that better serves the family's desires. East Harlem

Scholars II will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student, East Harlem Scholars II will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

There may be cases in which an East Harlem Scholars II parent seeks to transfer his or her child from his or her current school to the other school operating under the education corporation. In order for a transfer to be granted, the following conditions must be met:

- The reason for the transfer must be deemed a compelling one (as described previously in the provisions for automatic preference for returning students) and
- Space is available in the other school at the appropriate grade level of the child.

**18. Facility**

**(a) Facility Needs**

**Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement the school design and academic program. This response should address:**

- **The desired location of the school facility;**

East Harlem Scholars II seeks to locate in CSD 4 in East Harlem, New York City.

- **The number of general education classrooms required each year;**

East Harlem Scholars II will have 2 sections of students at each grade level; therefore it needs two general education classrooms for each grade it serves. The following table highlights the growth in its general education classroom needs over the first charter term:

Year	Grades Served	General Education Classrooms Needed
2013-14	K-1	4
2014-15	K-2	6
2015-16	K-3	8
2016-17	K-4	10
2017-18	K-5	12

- **Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs;**

At the minimum, in its first year, East Harlem Scholars II would like to have 1 additional classroom and an office-size space to have available for instruction. The classroom would be used for both resource room instruction and pull out intervention for ELLs and other struggling learners for one-to-one or small group instruction. Based on the experience of East Harlem Scholars Academy Charter School, enrichment courses (i.e. Music and Spanish) may occur in the regular general education classrooms but also in the extra room to which they have access in their shared space in the NYCDOE building as it allows for the teachers to provide ELA instructional in smaller groupings as half the class would be in specials while the remaining half are in a classroom with two certified teachers. Students at our sister school also receive physical education instruction in the extra room or outdoors when the weather is good. They have also found that a small office room is sufficient for small group targeted instruction. Children at East Harlem Scholars Academy Charter School also eat breakfast and lunch in their classrooms which obviates the need for a cafeteria.

East Harlem Scholars II recognizes it has to be creative with the space it can secure, either at a NYCDOE building or particularly in a private space when its budget in the early years can only support a lean facility scenario. Therefore, East Harlem Scholars has assumed it must deliver its academic program in a building with minimal classroom space beyond the general education classroom and must be creative in how it uses the limited space for instruction. In its budget presentations, East Harlem Scholars II has assumed the following classroom needs beyond its general education classroom to support its student growth and instructional needs.

Year	Grades Served	Additional Instructional Space Needed
2013-14	K-1	1 classroom 1 small office
2014-15	K-2	2 classrooms 1 small office
2015-16	K-3	2 classrooms 1 small office
2016-17	K-4	2 classrooms 1 small office
2017-18	K-5	2 classrooms 1 small office

- **Space requirements for administrative functions, food services and physical education.**

East Harlem Scholars will need a central office space for the Office Manager and the Director of Operations with separate offices for instructional leadership, social worker and special education coordinator. We will also need a conference room for teachers and administrators to meet when no classroom is available. Finally, in a private facility, the space would need a separate Nurse's room that has ventilation (i.e. window) and sink. As mentioned previously, children at our sister school eat their meals in the classroom. This would be a model East Harlem Scholars II will follow should we be unable to secure a building with access to a cafeteria.

#### (b) Facility Selection

**Describe the efforts to date to secure a facility for the school.**

- If a facility has been identified, describe 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.
- Address how the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning.
- If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school's proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

The Board of the East Harlem Academy Charter School Education Corporation and the East Harlem Tutorial Program Leadership are currently engaged in discussions with the NYCDOE to secure

incubation space in an existing public school in the community. The original school was successful in securing space in the Jackie Robinson Educational Complex and has a good working relationship with the NYCDOE vis a vis the original school. As a highly-regarded community-based organization in New York City with a long history serving the East Harlem community, East Harlem Tutorial Program, has strong relationships with NYCDOE which is supportive of its desire to create East Harlem Scholars II. While no commitments have been made, the Board of East Harlem Scholars Academy Charter School education corporation is optimistic of its ability to secure a home in an existing NYCDOE building based on the nature of its conversations and the level at which these conversations are taking place.

While discussions are ongoing with the NYCDOE, the Board and the East Harlem Tutorial Program are moving along a parallel track involving the building that had housed the former parochial school St. Lucy School. St. Lucy School is a three story building that also has a basement level and is located at 304 East 104<sup>th</sup> Street in East Harlem. The school building has 8 classrooms in addition to administrative space and a cafeteria/auditorium. Recently the East Harlem School used St. Lucy's as a transitional space while their new building was under construction. Currently, East Harlem Tutorial Program is in the final stages of negotiating with the Archdiocese of New York to finalize a three-year lease on this space with the ability to renew the lease for an additional period through a right of first refusal clause. East Harlem Tutorial Program is looking at it as space for its Out of School Time programs and as such the building would be available for use by the School during the school day. The lease is attractive in terms of annual rent and would be a relatively low-cost non-NYCDOE facility solution compared with market rents on a privately-owned for-profit facility.

We have two budget presentations, one assuming we are housed in a NYCDOE facility and the second where we assume space in St. Lucy School. We remain optimistic that we can be housed in a NYCDOE facility; however, should we need to site our school in St. Lucy School, it is an option that would be available to us in time to start in August 2013 and it has the advantage that it is a former school building.

Should East Harlem Scholars II locate at St. Lucy School it will ensure that it complies with the health, safety and sanitation requirements of the New York State Education Department to the same extent as traditional public schools. Should work be required to bring the building to compliance, we assure that this will be done.

**(c) Conflicts of Interest**

**If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers.**

Should the school be housed at St. Lucy School, a potential conflict of interest could exist given that East Harlem Tutorial Program will be the tenant and enter into a sublease agreement with the school. The Board of East Harlem Academy Charter School Education Corporation has received a waiver in that at least 51% of the Board members will also be Board members of the East Harlem Tutorial Program. As in all instances where a potential conflict of interest may be present, the shared Trustees shall make the proper disclosure to each board member and East Harlem Scholars II and East Harlem Tutorial Program. Furthermore, it is important to note that East Harlem Tutorial Program is a non-profit organization with a stated mission of supporting educational programs for children in New York City, particularly East Harlem and at no time shall the shared Trustees benefit financially from any transaction, nor shall either entity realize any type of "profit" given the nature of the transaction and support to the School East Harlem Tutorial Program is committed to provide.

**Response 18 (d) - Facilities Documents**

This is not applicable.

## **19. Food Services**

### **Describe the plans for food services to be provided by the charter school.**

As is the case with East Harlem Scholars Academy Charter School, East Harlem Scholars II will contract with Red Rabbit, a New York City-based healthy school meal provider in the New York metropolitan area. Through Red Rabbit ([www.myredrabbit.com](http://www.myredrabbit.com)), East Harlem Scholars II will provide students with breakfast, lunch and afternoon snack. Meals will be in compliance with New York City Department of Education and National School Lunch program regulations. Students may elect to bring their own lunch and not partake in the school lunch program on any given day.

East Harlem Scholars II will participate in the Federal School Breakfast Program and National School Lunch Program. According to the 2010 District Report Card of CSD 4, 83% of students are eligible for free or reduced-priced lunch; thus, East Harlem Scholars II expects that the majority of its students will be eligible to receive free- or reduced-price meals. Red Rabbit offers food programs at or below the Federal reimbursement rate. To ensure compliance with the School Breakfast Program and the National School Lunch program and to ensure proper reimbursement from the Federal government for meals received by students eligible for free- or reduced-priced lunch, East Harlem Scholars II will track school breakfast and lunch meals eaten by children on a daily basis. This information will also allow East Harlem Scholars II to bill parents or guardians of children not eligible for free lunch for the cost of school lunches received by their children as dictated by federal guidelines. All students at East Harlem Scholars II, however, will be eligible to have a free school breakfast whether or not they are eligible to receive free meals. No families will be billed for breakfast served to their children.

## **20. Health Services**

### **Describe the plans for health services to be provided by the charter school.**

East Harlem Scholars II shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School will provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where East Harlem Scholars II will be located. This will be done, if possible, through a contractual arrangement with the New York City Department of Health to supplement the level of health services mandated to be provided to East Harlem Scholars II in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

*Staff:* East Harlem Scholars II will have a nurse to supervise the dispensing of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. If sited in shared space in a NYCDOE facility, East Harlem Scholars II should be able to secure a school nurse through the Department of Health; however if the school is sited in a non-NYCDOE facility there is no guarantee that the Department of Health will provide a nurse to the school. If that is the case, East Harlem Scholars II will hire a full time registered nurse.

Hearing and vision testing will be done on all new students by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

In accordance with NYS law, each student entering East Harlem Scholars II is required to have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV) 3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7<sup>th</sup> graders entering school after 9/1/00 – 3 doses of RecombivaxHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose]. Student immunization data will be recorded on ATS and on the School's own student information management system. Immunization and medical records will be stored in the nurse's office in a secure and locked file cabinet.

Before a child can be permitted to enter or attend East Harlem Scholars II, parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

**Defibrillator:** In accordance with §917 of the Education Law, the School will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment in the School and at any school-sponsored events at other locations.

**Medication Delivery System Procedures:** East Harlem Scholars II will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. The school will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

**Pharmacies:**

- (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures;
- (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of the East Harlem Scholars II staff;* and
- (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

**Physician Orders:** East Harlem Scholars II requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include:
  - Student's name and date of birth;
  - Name of medication;
  - Dosage and route of administration;
  - Frequency and time of administration;
  - For *pr n* (as necessary) medications, conditions under which medication should be administered;
  - Date written;
  - Prescriber's name, title, and signature; and
  - Prescriber's phone number.
- The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.

- Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage:
  - The pharmacy label does not constitute a written order and *cannot* be used in lieu of a written order from a licensed prescriber;
  - When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
    - Contact parent regarding need for written order from a licensed prescriber;
    - Contact licensed prescriber to obtain verbal permission to administer medication;
    - Request fax or written orders to be received within 48 hours;
    - Contact parent and discontinue medication if written orders are not received in 48 hours; and
    - Document above steps.

*Parental Responsibility:*

- (1) A written statement from the parent requesting administration of the medication in school as ordered by the licensed prescriber is required; and
- (2) It is the responsibility of the parent to have the medication delivered directly to the health office in a properly labeled original container.

*Prescription medications:* The pharmacy label must display:

- (1) Student name;
- (2) Name and phone number of pharmacy;
- (3) Licensed prescriber's name;
- (4) Date and number of refills;
- (5) Name of medication/dosage;
- (6) Frequency of administration; and
- (7) Route of administration and/or other directions

*OTC Medications:*

- (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples;
- (2) For certain medications, especially ***controlled substances***, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking;
- (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school;
- (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and
- (5) Education of families regarding East Harlem Scholars II's medication protocols is a ongoing responsibility of the school.

*Medication Administration:*

- (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after

the prescribed time. However, parents and licensed prescribers will be advised of this, so that they can advise East Harlem Scholars II if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time;

- (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, East Harlem Scholars II will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly;
- (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication;
- (4) Ongoing communication and collaboration between the school and parents will occur to assist students in assuming personal responsibility for their health behaviors;
- (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, the School will send a confirmation to the parent with a copy to the prescriber of East Harlem Scholars II's intention to discontinue the medication on the parent's request; and
- (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

*Storage of Medication:*

- (1) No medication will be brought into East Harlem Scholars II without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and
- (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside of the door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of East Harlem Scholars II. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

*Carry and Self-administer Medication:* If the East Harlem Scholars II nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria:

- (1) Severity of health care problems, particularly asthmatic or allergic conditions;
- (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer;
- (3) Parent statement requesting compliance with licensed prescriber's order;
- (4) Student has been instructed in the procedure of self-administration and can assume responsibility for

- carrying properly labeled medication in original container on her or his person or keeping in school;
- (5) School nurse assessing that student is self-directed to carry and self-administer her/his medication properly; and
- (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

*Emergency Medication:* The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:

- (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner; and
- (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

*Non-FDA Sanc tioned Requests/Herbal Remedies, Dietary Suppl ements and N atural P roducts:* East Harlem Scholars II will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

**21. Transportation**

**Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with sending school districts.**

East Harlem Scholars II's transportation policy will mirror that of East Harlem Scholars Academy Charter School in that it will offer *only* morning bus transportation services for its students through the NYCDOE Office of Pupil Transportation (OPT) (families who are only eligible for or opt for half-fare or full fare Metrocards can use the cards for morning and afternoon transportation for their children to and from school).

