



Charter Schools Institute
State University of New York

FAMILY LIFE ACADEMY CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Regents

VOLUME 3 OF 4

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**SPECIAL NOTE: Because of an S.E.D. clerical error, the page numbering
in this agreement is inaccurate.**



SECTION II

School Mission And Summary

Attachment II-11: School Mission

The Family Life Academy Charter School (FLACS) seeks to empower New York City English Language Learners in grades K-5 to achieve high standards in both English and Spanish, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family—and in collaboration with each family—the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and often joyful. All members of the learning community will develop the knowledge, skills, and enthusiasm to continue learning throughout their lives, to expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Vision

The vision comes from The George Lucas Educational Foundation *Learn and Live*, a 1997 visionary, informational, and inspirational guide for reinventing American schools from the ground up. The images in the documentary film and the descriptions in the book are built on the assumption that high quality education depends on the presence of four key components – Students, Teachers, Communities, and Schools – and how these components interrelate with each other to form a coherent whole. The first three groups highlight the fact that education is built on the active participation of all the members of the school community who must transform their attitudes, values, and behavior to achieve high quality education. The fourth component, Schools, refers to the organizational and physical infrastructure that can promote or inhibit learning, as well as the ways technology can transform how students and educators do their work. The Foundation's message, "Answers to education's problems don't lie in an idealized memory of the school days past, but in a shared vision of its future," will continue to direct our vision of what the Family Life Academy Charter School could—and should—look like.

The Family Life Academy will be a K-5 bilingual/immersion school in a predominantly Latino community in the South Bronx. We envision the school as a place where teachers, parents, and students will become aware that they can and should actively participate in the creation of the school that they want. As a new school, FLACS will be an educational facility in which everyone will take the necessary challenges to initiate new solutions and engage in the creation of their school. The school will invite and provide training for teachers and parents to organize themselves into teams. They will work with each other so that they can (1) effectively design a dynamic learning environment that meets the needs of the "whole child"—namely the child's academic, social/emotional, and physical needs, (2) research effective instructional strategies that foster mastery of learning, (3) exercise responsibility and accountability that focus on achieving the desired results, and (4) establish school-family-community connections that create a mutually supportive and active community of learners. As founders, we believe this kind of participation not only supports people along the process of joint planning, implementation and evaluation of programs and other activities, but also sets the stage for the transformation of attitudes, values and behavior.

At FLACS, children will learn concepts and skills by adding steadily to their own

experience. In the classroom, pupils will interact with authentic materials and stimulating situations that are relevant to their daily lives. Teachers will guide and facilitate these transactions, helping children expand upon their prior knowledge, attitudes, and perspectives. In engaging, participatory classes, students will learn how to focus their questions, explore ideas, and design projects to meet individual goals. This process will be shaped by national and state standards, which all students can work toward and achieve. Likewise, through assessment models that they can understand, children will learn to continually monitor their own progress as they assume responsibility for their own learning process.

In its effort to educate thoughtful, responsible, and caring citizens the school will also foster community-building and will promote the development of strong character by exploring and modeling the core values that form the foundation of a democratic, sustainable, and just society. The founders believe that collaboration, cooperation, and ethical conduct and exchange among teachers, students, parents, and others are essential for the establishment of an effective learning community.

The school will be housed in the facilities of its partner, the Latino Pastoral Action Center, a multipurpose community-based organization that has organized itself to rebuild the Highbridge community in order to create *social capital* for children and their families. The concept of social capital refers to the social trust, norms, and networks that people draw upon to solve common problems. LPAC has been making a great contribution to the residents of the South Bronx for many years by extending its hours of operation and staying open throughout the summer so that people of all ages can take classes, participate in sports and recreational activities, attend plays and performances, and hold meetings and events. LPAC's participation in the Family Life Academy Charter School will ensure a strong and dynamic base of community support and resources to help our children succeed.

In partnership with the Center for Educational Outreach & Innovation (CEOI) at Teachers College - Columbia University, teachers will participate in a comprehensive staff development program including literacy training (See Attachment III-16), bilingual and English as a second language education. CEOI onsite staff development will be available at a reduced rate or at no cost. In addition, teachers will be entitled to take non-credit courses at no cost. Though the National Teacher Training Institute, teachers will participate in math, science and technology training. Character Education and Arts-in-education will be provided through selected partner programs.

The best current ideas, technologies, and programs will be put in place as a coherent whole to support this vision. How the vision is specifically implemented, however, is always open to evolution as all members of the school community continue to learn, grow, and make their contributions.

Philosophy

The Family Life Academy Program is guided by the philosophy that all children can



achieve high standards of learning by creating a supportive, academically rigorous learning environment in which there is adequate time, focused effort, and committed educators who are accountable for achieving the desired results. This philosophy is modeled on a set of principles enumerated by Lauren B. Resnick, the Director of the Learning Research and Development Center at the University of Pittsburgh and the founder of its Institute for Learning, which emphasize the idea that all students can learn and achieve high standards of performance. Robert Rothman in his monograph *Organizing So All Children Can Learn: Applying the Principles of Learning* explains these principles and shows examples of how they are applied in practice. These principles, derived from extensive research on how students learn, will frame and drive the faithful implementation of the FLACS educational design and classroom instruction to ensure that all students leave the school with the knowledge and skills they need to continue learning and to live productive and fulfilling lives. The FLACS founders are committed to creating a learning environment where all school community members strive towards and encourage the following principles:

Effort-Based Education - Appreciating one's capacity to learn to be smart given the proper environment and appropriate instruction and organizing a system that encourages and rewards students' effort. This system organized for effort fosters clear expectations, fair and credible evaluation, celebration of achievement, and time.

Clear Expectations - Defining what we expect students to learn and making sure that students, parents, school professionals, and community members know and understand these expectations at all times. Some ways in which expectations can be internalized include criteria in which the work is evaluated, displays of examples of students' high quality work, opportunities for teachers to score assessments, opportunities and time for students to evaluate their work against the standards, and benchmarks of progress along the way.

Academic Rigor in the Thinking Curriculum - Constructing knowledge based on what students already know and holding them accountable for their knowledge. This implies organization of the curriculum around the major concepts in the academic disciplines, organization of instruction that