NYCDOE OPT is responsible for providing transportation services to East Harlem Scholars II students. East Harlem Scholars II students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare student Metrocards is determined by and provided by the OPT. East Harlem Scholars II will submit a Transportation Request Form and use ATS or NIPSIS to supply the NYCDOE with the necessary information about its students. The NYCDOE will then determine the eligibility for transportation of East Harlem Scholars II students. This eligibility is based on age and distance from the school facility, in accordance with the Chancellor's regulations (Regulation A-801). East Harlem Scholars II will not guarantee parents that a child will have yellow school bus service or half-fare or full-fare student Metrocards until such service eligibility has been confirmed by OPT. With regard to the days that East Harlem Scholars II is in session and the regular NYCDOE public schools are not in session, transportation becomes the responsibility of the child's parents—this fact will impact only those children who receive morning bus service to the school as parents of children who use students Metrocards to get to and from school are able to use those same student Metrocards on these days.

East Harlem Scholars II, like East Harlem Scholars Academy Charter School, has decided against participating in afternoon bus services for safety reasons. It was East Harlem Scholars Academy Charter School's experience that there was no guarantee with afternoon pickup that its young students would not be sharing the school bus with much older children from neighboring public schools. East Harlem Scholars Academy Charter School felt this presented a safety concern for its students. Therefore, parents or other caretakers pick up the students at the end of the school day and bear the transportation cost of traveling home with their child(ren). This has not presented any issue for the parents at East Harlem Scholars Academy Charter School as many have chosen the Metrocard option and only a small number of families were even eligible for yellow bus transportation. East Harlem Scholars II is confident that in adopting this similar policy its parents likewise will not find this fact burdensome. East Harlem Scholars Academy Charter School has seen a side benefit to its transportation policy in that having parents pick up their children from school at the end of the school day has reinforced the parent-school connection as teachers use this opportunity to connect and communicate with parents of their students. The home-school connection is an important principle of the school model, and East Harlem Scholars II seeks to benefit from the opportunity which results from afternoon pickup to build connections with its parents.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. East Harlem Scholars II students with disabilities will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, transportation becomes the responsibility of the child's parents.

**22. Insurance**

**Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury and any school owned or leased vehicles.**

East Harlem Scholars II will carry insurance that will include adequate insurance for liability, property loss and personal injury to students. East Harlem Scholars II has consulted with the insurance broker of East Harlem Scholars Academy Charter School, Austin & Co., Inc., which has provided East Harlem Scholars II with the attached quote for insurance which includes Property, Business Interruption, Inland Marine, Crime, Automobile Liability, General Liability, Directors and Officers Liability, Umbrella Liability, Workers' Compensation and Employers' Liability, Student Accident and Catastrophic Student Accident. The particulars of the proposal, including insurance amounts, are provided in the attached Austin & Co. Insurance Estimate.

It is important to note that as a charter school that would operate under the authority of the East Harlem Scholars Academy Charter School charter, East Harlem Scholars II and East Harlem Scholars Academy Charter School will have the same Federal Employer Identification Number (EIN). Thus, the educational corporation has the option of securing one policy to cover both schools. However, for the purposes of this charter application, the proposal from Austin & Co., Inc. assumes that East Harlem Scholars II has its own policy. Should East Harlem Scholars II be authorized, East Harlem Scholars Academy Charter School will make a determination as to whether there are any significant cost savings to be gained from having one policy. Should it be determined to be the case then or sometime in the future, East Harlem Scholars Academy Charter School education corporation Board of Trustees will inform its authorizer of this fact and ensure approval from the authorizer before changing how it ensures both schools.



## Insurance Estimate - Year 1

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

For: East Harlem Scholars Academy II Charter School			Date Prepared: 6/12/12
Coverage's		Limits	Estimated Premium
1	<b>Property - Choice Form</b> Business Personal Property(BPP) incl Improvements Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown	250,000  <i>Property Deductible:</i> 1,000 <i>Wind Deductible:</i> N/A	\$2,500
2	<b>Business Interruption</b> Business Income with Extra Expense	500,000	Incl. in 1
3	<b>Inland Marine</b> Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	<b>Crime</b> Employee Dishonesty Forgery Computer Fraud	250,000 250,000 250,000	Incl. in 1
5	<b>Automobile Liability</b> Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	<b>General Liability</b> Any One Occurrence Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability	1,000,000 3,000,000 Included  <i>Each Claim</i> 1,000,000 <i>Aggregate</i> 1,000,000 <i>Student Enrollment</i> 108	\$4,300
7	<b>Directors &amp; Officers</b> Including Educators Legal Liability Employment Practices Liability Fiduciary Liability	2,000,000 2,000,000 1,000,000 7,500	\$5,000
8	<b>Umbrella Liability &amp; Excess Educators Legal</b> Each Occurrence General Aggregate  <i>Attach to Directors &amp; Officers</i> <i>Attach to Abuse &amp; Molestation Coverage</i> Fiduciary Liability	5,000,000 5,000,000 Yes Yes 2,000,000 <i>Retention</i> 10,000	\$2,500

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This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.



## Insurance Estimate - Year 1

*(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)*

For: East Harlem Scholars Academy II Charter School			Date Prepared: 6/12/12
Coverage's		Limits	Estimated Premium
		Statutory Limits N/A TBD 0	\$9,900
9	<u>Workers' Compensation &amp; Employers' Liability</u> Experience Modification Estimated Payroll - Code 8868: School/Prof & Clerical Code 9101: School All other		
10	<u>NYS Statutory Disability</u> Annual Rate: Male \$19.92; Female \$45.36	\$170 Per Week Statutory Benefit	TBD
11	<u>Student Accident</u> Accident Medical Expense Accident Dental Expense  Type of Coverage	Deductible 25,000 Included 0 Excess	\$400
12	<u>Catastrophic Student Accident</u> Accident Medical Expense Accident Dental Expense  Type of Coverage	Deductible 1,000,000 Included 25,000 Excess	\$400
Total Annual Estimated Premium			\$25,000

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*This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.*

## **23. Programmatic Audits**

**Describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools.**

East Harlem Scholars II shall submit an Annual Report by August 1 each year to the Charter Schools Institute and the State Education Department. This report will include the state-mandated School Report Card. The School Report Card will show the comparative academic and fiscal performance of the school and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, and data for drop-out/attrition rates, student suspensions, standardized test results, student enrollment, students with limited English proficiency (LEP), and other required information. The Annual Report will also include a discussion on the progress made toward the school's achievement goals as delineated in its Accountability Plan (described below). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

East Harlem Scholars II also will develop an Accountability Plan as part of the charter agreement with the Charter Schools Institute. This document will provide East Harlem Scholars II's specific goals and the measures that would be taken should performance fall below expectations. A draft version and final approved Accountability Plan will be developed and submitted as per the Charter Schools Institute's timeline. The Accountability Plan will include academic performance measures, including norm-referenced and criterion-referenced assessments, organizational viability, and measures of progress on any of the school's unique program features. Specifically:

- academic performance, including absolute measures (e.g., state tests), value-added measures of student cohort progress over time, and comparative measures with other schools particularly in CSD 4;
- organizational viability, including such measures as student attendance and enrollment, parent satisfaction surveys, waiting lists, financial statements, board meeting attendance and minutes; and
- unique program areas, discipline problems over time, staff retention, student enrollment and retention particularly as it relates to or required targets for ELLs, poverty-level and special education students, stakeholder satisfaction, and other school program and culture areas we will attempt to measure

East Harlem Scholars II may expect to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to, Consolidated Title Funds, CSP and SSF grant funds. The purpose of these audits will be to ensure that the funds were used for the programs for which they were intended and/or services for the students to whom they were intended (i.e. Targeted students in the School's Targeted Assistance Program for Title Funds). At this time we do not expect to prepare any additional reports to make up the programmatic audit.

The use of a student information management system will facilitate East Harlem Scholars II's ability to provide its authorizer with the required academic and non-academic data (i.e. compliance, governance and financial documents) in a timely and appropriate fashion. School administration will use this data to determine, among other things, teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The gaps and weaknesses will inform reallocation or addition of human and financial resources to identified areas, professional development and retention and compensation decisions.

**24      Fiscal Soundness**

**(a) Budget**

**Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans for the new school(s) are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described or referenced in the proposal.**

***Fiscal Soundness of Budget Plans***

East Harlem Scholar II's start-up budget plan, first-year budget and the five-year budget plan are sound because we have been conservative in our budget assumptions, have conferred with the East Harlem Scholars Academy Charter School's Director of Operations and reviewed the original school's actual financials and proposed budgets to understand prevailing salaries as well as operational and programmatic costs. We have aligned our budget plans presented here with the needs of our robust academic program within the constraints of our known revenues and those we can reasonably expect to secure.

Please note that these budgets have been prepared on a cash basis. The school's books, if East Harlem Scholars II is approved, will be kept on an accrual basis as per GAAP.

The budgets reflect the following conservative revenue assumptions:

- The School assumes a flat \$13,527 per pupil revenue from the District over the life of the charter.
- The School assumes it will receive the New York City Start-up Grant at the current levels of per pupil support for elementary grades in the first year of operation.
- The School assumes it will have a similar percentage of students designated as special needs as its sister school which at 21% is higher than the percentage in the district. The School will assume for *revenue* budgeting purposes that 40% of its special education students will receive services for greater than 60% of the day and 20% of the special education students will receive services between 20% and 60% of the day. Thus, the school is projecting to receive no special education reimbursement (aside from IDEA funding) for 40% of its special education students who receive services for less than 20% of the day. On the expense side, however, the School is assuming a comprehensive special needs program including one special education teacher on every grade level so as to be able to have a Collaborative Team Teaching educational setting for each grade and a .75 FTE special education coordinator beginning in Year 1. The budget also includes professional development and staff training related to serving special needs students. Finally, it includes curriculum and instructional materials, needed by students with special needs as well as special education service expenses associated with related service providers who deliver interventions to our students in accordance with their IEP.
- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books and that per pupil amount remains flat.
- The School assumes that it will run a net loss on the School Food program of 25%. While it will make every effort to ensure that parents of students eligible for reduced priced lunch and of students not eligible for free or reduced priced lunch pay for their children's lunch, to be conservative we will assume that parents fall short of their obligation.

- While the School will apply for all eligible Title funding under the Federal No Child Left Behind Consolidated Title, for budgeting purposes, the School is only assuming receipt of Title I and II A.
- In both our budgets which reflect two facility solutions: operating in an NYCDOE building or securing private space, East Harlem Scholars II assumes a amount of annual fundraising from philanthropic sources—foundations, corporations and individuals—not just to close a gap during times when budgeted public revenue streams are insufficient to meet budgeted expenses but also to begin to build a reserve of funds to support future programmatic growth. The fundraising numbers reflected in both budgets are well within the reach of East Harlem Scholars II given the fundraising capacity of the Board of the East Harlem Scholars Academy Charter School education corporation, the commitment of its Partner Organization, East Harlem Tutorial Program to provide the school with support in raising private philanthropy, and the experience of East Harlem Scholars Academy Charter School's fundraising efforts in just its first year of operations which received significant grants from The Bodman Foundation, the Walton Foundation, the New York City Charter Center as well as funds earmarked from the East Harlem Tutorial Program's Annual Spring Benefit. Our fundraising capacity is discussed later in this response and supports the fact that while both budgets present assumptions about money that has yet to be committed, the plans are still fiscally sound given the capacity of the school and its Partner Organization to raise private charitable dollars.

## **EXPENSES**

On the expense side, the largest expense category is that of human capital—our instructional and operational personnel. In that category, our budgets reflect a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in our operational and academic program for general education students, special education students, struggling students, ELL students and other students at risk. The staffing includes two certified teachers in each classroom K-5 including one classroom on each grade having a certified Special Education teacher as the co-teacher to create a CCTT environment. The budget is aligned with the academic needs of at-risk populations reflecting our staffing model of 1 ESL teacher beginning in Year 1 and a second added in Year 3 so that there is a designated ELL teacher in each grade span K-2 and 3-5; a Reading Specialist beginning in Year 1 and a second added in year 3 to focus on struggling students; and a Special Education Coordinator in addition to the special education teachers on each grade level.

In each of the five operational years beyond the start-up period, the School's budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid—remains flat. While revenues remain flat, expenses are increasing at 3% and other expenses (health insurance and D&O, Property and General Liability) by as much as 8% and 5%, respectively. The budgets have left nothing out, from special education expenses, to Title I program expenses to per pupil art and music material supplies to robust instructional technology in each classroom to a student data management software to support our data-driven culture. We have sought to incorporate all possible costs contemplated by the educational program outlined in this Charter application.

The following sections provide detail into all the assumptions laid out in our Start-Up Period, our First Year of Operations and our Five Year Plan in order to demonstrate clearly the alignment of our budget with our school's educational and operational model.

## START-UP PERIOD

The School will have a six-month start-up period beginning January 1, 2013-June 30, 2013. The following narrative provides detailed information on the revenue and expense assumptions in the start-up budget and monthly cash flow statement.

### Revenue

- The School assumes it will secure at least \$500,000 in CSP funds to support its start-up and implementation phases. Of that total amount, East Harlem Scholars II has budgeted \$190,000 during its start-up year.
- The School assumes it will secure \$250,000 in grants from foundations, corporations and individuals. As discussed later in this response in the section Fundraising Capacity, this amount is a very realistic one for the school and its Partner Organization to raise for the school, particularly given the shared service agreement with its Partner that includes as a major part of its service provision to the school, fundraising support from its highly experienced and successful development staff.

### Expenses

The following table delineates what each budgeted expense line is comprised of and what assumptions were behind each line item. After the table, a more detailed description of each expense category is provided.

Budget Template Category	Comprised of:	Amount:	Assumption
Executive Management	Principal	\$50,000	.5 FTE, Annual Salary, \$100,000
Instructional Management	Assistant Principal/Director of School Culture	\$23,750	.25 FTE, annual salary, \$95,000
Operation/Business Manager	Director of Operations	\$35,700	.42 FTE, Annual Salary, \$85,000
Administrative Staff	Administrative Assistant	\$7,502	.17 FTE, annual salary, \$45,000
Total Payroll Taxes and Benefits	Payroll Taxes, Health insurance	\$11,695 \$9,143	Payroll Taxes, 10% off gross salaries Medical, Dental and Vision insurance, approximately \$6,840 per person annually (pro-rated for the period in the start-up year in which they are employed)
Accounting/Audit	CSBM	\$5,000	Contractual Rate
Payroll Service	ADP or another Payroll Service providers fee to process payroll	\$400	Payroll service processing fee
Shared Service Agreement Start Up Cost (with East Harlem Tutorial Program)	Services delineated in the Shared Cost Agreement provided in Response	\$184,000	As per draft shared service cost agreement
E-rate Consultant	Consultant to apply for	\$4,000	Estimated cost per contract

	E-rate for the school		
Public Grantwriting Consultant	Consultant to write Consolidated Title I application, etc.	\$3,000	Estimated cost
Board Expenses	Board training	\$10,000	Governance training
Equipment/Furniture	Computer workstations for each staff person during start-up period	\$6,000	\$1,500 per person
Telephone	Telephone Usage	\$600	Approximate cost
Technology	Data Management Software	\$5,000	Approximate cost
Office Expenses	Office Supplies Paper External Printing Postage & Shipping	\$7,500 \$1,500 \$3,000 \$1,500	\$1,250 per month Estimate Estimate Estimate
Staff Recruitment	Ads, Job Fairs, Marketing materials	\$7,000	
Student Recruitment	Marketing materials, ads, events	\$15,000	
Insurance	Directors & Officers and Commercial Liability	\$5,000	D&O Liability: Annual Premium, Austin Quote

### *Personnel*

It is crucial that the Principal, Assistant Principal, Director of Operations and Operations Manager are hired as soon as possible upon the granting of the charter in order to implement the tasks required during the start-up period including those listed below. As a reminder, East Harlem Tutorial Program, as part of its shared service agreement with the school (a draft agreement is included in *Response 13 (a-b)-Partner Organization*) will support the school staff in a number of these activities.

- Recruit and hire administrative and instructional staff
- Develop framework for school's accountability plan
- Develop the curriculum map for the first year of the school's operations
- Further develop, refine and formally adopt by the School's Board all relevant policies, and distribute to required stakeholders
- Work with the Board to identify a reason for Board training and identify service providers for Board training
- Carry out Student Outreach and Marketing efforts (Note that even before the charter is approved, Board members and other stakeholders will be engaged in informing the community about the school)
- Conduct Student Lottery and undertake the student acceptance/admission process
- Purchase all furniture, fixtures and equipment for academic and operational purposes with delivery in time for school to open in August 2013.
- Finalize School transportation for students with NYCDOE Office of Pupil Transportation offices
- Arrange for food service with outside contracted food service company
- Purchase and accept delivery of all curriculum and school instructional materials
- Develop and adopt internal financial controls and establish all relevant financial systems

- Develop a genda a nd s ecure a ny out side consultants r equired f or P re-Opening P rofessional Development Period
- Obtain 501(c)(3) Status for School

#### *Contracted Services*

- \$5,000 i s assumed ne cessary t o c over s ervices pr ovided b y t he Charter S chool B usiness Management to help set up the school's accounting systems
- Payroll service is expected to be approximately \$400 related to a payroll company's processing of employee paychecks during this start-up period.
- \$184,000 is the e stimate f or the c ost a ssociated with the S hared Service A greement w ith its Partner, East H arlem T utorial P rogram to de liver t he s ervices a s outlined i n t he dr aft S hared Service Agreement contained in *Response 13(a-b)-Partner Organization*.

#### *School Operations*

- \$10,000 is assumed to be spent on Board training. This assumes East Harlem Scholars II engages board training consultants (such as attorneys with expertise on nonprofit governance) to provide workshops for the Board and to facilitate a Board retreat before the opening of school. This will build the Board's capacity in its new role in oversight of two schools.
- \$600 is needed to cover phone service for the school. The school personnel hired during the start-up period will be given access to space in both East Harlem Tutorial Program and East Harlem Scholars II and therefore will be able to have access to telecommunications and other services without any budgetary impact to East Harlem Scholars II.
- \$6,000 is needed to purchase laptops and printers for the four administrative staff positions hired during the start-up period.
- Staff r ecruitment: \$ 7,000 to pa y for a dvvertisements, onl ine j ob pos tings, j ob f air m aterials. Another significant role that East Harlem Tutorial Program is providing to East Harlem Scholars II i s i n staff re cruitment. E ast H arlem T utorial P rogram w ill take r esponsibility f or implementing and managing the talent recruitment process under the direction of the Principal.
- Student recruitment: \$15,000 to pay for advertisements, refreshments for open houses, marketing material f or s tudents and families, translation services to ensure all m aterials are pr inted in languages in the dominant languages of the community.
- Office expenses will be incurred for general office supplies as well as postage and delivery for mailings.
- The Director of Operations will purchase a s tudent database management software which East Harlem Scholars Academy Charter School is utilizing so that their systems are aligned and data can be collected and analyzed easily on an individual school level and on the “district” level.

#### *Facilities Operations and Maintenance*

- Insurance: \$ 5,000 covers the Directors and Officers L iability a nd C ommercial L iability Insurance.

During the start-up period, staff of East Harlem Scholars II will operate out of space provided on an in-kind basis by the East Harlem Tutorial Program and East Harlem Scholars Academy Charter School. As such, the School's staff will have access to office space and resources to carry out the school's start-up work without having a significant impact on the school's budget.

## FIRST YEAR BUDGET

### **Revenue**

In its first year of operations, the School will have 110 students. Of these 110 students, it is assumed the School will have a 21% population of Special Education students and a 83% free- and reduced-lunch population for Title I purposes. This is aligned with the experience of East Harlem Scholars Academy Charter School.

The following streams of revenue are assumed.

- New York City School District Per Pupil Revenue of \$13,527 per student totaling \$1,487,970. This is the 2010-11 allocation and to be conservative, we assume it will remain flat throughout the first five year charter term.
- DYCD or New York City Start-Up Grant for \$92,400—a one-time grant in the first year of operations.
- The School assumes it will have a 83% of its students eligible for free- and reduced-priced lunch and receive \$580 per Title I students in Title I A and D funds totaling \$58,058 (these funds will be used to mainly support the cost of a Reading Specialist to work with TAP students in the first year's Title I program as well as instructional intervention materials specifically for TAP students).
- The School assumes that of the 21% of its population that is designated as special education students, 40% will be students needing services for more than 60% of the day and 20% will be students who receive services between 20% and 60% of the day. We have assumed reimbursement rates of \$19,049 for the higher needs students and \$10,390 for the lower needs students. The school receives no reimbursement for students receiving less than 20% special education services per day.
- The School assumes it will receive the remaining \$290,000 of CSP funds in Year 1.
- The School assumes it will receive Title IIA funding in the amount of \$60 per Title I student, totaling \$6,006.
- School lunch revenues have been calculated using prevailing food reimbursement rates for full, reduced and free lunches assuming 17% of our students are not eligible for free- or reduced-priced lunch, 50% are eligible for free lunch and 33% eligible for reduced priced lunch. This is based on the experience of East Harlem Scholars Academy Charter School. We have assumed that we will be unsuccessful in collecting all the lunch money from parents and thus will operate the program at a net loss.
- The School assumes it will receive NYSTL, NYSSL and NYLIB funds in the amount of \$75 per student or \$8,800 in the first year of operations that will cover these textbooks, software and library books.
- The School will raise \$100,000 in private philanthropy to cover the gap between public revenues and projected expenses and to continue to build the school's reserve fund.

### **Expenses**

#### **Personnel**

The following table illustrates the staffing plan for Year 1:

<b>CSI Budget Template Staff Position</b>	<b>Corresponding School Position</b>	<b>Number of FTE</b>	<b>Average Annual Salary</b>
Executive Management	Principal*	1	\$125,000

Instructional Management	Assistant Principal/Director of School Culture	1	\$95,000
Operation/Business Manager	Director of Operations	1	\$85,000
Deans, Directors and Coordinators	Special Education Coordinator	.75	\$50,000
Administrative Staff	Operations Manager	1	\$45,000
Teachers-Regular	General Education Classroom Teachers for the Grade K-1 Span	6	\$62,000
Teachers-SpEd	Special Education Teachers for the K-1 Span	2	\$62,000
Specialty Teachers	ELL Teacher Reading Specialist Music Teacher Gym Teacher Spanish Teacher	1 1 1 1 1	\$62,000 \$62,000 \$55,000 \$55,000 \$60,000
Therapists and Counselors	Social Worker	1	\$65,000

**\*Note that at East Harlem Scholars II the Principal is considered Executive Management because he or she is the head of the school having oversight over the instructional, operational and fiscal management of the school. At the site-based level, there is no administrator above the Principal.**

- Payroll taxes are assumed to be 10% of gross payroll and includes FICA, Medicare, Workers Compensation and SUTA
- The School annual health care premium is \$6,840 per person annually.
- We have assumed there will be a pool totaling 8% of gross salaries available for staff bonuses. This amount appears in the line item for Fringe/Employee Benefits.

### Contracted Services

#### *Accounting/Audit:*

\$35,000 is assumed necessary to cover the cost of the School's annual financial audit by an independent CPA as well as their review and opinion of the School's financial systems setup and internal controls procedures. In addition, East Harlem Scholars II will have a contractual relationship with CSBM which will provide some supplemental financial management support to the school. As part of its Shared Service Agreement with the school, East Harlem Tutorial Program will provide the school with services related to the day to day management, implementation and administration of the school's finances.

#### *Payroll Services:*

East Harlem Scholars II assumes that payroll processing fee will be \$200 per employee.

#### *Other Purchase/*

#### *Professional/Consulting*

This includes Academic Consultants (\$20,000) to support staff professional development, Special Education Consultants (\$10,000) who will provide related services to our students whose IEP require such services. A Public Grantwriter (\$3,000) will be engaged to write competitive public grants. During the first year of operation, the School will engage a consultant (\$3,000) to engage the school in a schoolwide planning process in order to

convert from a Targeted Assistance Program to a Schoolwide Program for Title purposes.

The fee for the shared services arrangement with East Harlem Tutorial Program will be \$192,500. This is to support the services that the Partner Organization will provide to the school as delineated in the shared Services Agreement provided in *Response 13 (a-b)-Partner Organization* which is modeled after the SUNY approved agreement between Scholars I and EHTP.

## School Operations

### *Board Expenses (\$11,000)*

\$11,000 related to consultants hired to provide the School's Board with training in the roles and responsibilities as stewards of public entities.

### *Classroom/Teaching Supplies and Materials (\$59,050)*

This includes the following budget lines:

- Classroom Supplies and Materials @250 per student (\$27,500)
- Teacher Discretionary Stipends @ \$250 per teacher (\$3,500)
- Art & Music Supplies @ \$20 per student (\$2,200)
- Physical Education Supplies & Equipment @ \$15 per new student (\$1,650)
- Classroom Libraries @ \$200 per new student (\$22,000)

### *Special Education Supplies and Materials (\$9,240)*

This includes materials and supplies designated for the instruction of special education students (obviously general education materials will also be utilized with the special education population). This is calculated to be \$400 per special education student.

### *Textbooks/Workbooks (\$55,000)*

This is estimated at \$500 per student.

### *Equipment/Furniture (\$95,125)*

This includes the following:

- Classroom Furniture: \$2,000 per new classroom for a total of \$10,000. In this budget scenario we are assuming being situated in an NYCDOE facility. And as such, the school will receive new furniture from the NYCDOE. This budget item is therefore for any ancillary classroom furniture items needed by teachers to support instruction.
- Administration Furniture: \$1,000 per administrator for a total of \$4,000. The school will purchase office furniture for each administrative staff position.
- Classroom Instructional Equipment: \$27,500 or \$5,500 per new classroom for Smart Boards
- Classroom Computers: We will have 5 laptops or computer workstations and printer per classroom for student use @ \$3,500 per new classroom or \$17,500 in Year 1.
- Administrative and Instructional Staff Computers: \$22,125 or \$1,500 for each new staff person in Year 1.
- 1 Leased Copier/Fax/Scanner/Printer and 1 Additional Leased Copier for \$12,000 annually.
- 4 Additional Printers @ \$500 printer or \$2,000.

*Telephone (\$25,200)*

This includes \$2,100 monthly charges for cell phone and internet services. The school has access to a hard wired phone system in the school building and all requisite phone equipment. Thus it will not have a budgetary impact on the school.

*Technology (\$1,000)*

This is ongoing maintenance and license fee for the student data management software.

*Student Testing & Assessment (\$4,400)*

\$40 per student for assessments and analysis of results when relevant from appropriate test publisher (i.e. Terra Nova)

*Field Trips (\$4,000)*

\$1,000 per classroom.

*Student Services (Other) (\$7,570)* The School assumes it will pay for school fleeces for new students and set aside funds for 10 students who cannot afford the school uniform.

*Office Expense (\$25,470)*

This includes office supplies (\$15,450 or \$1,288 per month), paper (\$3,520 or 10.5 reams per student per year), external printing (\$4,000), and postage and shipping (\$2,500).

*Staff Development (\$18,750)*

This is budgeted at \$1,000 per FTE and will cover all professional development activities, including travel to conferences in addition to workshops, seminars and professional development consultants.

*Staff recruitment (\$7,000)*

To cover such costs as advertisements, online job postings, job fair materials

*Student recruitment (\$10,000)*

To pay for advertisements, refreshments for open houses, marketing material for students and families and translation services.

*Food Meals/Lunch (\$108,045)*

The School assumes that the School Lunch Program will be a net loss with revenues from parents paying for full priced or reduced priced lunch being difficult to collect. The school expects to recoup 75% of its total food meal costs.

## FACILITY OPERATION AND MAINTENANCE

*Insurance (\$25,000)*

Figure is based on the Austin & Co. insurance quote for D&O, Commercial and other liability coverage. See Response 22-Insurance.

*Equipment and Furniture (\$15,000)*

This includes Servers, firewall and backend hardware.

*Dissolution Escrow (\$25,000)*

To establish a dissolution escrow fund in the event of the School's closure. This is the amount required by CSI.

### **Rationale for Breakdown among Functional Categories**

The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among Regular Education, Special Education and Other and Management and General and Fundraising. All revenues and expenses have been allocated to each of the main categories and subcategories to the best of the School's ability using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. At this stage, the percentages were our best estimates as to how these expenses would break down. In certain instances, the School assumed that for school operation costs that would benefit all students, 79% were allocated for regular education, 21% to special education. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point the School will have the background based on operational experience to prepare budgets that reflected these programmatic allocations.

### **Revenue**

During the course of the first five years of operation, the School will expand from 110 students to 334 by adding a new class of 56 Kindergartners each year.

The following streams of revenue are assumed:

- New York City School District Per Pupil Revenue of \$13,527 per student remains flat over the five year period, a conservative assumption.
- DYCD or New York City Start-Up Grant in only the first year of operations.
- The School assumes it will continue to receive \$1,200 in Federal IDEA funds beginning in Year 1 for each special education student it serves.
- The School assumes it will receive \$580 per Title I students in Title I A and D funds during the remaining four years of operation. (The assumption is that the school will have 83% of its students eligible for free- and reduced-priced lunch)
- The School assumes it will receive Title IIA funding in the amount of \$60 per Title I student during the remaining four years of operation.
- The School assumes it will receive 90% of its monthly telephone and internet usage costs reimbursed through E-rate during each of the remaining four years of operation.
- The School assumes that the School Lunch Program will be a net loss with revenues being 75% of total food expenses.
- The School assumes it will receive NYSTL, NYSSL and NYLIB funds in the amount of \$75 per student for each of the remaining four years of operation.
- The School will raise private philanthropy in each year of operations.
- \$500,000 of CSP funds are assumed during Start-up and the first two years of operations.

### **Expenses**

#### **Personnel**

The following table provides the detail of the staffing plan for Years 1-5 and in particular relates the School's staff positions to the CSI Budget Template categories:

<b>CSI Budget Template Staff Position</b>	<b>Corresponding School Position</b>	<b>FTE 2013-14</b>	<b>FTE 2014-15</b>	<b>FTE 2015-16</b>	<b>FTE 2016-17</b>	<b>FTE 2017-18</b>
Executive Management	Principal	1	1	1	1	1
Instructional Management	Assistant Principal/Director of School Culture	1	1	1	1	1
Operation/Business Manager	Director of Operations	1	1	1	1	1
Deans, Directors and Coordinators	Special Education Coordinator	.75	1	1	1	1
Administrative Staff	Operations Manager Office Coordinator	1	1 1	1 1	1 1	1
Teachers-Regular	General Education Classroom Teachers for the Grade K-1 Span	6	9	12	15	18
Teachers-SpEd	Special Education Teachers for the K-1 Span	2	3	4	5	6
Specialty Teachers	ELL Teacher	1	1	2	2	2
	Reading Specialist	1	1	1.5	2	2
	Music Teacher	1	1	1.5	2	2
	Gym Teacher	1	1	1.5	2	2
	Spanish Teacher	1	1	1.5	2	2
Therapists and Counselors	Social Worker	1	1	2	2	2
Total FTE		18.75	23	32	38	42

- Salaries are assumed to grow by 3% annually over the baseline salaries.
- Payroll taxes are assumed to be 10% of gross payroll and includes FICA, Medicare and SUTA
- Annual health care premiums grow by 8%.
- Retirement plan: Employees who have been with the school for two years will be eligible for the school's match. For eligible employees, the school will match 3% of employees' contributions to their 401K with a maximum match amount of 3% of the employee's salary.
- Staff bonuses as described earlier in this response are carried through the five year budget at 8% of gross salaries.

The following are the growth assumptions for costs in the designated categories:

#### **Contracted Services**

- Almost all contracted services are expected to grow by 3% annually.

#### **School Operations**

- The majority of expenses will grow at a 3% rate.

#### **Facilities Operations and Maintenance**

- Annual commercial liability insurance package grows annually by 5%.

#### **Dissolution Escrow:**

- \$25,000 is added to the escrow fund in each of the first three years of operations in the event of dissolution of the School as per the requirements of CSI.

## **Private Facility Budget Scenario**

The School has developed a separate budget scenario in the unlikely event it is unable to secure space in a NYCDOE facility. The facility is the former Catholic school, St. Lucy School, in East Harlem and described in *Response 18(a-c)-Facility*. The two-story building which has a basement level has 8 existing classrooms in addition to administrative and community space. The basement of the building can be divided into four additional classrooms should the school need to stay in the facility for its entire five year charter term. East Harlem Tutorial Program will be using some of the space for its Out of School Time Program and as such, the building is available during the school day for East Harlem Scholars II if it should be needed.

In addition to the above assumptions for a NYCDOE space, the following are additional budgetary assumptions that are required once we are housed in a private facility:

- Higher fundraising goals are required in Years 1-5 to cover the additional personnel, operational and facilities cost related to being in a non-NYCDOE building.
- From the personnel perspective, the School must now hire a School Nurse to oversee the health services program at the school. The addition of this FTE has reverberating impact throughout the budget in terms of increased payroll taxes and benefits, school expenses (i.e. laptops, supplies, etc.).
- The largest changes come in the Facility Operation and Maintenance Category. The following are the major assumptions:
  - The school now pays rent from Years 1-5. East Harlem Tutorial Program's lease agreement will the Archdiocese will call for an annual flat lease of \$52,000 per year. Since the school will need increasing space in the building time, the school budgets that in the first year it will take on 50% of the annual rent. In each successive year, the percentage of rent it takes on increases to 65% in year 2 and then 100% in years 3-5. At this time, East Harlem Tutorial Program is expected to have moved into the new building it is building and would no longer need programmatic space in the St. Lucy School building.
  - The school will engage with an outside security firm to provide security for the school at an annual cost of \$46,000 in Year 1 growing at 3% annually.
  - Utilities are estimated at \$5.25 per square foot and the school presumes 90 sq. ft. of use per student. The unit cost for utilities increases by 3%.
  - The school would contract out for janitorial staff through an outside company. Cleaning costs are estimated on \$3.50 per square foot basis with the unit cost growing at 3% annually. Maintenance also includes extermination services at \$75 per month, growing annually at 3%.
  - The school has budgeted for maintenance and repairs in the form of a handyman at \$500 per month.
  - A telephone and security system would need to be purchased.

These changes account for the increase in annual fundraising amounts required to operate on a balanced budget.

## **Evidence of Fundraising Capacity to Meet Budgeted Fundraising Goals**

Both budget scenarios assume an amount of private philanthropy that must be raised to cover school operations as well as to build a reserve fund (in the case where the school is sited in a NYCDOE only is this objective incorporated into fundraising annual goals) for the school which will be an important

vehicle by which to ensure the school's long-term financial health. The amounts required by each budget scenario are as follows:

Budget Scenario	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
DOE Facility	\$250,000	\$100,000	\$100,000	\$125,000	\$100,000	\$100,000
Private Facility	\$250,000	\$312,560	\$385,035	\$555,369	\$506,328	\$381,186

These amounts are within the School's fundraising capacity, particularly given its the East Harlem Scholars Academy Charter School education corporation Board's fundraising capacity along with the significant support it will receive from its Partner Organization in the fund development area as spelled out in the Shared Service Agreement contained in *Response 13 (a-c)-Partner Organization*. The Agreement – modeled after the SUNY-approved Agreement between Scholars Academy Charter School and EHTP – clearly expresses East Harlem Tutorial Program's commitment to ensuring that the School is financially viable and able to successfully raise the private philanthropy it needs to operate with a balanced budget during the first five year charter term. East Harlem Tutorial Program will assist the School in a variety of ways: by actively assisting the School in raising funds from private philanthropists, foundations and/or public grant-makers.

The proposed Board of Trustees of the education corporation, East Harlem Scholars Academy Charter School, currently is comprised of five current East Harlem Tutorial Program Board members as well as its Executive Director. All six of these individuals themselves have a tremendous capacity to raise funds for the School.

The experience of East Harlem Scholars Academy Charter School clearly indicates the school model is one that resonates strongly with major philanthropic platforms in New York City and nationally. East Harlem Scholars Academy Charter School received a \$250,000 grant from the Walton Family Foundation. The Walton Family Foundation gave great praise to the school singling it out as one of their most highly functioning and impressive grantees. The Bodman Foundation, a major and highly selective financial supporter of New York City charter schools, gave the school a \$50,000 grant in its first year of operations as did the New York City Charter Center. Finally, at its annual Spring Fundraiser, East Harlem Tutorial Program allocated \$50,000 in the start-up year and \$75,000 in the first year of its proceeds to the school. East Harlem Scholars Academy Charter School in its very young life has accessed almost one-half million dollars in private philanthropic support. This is just less than the amount that East Harlem Scholars II would have to raise when its shortfall is greatest, in the third year of operations.

This experience bodes well for East Harlem Scholars II which is replicating the same educational model that clearly resonates with donors. In addition, by replicating a successful model, both schools will have access to new sources of funding from philanthropists who are interested in supporting growth and expansion and bringing high-performing models to scale. Between the depth and breadth of its governing Board's fundraising capacity leveraged by the fundraising support services that East Harlem Tutorial Program will provide to the School, we firmly believe the private philanthropy goals are well within our ability.

### Consolidated Budgets

In addition to the budget presentations for East Harlem Scholars II – one assuming it is housed in a NYCDOE facility and one assuming it is housed in a non-NYCDOE facility – we have also prepared consolidated budgets which represent those of the entire education corporation, East Harlem Scholars Academy Charter School – one assuming East Harlem Scholars II is housed in a NYCDOE facility and another assuming East Harlem Scholars II is housed in a non-NYCDOE facility. Both presentations include the budget for the original school, East Harlem Scholars Academy Charter School that has been projected out to its first two years of a potential second charter term. For the original school, once it enters its second charter term it will begin the middle school years where a departmentalized approach is contemplated for classroom instruction. The revenue assumptions and expense assumptions for each individual school (and thus the education corporation) are primarily driven by two major factors: student enrollment which is provided in *Response 04(a-b)-Enrollment* and staffing which is provided in *Response 12(a-c)-Personnel Policies*. These two responses provide student enrollment and staffing, respectively, for the education corporation. This enrollment and staffing plan is assumed in the education corporation budget.

Please note that in consolidating the budgets, there were differences in how each school classified a variety of budget items. For instance at East Harlem Scholars II the Principal is considered executive management for the reasons described earlier in this response, while at the original school he is considered instructional management. At East Harlem Scholars II the special education coordinator is reflected in the line item Deans, Directors and Coordinators, but at the original school the special education coordinator is classified as part of instructional staff. At East Harlem Scholars II, the Assistant Principal/Director of School Culture is considered Instructional Management, while at the original school he is reflected in the Dean, Directors, Coordinator line. Each school's classification of budget lines was preserved in the consolidated budget.

Finally, because the assumptions behind the consolidated budgets were based on a comprehensive set of working papers for each school and each scenario (DOE and private facility) and each school projected assumptions using different criteria (i.e. East Harlem Scholars II's expense projections were typically based on a per pupil or per FTE amount and these unit costs were assumed to grow by 3% annually, while the original school's financial consultant grew expenses based on a percent increase over the first year's line item amount; in addition there was the issue previously discussed of some line items being classified differently by each school, among other complicating differences), the discussion of the assumptions does not lend itself to the lines provided on the budget template nor a concise narrative here. The working papers have been saved as backup for the consolidated budgets if it will be necessary for additional review.

#### **(a) Financial Planning**

**Explain the process the school will use to develop its annual budget. This response should address:**

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and
- Procedures for monitoring and modifying budgets.

#### **Budget Process**

The Principal is the person responsible for the preparation and reporting on the school budget. Through its Shared Service Agreement with its Partner Organization, the School will be provided with a competent team of financial professionals who will carry out the day-to-day responsibilities of implementing the

school's financial operations. The lead financial professional will work closely with the Principal and will prepare the annual operating and capital budgets as well as cash flow projections. The lead financial professional and Principal utilize the input from the Assistant Principal/Director of School Culture and the Director of Operations to arrive at various cost assumptions. Such assumptions are then formulated to arrive at the annual operating and capital budget. The assumptions and the draft budgets are then reviewed in detail by the Finance Committee of the Board of Trustees of the Education Corporation. Subsequent to the approval and any revisions thereof of the draft, the Finance Committee presents the budget to the full Board of Trustees. Once approved by the Board of Trustees the budget is adopted by the school.

### **Who Will be Involved**

The Principal, the lead financial professional, the Assistant Principal/Director of School Culture and Director of Operations will be involved in the preparation of the budget and would work as the Budget Preparation Team. The Finance Committee of the Board of Trustees would be responsible for the review of the budget. This is the Budget Team.

### **How needs will be identified and weighed.**

Needs will be identified and weighed by the Budget Preparation Team. The Principal and the Assistant Principal/Director of School Culture will present their analysis of coming year's personnel and other than personnel needs along with the rationale for those needs, which must include data that supports those needs (i.e. student assessment data, teacher surveys, expected student enrollment, expected populations of students who will be served, the educational needs of the expected population, among other forms of data). The Director of Operations will be expected to undertake the same process using the School's operational data to prepare a list of personnel and other personnel needs for the coming year based on the School's operational data. In a collaborative process, the Budget Preparation Team will prioritize the needs based on how they will support increased student achievement and operational efficiency.

Furthermore, based on the expected revenue sources for the coming year as well as the Fundraising Committee of the Board's and the Partner Organization's expectations for philanthropy it expects to be able to raise, the Principal and the lead financial professional will prepare an initial draft budget.

The Budget Preparation Team will review this budget and perform a round table evaluation of the various material changes in the budget with its current year's actual revenue and costs. The Principal and lead financial professional with feedback on the budget from other members would evaluate and finalize the draft of the budget.

The Principal and lead financial professional will present this draft budget to the Finance Committee of the Board. The Principal may or may not be asked to make revisions to this draft budget based on recommendations by the Finance Committee. The Treasurer with support from the Principal will make a budget presentation to the Board at a full Board meeting. Revisions to the budget may arise based on recommendations by the Board. The final budget will be presented for ratification by the Board no later than the May meeting.

### **The timeline for creating and approving the budget.**

The budgeting process will begin formally during January of each year and the budget will be finalized by the May Board meeting.

## **Procedures for monitoring and modifying budgets.**

The adopted budgets totals are entered in the accounting software by the financial professional team with oversight from the Principal for the new fiscal year, in order to prepare budget to actual reports. The financial professional team with oversight from the Principal will be responsible for preparing monthly budget presentations which include the annual budget, monthly budget, monthly actual against budget and projected year end against budgeted year end. The Principal and lead financial professional will review these presentations with the Treasurer prior to the Board meeting. All material deviations will be documented and explained by the Principal. Any expected deviations in a budget category of more than \$5,000 and +/- 10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee would bring the deviation to the Board's attention to discuss any negative (or positive) impact that deviation may have on the school's cash flow and financial position. Depending on the material impact to the school's overall budget and its probable impact on the operations, a budget modification could be proposed by the Finance Committee and voted by the full Board. This will allow the Board to make necessary arrangements to secure additional funding (through lines of credit/loans, private philanthropy) to cover expected shortfalls or re-allocate potential surplus funds to other areas of the budget.

### **(b) Fiscal Impact**

**Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area including:**

- **Enrollment expectations (which should be consistent with Responses 4(a-b) and the 5-year budget projection);**
- **Per Pupil Allocation assumptions;**
- **Dollar amount 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; and**
- **Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.**

Operational Year (A)	Enroll-ment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2013-14	110	\$13,527	\$1,487,970	\$498,032	\$1,986,002	\$20,907,854,640	0.009%
2014-15	166	\$13,527	\$2,245,482	\$612,136	\$2,857,618	\$21,535,090,279	0.013%
2015-16	222	\$13,527	\$3,002,994	\$818,638	\$3,821,633	\$22,181,142,988	0.017%
2016-17	278	\$13,527	\$3,760,506	\$1,025,143	\$4,785,649	\$22,846,577,277	0.021%
2017-18	334	\$13,527	\$4,518,018	\$1,231,646	\$5,749,664	\$23,531,974,596	0.024%

East Harlem Scholars II will have a negligible fiscal impact on public schools in the New York City School District. For purposes of this analysis, we are assuming that the NYC School District will have to transfer \$13,527 annually (based on the current 2011 -12 allocation for NYC School District and

assuming it remains flat to be consistent with our budget presentations) for each child enrolled in the school. In addition, Column E includes other funding that will flow to the school from the NYC School District, including special education funding (including IDEA), DYCD, Title funding, food reimbursement, NYSSL, NYSTL and NYLB (please see the revenue sources in the budget presentation). The number of East Harlem Scholars II students in the first year of operations will be 110, and the financial impact on the school district will be \$1,986,002 or 0.009% of the total New York City School District budget. In subsequent years, the financial impact remains insignificant. By the fifth year of operation \$5,749,664 will be transferred from the New York City School District to the charter school which represents 0.024% of the New York City School District's overall budget, still a negligible amount.

A similar analysis was done for the education corporation. The following table provides the fiscal impact of the consolidated education corporation on the New York City School District budget.

<b>Operational Year (A)</b>	<b>Enrollment (# of Students) (B)</b>	<b>Per Pupil Allocation (C)</b>	<b>Projected Per Pupil Charter Cost (B x C = D)</b>	<b>Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)</b>	<b>Total Projected Funding to Charter School from District (D + E = F)</b>	<b>Total Budget for District (G)</b>	<b>Projected Impact (i.e. % of District's Overall Funding) (F / G = H)</b>
2013-14	332	\$13,527	\$4,490,964	\$963,923	\$5,454,887	\$20,907,854,640	0.026%
2014-15	444	\$13,527	\$6,005,988	\$1,127,183	\$7,133,171	\$21,535,090,279	0.033%
2015-16	556	\$13,527	\$7,521,012	\$1,384,624	\$8,905,636	\$22,181,142,988	0.040%
2016-17	668	\$13,527	\$9,036,036	\$1,637,652	\$10,673,688	\$22,846,577,277	0.047%
2017-18	780	\$13,527	\$10,551,060	\$1,892,837	\$12,443,897	\$23,531,974,596	0.053%

Similarly, even the consolidated budgets of the two schools still have an insignificant fiscal impact on the New York City School District. In East Harlem Scholar II's fifth year of operation, the impact of both schools on the district's budget is only 0.053%.

#### *Impact on Non-Public Schools*

East Harlem Scholars II may attract parents whose children currently attend parochial schools, in particular Catholic schools, or would otherwise consider enrolling their children in these schools. This could have a negative impact on their enrollment should there be insufficient applicants to replace these lost students. As discussed in *Response 2(a-d)-Meeting the Need*, the proliferation of charter schools seems to have had some positive impact in terms of nonpublic schools seeking to build their capacities to weather the competitive environment for students that has arisen in East Harlem.

While there may be a negative impact on low tuition parochial and private schools in CSD 4 due to the opening of East Harlem Scholars II, East Harlem Scholars II believes its foremost responsibility is to the families of CSD 4. East Harlem Scholars II feels it has an obligation to offer a high quality educational alternative for families seeking opportunities for their children.

#### **(c) Fiscal Audits**

**Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.**

The School's Principal and lead financial professional will prepare its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements. These schedules will be completed using the Institute's mandatory audit templates. The Board of Trustees of the Education Corporation will be responsible for hiring an independent auditor to perform an audit of the financial statements prepared by management. The Finance Committee of the Board of Trustees will have the ultimate responsibility to oversee the audit process.

The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). The School's management will provide complete and timely access to its books and other records as requested by its independent auditor.

Upon completion of the audit, the Finance Committee will have a meeting either in person or via a teleconference, with the independent auditor to discuss the report and any findings. At least a portion of that meeting will be conducted without management present to allow for candid communication from the audit team. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board of Trustees. The School will also submit a complete copy of the independent auditor's report to the Charter Schools Institute by the November 1<sup>st</sup> deadline.

**(d) Dissolution Procedures**

**Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.**

In the event of closure or dissolution of East Harlem Scholars II, the Board shall delegate to the Principal and the Director of Operations the responsibility to manage the dissolution process in accordance with Education Law §2851(2(t)). This process shall include notification to parents of children enrolled in East Harlem Scholars II. Additionally, a list of East Harlem Scholars II students will be sent to the local district where East Harlem Scholars II is located. East Harlem Scholars II shall transfer student records to the student's school district of residence, and the parents of the enrolled students shall be notified of the transfer of records. It is East Harlem Scholars II's preference that the School's remaining assets, after satisfaction of outstanding debts pursuant to Education §220, shall be transferred to another charter school within CSD 4, namely East Harlem Scholars Academy Charter School. East Harlem Scholars II has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of its dissolution. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process would begin with a meeting of the leadership team of East Harlem Scholars II that will include at least the education corporation's Board Chair and Board Treasurer, Principal, Director of Operations and its legal counsel and as well as the financial professional from East Harlem Tutorial Program. The purpose of this meeting would be to review and confirm a dissolution plan and timeline developed by East Harlem Scholars II's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair would meet with representatives from the NYCDOE charter school division of the Office of Portfolio

Management or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process of East Harlem Scholars II:

**Days 1-5:** (1) East Harlem Scholars II will deliver a current student list to the NYC DOE; (2) The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The Director of Operations, the East Harlem Tutorial Program financial consultant and an East Harlem Scholars Academy Charter School Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal will notify all parents in writing of the closure of the School and the ensuing placement process; (5) The Principal will meet with the students to discuss the School's closing and the ensuing placement process; (6) The Director of Operations will schedule and advertise a school-day meeting with students and a evening meeting with parents to discuss East Harlem Scholars II's closing and the transfer of students to other schools within the district, including potentially its sister school; (7) East Harlem Scholars II will schedule a series of information sessions for families and students about the possible schools available, including its sister school if applicable, and identify the assistance that will be provided during the transfer process; (8) East Harlem Scholars II's website will be recognized as a primary source of information about the School's closing, the dissolution process and the placement of students in other public schools; and (9) East Harlem Scholars II's Assistant Principal/Director of School Culture will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

**Days 5-15:** (1) The Assistant Principal/Director of School Culture will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The Operations Manager will commence student placement meetings; (3) The Director of Operations will provide written notice to appropriate NYCDOE Departments such as transportation and school safety of the closure to ensure a adequate time for modifications to existing practices and procedures; and (4) The Director of Operations will notify, in writing, those school principals in schools likely to receive transfers from East Harlem Scholars II of the closure and provide contact information for school personnel handling transfers.

**Days 15-30:** (1) The Operations Manager will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) East Harlem Scholars II will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) East Harlem Scholars II will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

#### **Transfer of Assets:**

The Director of Operations will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Operations will maintain an up-to-date inventory of the assets of the School. S/he, with the assistance of the Board Finance Committee and East Harlem Tutorial's financial professional, will attend to the payment of all of East Harlem Scholars II's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Operations with the cooperation of the charter schools office in the Office of Portfolio Management. This plan will

eventually detail what assets will be dispersed to its sister school, when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

**East Harlem Scholars Academy Charter School Ed Corp (Scholars II in DOE Facility)**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
July 1, 2013-June 30, 2014

**DESCRIPTION OF ASSUMPTIONS**

Total Revenue	4,594,483	1,475,405	-	-	77,800	6,147,688
Total Expenses	2,851,205	1,221,628	-	-	1,775,050	5,847,884
Net Income	1,743,277	253,778	-	-	(1,697,250)	299,805
Actual Student Enrollment	262	70				332
Total Paid Student Enrollment	262	70				332
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue						
New York City	13,527	CY Per Pupil Rate	3,547,862	943,102	-	4,490,964
School District 2 (Enter Name)	-		-	-	-	-
School District 3 (Enter Name)	-		-	-	-	-
School District 4 (Enter Name)	-		-	-	-	-
School District 5 (Enter Name)	-		-	-	-	-
School District 6 (Enter Name)	-		-	-	-	-
School District 7 (Enter Name)	-		-	-	-	-
School District 8 (Enter Name)	-		-	-	-	-
School District 9 (Enter Name)	-		-	-	-	-
School District 10 (Enter Name)	-		-	-	-	-
School District 11 (Enter Name)	-		-	-	-	-
School District 12 (Enter Name)	-		-	-	-	-
School District 13 (Enter Name)	-		-	-	-	-
School District 14 (Enter Name)	-		-	-	-	-
School District 15 (Enter Name)	-		-	-	-	-
School District - ALL OTHER	-		-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	1 3,527		3,547,862	943,102	-	4,490,964
Special Education Revenue			-	-	-	4 73,383
Grants						
Stimulus	-		-	-	-	-
DYCD (Department of Youth and Community Developmt.)	9 2,400		-	-	-	9 2,400
Other	-		-	-	-	-
Other						
TOTAL REVENUE FROM STATE SOURCES			3,640,262	1,416,485	-	5,056,747
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs			5 8,920	-	-	5 8,920
Title I	121,927		-	-	-	121,927
Title Funding - Other	12,545		-	-	-	12,545
School Food Service (Free Lunch)	188,853		-	-	-	188,853
Grants						
Charter School Program (CSP) Planning & Implementation	290,000		-	-	-	290,000
Other	-		-	-	-	-
Other			-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			6 13,325	5 8,920	-	6 72,245
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations			3 25,000	-	-	3 25,000
Fundraising	-		-	-	-	-
Erate Reimbursement	-		-	-	-	-
Earnings on Investments	-		-	-	7 7,800	7 7,800
Interest Income	-		-	-	-	-
Food Service (Income from meals)	-		-	-	-	-
Text Book	1 5,896		-	-	-	1 5,896
OTHER	-		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			3 40,896	-	7 7,800	4 18,696
<b>TOTAL REVENUE</b>						
	<b>4,594,483</b>	<b>1,475,405</b>			<b>77,800</b>	<b>6,147,688</b>

PLEASE SEE RESPONSE 24(a-e) for ALL DETAILED ASSUMPTIONS

East Harlem Scholars Academy Charter School Ed Corp (Scholars II in DOE Facility) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013-June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	4,594,483	1,475,405	-	-	77,800	6,147,688	
Total Expenses	2,851,205	1,221,628	-	-	1,775,050	5,847,884	
Net Income	1,743,277	253,778	-	-	(1,697,250)	299,805	
Actual Student Enrollment	262	70	-	-		332	
Total Paid Student Enrollment	262	70	-	-		332	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions						
Executive Management	2.00	198,750	39,750	-	26,500	265,000	Management
Instructional Management	2.00	166,731	55,577	-	-	222,308	Scholars II classifies its Assistant Principal/Director of School Culture as instructional
Deans, Directors & Coordinators	1.75	-	132,981	-	-	132,981	East Harlem Scholars I classifies its Assistant Principal/Director of School Culture as this line item, East Harlem Scholars II classifies its Special Education Coordinator as this line item.
CFO / Director of Finance	-	-	-	-	-	-	PLEASE REVIEW RESPONSE 24(a-e)-Fiscal Soundness for discussion of assumptions.
Operation / Business Manager	2.00	-	-	-	169,872	169,872	
Administrative Staff	3.00	14,150	9,433	-	7,0749	94,332	
<b>TOTAL ADMINISTRATIVE STAFF</b>	10.75	379,631	237,741	-	267,121	884,493	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	18.00	837,586	147,809	-	-	985,395	
Teachers - SPED	6.00	-	513,316	-	-	513,316	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	13.00	538,944	95,108	-	-	634,052	
Aides	-	-	-	-	-	-	
Therapists & Counselors	4.00	169,923	29,986	-	-	199,909	
Other	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	41.00	1,546,453	786,219	-	-	2,332,672	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	1.00	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	1.00	-	-	-	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	5.275	1,926,083	1,023,961	-	-	2,671,211	3,217,165
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		192,608	102,396	-	-	26,712	321,717
Fringe / Employee Benefits		344,512	45,935	-	-	68,902	459,349
Retirement / Pension		2,1840	2,912	-	-	4,368	29,120
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		558,960	151,243	-	-	99,982	810,186
<b>TOTAL PERSONNEL SERVICE COSTS</b>	5.275	2,485,043	1,175,204	-	-	367,103	4,027,351
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		-	-	-	-	64,000	64,000
Legal		-	-	-	-	2,500	2,500
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	8,473	8,473
Special Ed Services		-	-	-	-	-	-
Title Services (i.e. Title I)		-	32,000	-	-	-	32,000
Other Purchased / Professional / Consulting		50,000	-	-	531,500	-	581,500
<b>TOTAL CONTRACTED SERVICES</b>		50,000	32,000	-	-	606,473	688,473
<b>SCHOOL OPERATIONS</b>							
Board Expenses		-	-	-	-	22,000	22,000
Classroom / Teaching Supplies & Materials		146,296	-	-	-	-	146,296
Special Ed Supplies & Materials		-	12,240	-	-	-	12,240
Textbooks / Workbooks		156,650	-	-	-	-	156,650
Supplies & Materials other		5,000	-	-	-	-	5,000
Equipment / Furniture		-	-	-	-	110,705	110,705
Telephone		-	-	-	-	50,400	50,400
Technology		-	-	-	-	39,580	39,580
Student Testing & Assessment		8,216	2,184	-	-	-	10,400
Field Trips		-	-	-	-	17,000	17,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	16,560	16,560
Office Expense		-	-	-	-	52,770	52,770
Staff Development		-	-	-	-	52,750	52,750
Staff Recruitment		-	-	-	-	17,000	17,000
Student Recruitment / Marketing		-	-	-	-	20,000	20,000
School Meals / Lunch		-	-	-	-	308,709	308,709
Travel (Staff)		-	-	-	-	1,000	1,000
Fundraising		-	-	-	-	11,000	11,000
Other		-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		316,162	14,424	-	-	719,474	1,050,060
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance		-	-	-	-	42,000	42,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	15,000	15,000
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-	-	-	-	57,000	57,000
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		-	-	-	-	25,000	25,000
<b>TOTAL EXPENSES</b>		2,851,205	1,221,628	-	-	1,775,050	5,847,884
<b>NET INCOME</b>		1,743,277	253,778	-	-	(1,697,250)	299,805

**East Harlem Scholars Academy Charter School Ed Corp (Scholars II in DOE Facility)**
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2013-June 30, 2014

<b>Total Revenue</b>	4,594,483	1,475,405	-	-	77,800	6,147,688
<b>Total Expenses</b>	2,851,205	1,221,628	-	-	1,775,050	5,847,884
<b>Net Income</b>	1,743,277	253,778	-	-	(1,697,250)	299,805
<b>Actual Student Enrollment</b>	262	70				332
<b>Total Paid Student Enrollment</b>	262	70				332

	PROGRAM SERVICES			SUPPORT SERVICES		<b>TOTAL</b>
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

New York City	262	70	-	332
School District 2 (Enter Name)	-	-	-	-
School District 3 (Enter Name)	-	-	-	-
School District 4 (Enter Name)	-	-	-	-
School District 5 (Enter Name)	-	-	-	-
School District 6 (Enter Name)	-	-	-	-
School District 7 (Enter Name)	-	-	-	-
School District 8 (Enter Name)	-	-	-	-
School District 9 (Enter Name)	-	-	-	-
School District 10 (Enter Name)	-	-	-	-
School District 11 (Enter Name)	-	-	-	-
School District 12 (Enter Name)	-	-	-	-
School District 13 (Enter Name)	-	-	-	-
School District 14 (Enter Name)	-	-	-	-
School District 15 (Enter Name)	-	-	-	-
School District - ALL OTHER	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>262</b>	<b>70</b>	<b>-</b>	<b>332</b>

<b>REVENUE PER PUPIL</b>	17,536	21,077	-	18,517
<b>EXPENSES PER PUPIL</b>	10,882	17,452	-	17,614

**DESCRIPTION OF ASSUMPTIONS**

**East Harlem Scholars Academy Charter School Ed Corp (in Scholars II Private Facility)**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
**July 1, 2013-June 30, 2014**

<b>Total Revenue</b>	<b>4,594,483</b>	<b>1,475,405</b>	-	-	<b>77,800</b>	<b>6,147,688</b>
<b>Total Expenses</b>	<b>2,860,046</b>	<b>1,222,806</b>	-	-	<b>2,064,214</b>	<b>6,147,066</b>
<b>Net Income</b>	<b>1,734,437</b>	<b>252,599</b>	-	-	<b>(1,986,414)</b>	<b>623</b>
<b>Actual Student Enrollment</b>	<b>262</b>	<b>70</b>	-	-		<b>332</b>
<b>Total Paid Student Enrollment</b>	<b>262</b>	<b>70</b>	-	-		<b>332</b>
			PROGRAM SERVICES		SUPPORT SERVICES	
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING
						MANAGEMENT & GENERAL
						TOTAL
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue						
New York City	13,527	3,547,862	9 43,102	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	1 3,527	3,547,862	9 43,102	-	-	4,490,964
Special Education Revenue						
Grants						
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	9 2,400	-	-	-	-	9 2,400
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>3,640,262</b>	<b>1,416,485</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,056,747</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	5 8,920	-	-	-	5 8,920
Title I	1 21,927	-	-	-	-	1 21,927
Title Funding - Other	1 2,545	-	-	-	-	1 2,545
School Food Service (Free Lunch)	1 88,853	-	-	-	-	1 88,853
Grants						
Charter School Program (CSP) Planning & Implementation	2 90,000	-	-	-	-	2 90,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>6 13,325</b>	<b>5 8,920</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6 72,245</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	3 25,000	-	-	-	-	3 25,000
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	1 5,896	-	-	-	-	1 5,896
OTHER	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>3 40,896</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7 7,800</b>
<b>TOTAL REVENUE</b>	<b>4,594,483</b>	<b>1,475,405</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>77,800</b>

## **DESCRIPTION OF ASSUMPTIONS**



**East Harlem Scholars Academy Charter School Ed Corp (in Scholars II Private Facility)**
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2013-June 30, 2014

<b>Total Revenue</b>	4,594,483	1,475,405	-	-	77,800	6,147,688
<b>Total Expenses</b>	2,860,046	1,222,806	-	-	2,064,214	6,147,066
<b>Net Income</b>	1,734,437	252,599	-	-	(1,986,414)	623
<b>Actual Student Enrollment</b>	262	70	-	-	-	332
<b>Total Paid Student Enrollment</b>	262	70	-	-	-	332

	PROGRAM SERVICES			SUPPORT SERVICES		<b>TOTAL</b>
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

New York City	262	70	-	332
School District 2 (Enter Name)	-	-	-	-
School District 3 (Enter Name)	-	-	-	-
School District 4 (Enter Name)	-	-	-	-
School District 5 (Enter Name)	-	-	-	-
School District 6 (Enter Name)	-	-	-	-
School District 7 (Enter Name)	-	-	-	-
School District 8 (Enter Name)	-	-	-	-
School District 9 (Enter Name)	-	-	-	-
School District 10 (Enter Name)	-	-	-	-
School District 11 (Enter Name)	-	-	-	-
School District 12 (Enter Name)	-	-	-	-
School District 13 (Enter Name)	-	-	-	-
School District 14 (Enter Name)	-	-	-	-
School District 15 (Enter Name)	-	-	-	-
School District - ALL OTHER	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>262</b>	<b>70</b>	<b>-</b>	<b>332</b>

<b>REVENUE PER PUPIL</b>	17,536	21,077	-	18,517
<b>EXPENSES PER PUPIL</b>	10,916	17,469	-	18,515

**DESCRIPTION OF ASSUMPTIONS**

**East Harlem Scholars Academy Charter School II (DOE Facility)**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

Total Revenue	2,398,682	3,000,977	3,970,694	4,910,432	5,875,192
Total Expenses	2,326,860	2,928,758	3,950,044	4,771,928	5,515,267
Net Income (Before Cash Flow Adjustments)	71,823	72,219	20,651	138,504	359,925
Actual Student Enrollment	110	166	222	278	334
Total Paid Student Enrollment	110	166	222	278	334
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
<b>REVENUE</b>	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
<b>REVENUES FROM STATE SOURCES</b>	<b>Per Pupil Revenue Percentage Increase</b>				
Per Pupil Revenue	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
New York City	13,527	1,487,970	2,245,482	3,002,994	3,760,506
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,487,970	2,245,482	3,002,994	3,760,506
Special Education Revenue		224,015	338,058	452,102	566,146
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	92,400	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,804,385	2,583,540	3,455,096	4,326,652	5,198,208
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	27,720	41,832	55,944	70,056	84,168
Title I	58,058	87,615	117,172	146,728	176,285
Title Funding - Other	6,006	9,064	12,121	15,179	18,236
School Food Service (Free Lunch)	81,033	122,287	163,540	204,794	246,047
Grants					
Charter School Program (CSP) Planning & Implementation	290,000	20,000	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	462,817	280,797	348,777	436,757	524,737
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	100,000	100,000	125,000	100,000	100,000
Fundraising	-	-	-	-	-
Erate Reimbursement	22,680	23,360	24,061	24,783	25,527
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	8,800	13,280	17,760	22,240	26,720
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	131,480	136,640	166,821	147,023	152,247
<b>TOTAL REVENUE</b>	<b>2,398,682</b>	<b>3,000,977</b>	<b>3,970,694</b>	<b>4,910,432</b>	<b>5,875,192</b>

PLEASE SEE RESPONSE 24(a-e)-Fiscal Soundess for ALL DETAILED ASSUMPTIONS

**East Harlem Scholars Academy Charter School II (DOE Facility)**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

**DESCRIPTION OF ASSUMPTIONS**

Total Revenue	2,398,682	3,000,977	3,970,694	4,910,432	5,875,192
Total Expenses	2,326,860	2,928,758	3,950,044	4,771,928	5,515,267
Net Income (Before Cash Flow Adjustments)	71,823	72,219	20,651	138,504	359,925
Actual Student Enrollment	110	166	222	278	334
Total Paid Student Enrollment	110	166	222	278	334
	<b>Year 1</b> <b>2014</b>	<b>Year 2</b> <b>2015</b>	<b>Year 3</b> <b>2016</b>	<b>Year 4</b> <b>2017</b>	<b>Year 5</b> <b>2018</b>
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	1.00	125,000	128,750	132,613	136,591
Instructional Management	1.00	95,000	97,850	100,786	103,809
Deans, Directors & Coordinators	0.75	37,500	51,500	53,045	54,636
CFO / Director of Finance	-				56,275
Operation / Business Manager	1.00	85,000	87,550	90,177	92,882
Administrative Staff	1.00	45,000	46,350	84,872	87,418
TOTAL ADMINISTRATIVE STAFF	4.75	387,500	412,000	461,492	475,336
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	-	372,000	574,740	789,310	1,016,236
Teachers - SPED	-	124,000	191,580	263,103	338,745
Substitute Teachers	-				418,689
Teaching Assistants	-				
Specialty Teachers	-	239,000	246,170	413,221	522,324
Aides	-	65,000	66,950	137,917	142,055
Therapists & Counselors	-				146,316
Other	-				
TOTAL INSTRUCTIONAL	-	800,000	1,079,440	1,603,550	2,019,359
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	4.75	1,187,500	1,491,440	2,065,042	2,494,696
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes	118,750	149,144	206,504	249,470	284,866
Fringe / Employee Benefits	233,510	302,813	440,929	553,194	650,002
Retirement / Pension	-	35,625	44,732	61,951	74,841
TOTAL PAYROLL TAXES AND BENEFITS	352,260	487,582	692,165	864,615	1,009,709
<b>TOTAL PERSONNEL SERVICE COSTS</b>	4.75	1,539,760	1,979,022	2,757,207	3,359,310
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	35,000	36,050	37,132	38,245	39,393
Legal	-	-	-	-	-
Management Company Fee					
Nurse Services					
Food Service / School Lunch					
Payroll Services	3,750	4,600	6,400	7,600	8,400
Special Ed Services	10,000	15,000	20,000	25,000	30,000
Titlement Services (i.e. Title I)	232,500	332,710	435,926	539,149	642,379
Other Purchased / Professional / Consulting	281,250	388,360	499,458	609,994	720,172
TOTAL CONTRACTED SERVICES					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	11,000	11,000	11,000	11,000	11,000
Classroom / Teaching Supplies & Materials	59,050	65,041	83,528	101,776	119,411
Special Ed Supplies & Materials	9,240	13,944	18,648	23,352	28,056
Textbooks / Workbooks	55,000	85,490	117,760	151,889	187,960
Supplies & Materials other					
Equipment / Furniture	95,125	55,491	51,984	49,719	45,583
Telephone	25,200	25,956	26,735	27,537	28,363
Technology	1,000	1,030	1,061	1,093	1,126
Student Testing & Assessment	4,400	6,839	9,421	12,151	15,037
Field Trips	4,000	9,000	16,000	25,000	36,000
Transportation (student)	7,570	7,705	9,302	10,901	12,503
Student Services - other	25,470	28,080	30,823	33,706	36,734
Office Expense	18,750	23,000	32,000	38,000	42,000
Staff Development	7,000	7,000	7,000	7,000	7,000
Staff Recruitment	10,000	7,500	7,500	7,500	7,500
Student Recruitment / Marketing	108,045	163,049	218,054	273,058	328,063
School Meals / Lunch					
Travel (Staff)					
Fundraising					
Other					
TOTAL SCHOOL OPERATIONS	440,850	510,126	640,815	773,682	906,335
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	25,000	26,250	27,563	28,941	30,388
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	15,000	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	40,000	26,250	27,563	28,941	30,388
<b>DEPRECIATION &amp; AMORTIZATION</b>					
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	25,000	25,000	-	-
<b>TOTAL EXPENSES</b>	<b>2,326,860</b>	<b>2,928,758</b>	<b>3,950,044</b>	<b>4,771,928</b>	<b>5,515,267</b>
<b>NET INCOME</b>	<b>71,823</b>	<b>72,219</b>	<b>20,651</b>	<b>138,504</b>	<b>359,925</b>

**East Harlem Scholars Academy Charter School II (DOE Facility)**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,398,682	3,000,977	3,970,694	4,910,432	5,875,192
Total Expenses	2,326,860	2,928,758	3,950,044	4,771,928	5,515,267
Net Income (Before Cash Flow Adjustments)	71,823	72,219	20,651	138,504	359,925
Actual Student Enrollment	110	166	222	278	334
Total Paid Student Enrollment	110	166	222	278	334

Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
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**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

New York City	110	166	222	278	334
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>110</b>	<b>166</b>	<b>222</b>	<b>278</b>	<b>334</b>

**REVENUE PER PUPIL**

21,806	18,078	17,886	17,663	17,590
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**EXPENSES PER PUPIL**

21,153	17,643	17,793	17,165	16,513
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**CASH FLOW ADJUSTMENTS**

OPERATING ACTIVITIES

Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-

Total Operating Activities

Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-

Total Investment Activities

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-

Total Financing Activities

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-

**Total Cash Flow Adjustments**

71,823	72,219	20,651	138,504	359,925
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**NET INCOME**

-	71,823	144,042	164,693	303,197
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**Beginning Cash Balance**

71,823	144,042	164,693	303,197	663,122
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**DESCRIPTION OF ASSUMPTIONS**



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## cholars Academy Charter School II (P)

Contact Name:

Jeff Ginsburgh

Contact Email:

Jginsburg@ehtp.org

Contact Phone:

212-831-0650

Pre-Opening Period

Examples

January 1, 2012 to June 30, 2012

Operational Year ONE

July 1, 2012 to June 30, 2013

**24      Fiscal Soundness**

**(g)      Letters of Commitment**

**Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.**

Please see *Response 13(a-b)* for details regarding the Partner Organization's commitment to providing services to support and execute the fundraising efforts for the school. East Harlem Tutorial Program will devote the resources of its Development Department staff and related supports to secure funding to offset gaps between expected revenues and expenses. In terms of specific letters of commitments, from private philanthropies, however, this is not applicable as East Harlem Scholars II has not secured any specific commitments from philanthropic entities.

**24. Fiscal Soundness**

**(h) Non-SUNY Authorized Financial and Management Forms**

This is not applicable to East Harlem Scholars II.

## Timeline January 2013-August 2013

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)										NOTES
	2012		2013								
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	
<b>Legal and Organizational</b>											
Receive Approval of Charter											Assumes Charter is Approved in December 2012
<b>Governance</b>											
Hold Board Training Sessions										Board, Principal and East Harlem Tutorial Program	<i>Note: This is an ongoing process. The Board and Principal will participate in sessions facilitated by legal and other consultants to ensure each member's understanding of the Board's fiduciary responsibilities now as overseers of two charter schools.</i>
<b>Fund Development</b>											
Develop fundraising plan in order to cultivate donors and secure private philanthropy										East Harlem Tutorial Program	
Apply for CSP Start-up and Implementation Grants										East Harlem Tutorial Program	<i>Note: Application will be made for Federal CSP start-up and implementation grants as soon as it is eligible to do so upon approval of charter.</i>
Apply for Consolidated Title Funds										East Harlem Tutorial Program	<i>Note: Application will be made for Title funds through the Consolidated Title Application as soon as the RFP is issued.</i>
Research and apply for all other available competitive funding opportunities and private grant opportunities										East Harlem Tutorial Program	<i>East Harlem Tutorial Program's development staff will on an ongoing basis identify potential sources of private and public funding opportunities with a plan to submit formal proposals and applications upon approval of charter.</i>

## Timeline January 2013-August 2013

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)									NOTES
	2012		2013							
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of
<b>Human Resources</b>										
Develop and finalize employee benefits package (health insurance, retirement plan, etc.)	■									East Harlem Tutorial Program and Board
Recruit and hire Principal and Administrative Assistant	■									Board (Principal has responsibility for hiring administrative assistant) with support from East Harlem Tutorial Program
Recruit Assistant Principal/Director of School Culture	■	■								Principal with support from East Harlem Tutorial Program
Recruit and hire other administrative and instructional staff required for first year of operations	■	■	■	■	■	■	■	■	■	Principal, Assistant Principal/Director of School Culture when hired with support from East Harlem Tutorial Program
Develop Evaluation Tools for Principal, Assistant Principal and all other administrative, instructional and non-instructional staff	■	■	■	■	■	■	■	■	■	Board, Principal and Assistant Principal/Director of School Culture with support from East Harlem Scholars Academy Charter School leadership
Conduct Staff Orientation Activities and Pre-Opening Staff Development	■	■	■	■	■	■	■	■	■	Principal, Assistant Principal/Director of School Culture, All staff are attendees
<b>Student Marketing, Recruitment, Lottery, Admissions, Enrollment</b>										
Continue Student/Family Outreach and Marketing Efforts	■	■	■	■	■	■	■	■	■	Board, Principal, Administrative Assistant, Director of Operations with support from East Harlem Tutorial Program
Conduct Student Lottery, generate acceptance list and waitlist	■	■	■	■	■	■	■	■	■	Director of Operations and Administrative Assistant
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork	■	■	■	■	■	■	■	■	■	Director of Operations and Administrative Assistant
Request/Secure Student Records from Students' Schools	■	■	■	■	■	■	■	■	■	Director of Operations and Administrative Assistant

## Timeline January 2013-August 2013

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)										NOTES
	2012		2013								
Facilities	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	
Secure School's Facility										Board and Principal	<p>Note: The Board assumes it continues working on the potential facility solutions as described in the charter application post-application submission in late 2012, the space should be secured and ready to be occupied no later than July 1, 2013. This assumes that if the facility is not a NYCDOE facility, then the C of O has been obtained, it is ADA compliant or is exempt from ADA compliance due to grandfathering, but has adequate plans to accommodate students with disabilities, has provided CSI with necessary documentation regarding suitability of the school and the legal review of the proposed lease.</p>
Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary								1		Director of Operations and Administrative Assistant	<p>Note: This is dependent upon whether the school is in a DOE facility (in which case this step would not be required) or in a private facility and when the School's lease with the private facility begins. Assuming lease begins in July 1, 2013, the School should arrange appropriate services no later than June 15, 2013.</p>
Purchase and Accept Delivery of all necessary administrative Furniture, Fixtures and Equipment in order for administrative staff hired to be able to operate out of school facility							1			Director of Operations and Administrative Assistant	
Provision classrooms space with required furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).						1				Director of Operations and Administrative Assistant	<p>Note: Order all necessary FFE and accept delivery no later than July 30, 2013</p>
Order and Accept Delivery of any special equipment required for academic and operational purposes (i.e. a fireproof locked file cabinet for special education records)						1				Director of Operations and Administrative Assistant	

## Timeline January 2013-August 2013

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)									NOTES
	2012		2013							
Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	
<b>Financial and Operational</b>										
Develop and Adopt Internal Financial Controls Policies and Procedures, secure an independent CPA to review and provide an opinion on these Internal Controls.									Treasurer of Board, Board with support from East Harlem Tutorial Program	Note: It is the expectation that Board will be developing this document during the post-application period. The School Board of Trustees' should approve and adopt this policy no later than the inaugural Board meeting after the charter is authorized. Review and opinion by an independent CPA as well as correcting any deficits identified by CPA should occur prior to Board approval.
Establish all relevant financial systems: Payroll, Billing, other disbursements as per Internal Controls Policy and Procedures.									Treasurer of the Board, Principal, Director of Operations and East Harlem Tutorial Program finance staff	Note: It is the expectation that the School's Board will have finalized these systems and have begun implementing these systems by January 1, 2013 when the school will formally begin its start-up period. Payroll set up should be complete by December 31, 2012 as the Principal and Administrative Assistant will be on payroll until January 1, 2013
Further develop and refine and ultimately formally adopt by the the School's Board of Trustees the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics and distribute to relevant stakeholders.									Board, Principal (when hired), Director of Operations (when hired) with support from East Harlem Scholars Academy Charter School	Note: These policies and procedures should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be completed at different times during this period; for instance, Personnel Policies should be ratified at the first board meeting as employees are expected to join the staff on Jan 1, 2013 and be on the School's payroll at which time they should be provided with the approved Employee Manual.
Communication with NYCDOE re: contracting with transportation									Director of Operations and Administrative Assistant	
Communication with food vendor re: food service at school									Director of Operations and Administrative Assistant	
Arrange for required CPR training of staff and obtain required defibrillators.									Director of Operations	
Establish checking account with financial institution									Board Treasurer	
Secure D&O Insurance Policy									Board	Note: This should be in place before the first Board meeting
Secure Umbrella Commercial Liability Policy, Property, Student Accident, Professional Liability									Board, Director of Operations	This should be secured to start July 1, 2013
Research Student Information System, Select SIS, Purchase, install and implement SIS									Principal with support from East Harlem Scholars Academy Charter School	
Contract with Security and Building Maintenance Company									Director of Operations	Note: For the non-DOE facility scenario. The Director of Operations will conduct a competitive bidding process to select these outside contracting services for building security and maintenance and will abide by guidelines for securing a contractual relationship as laid out in the internal financial controls policy and procedures manual. Board will ratify selection.
Develop final first year budgets based on known revenue streams (i.e. actual enrollment) and known expenses (actual salaries, benefits, lease, etc.)									Principal and East Harlem Tutorial Program finance staff, Director of Operations, Board Treasurer	This should be approved by May 2013 board meeting

**Timeline January 2013-August 2013**

Please note the following Key:

 Activity Takes Place during these Months (Start and End Date) Activity Does Not Take Place

Activity	2012		2013							Responsibility Of	NOTES
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		

## Timeline January 2013-August 2013

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)								NOTES	
	2012		2013							
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of
<b>Educational</b>										
Planning for first year's academic program, development of assessment protocol, curriculum and instructional resources	■									Principal with support from East Harlem Scholars Academy Charter School leadership
Develop Full Curriculum for Year 1--See Response 6(a-e)-Curriculum and Instructional Design for greater detail on this item	■									<i>Note: The Principal and Assisant Principal/Director of School Culture will develop instructional tools (curriculum maps, scope and sequence) for the first school year, however, these will be living documents and will continue to be refined with input from instructional staff throughout the school year.</i>
Select, order and accept delivery of all necessary curriculum and instructional materials including assessment materials as necessary.				■						Principal and Assistant Principal/Director of School Culture, Director of Operations and Administrative Assistant
Develop Agenda and Engage Appropriate Outside Training Consultants as Necessary for Pre-Opening Professional Development Period. Develop Professional Development Plan for Year 1			■							Principal, Assistant Principal/Director of School Culture
Obtain any existing special education records, including IEPs, for all entering students with disabilities			■							Director of Operations, Administrative Assistant
Develop special education policies and procedures, including record keeping process, pre-referral and referral process			■							Principal and Special Education Teacher
Create class lists, student schedules and disseminate to teachers and students/families			■							Principal and Director of Operations

**26. Supplemental Information**

- (a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

East Harlem Scholars II has no supplementary information to present at no time.

**26. Supplemental Information**

**(b) Supplemental and Support Documents**

This is not applicable.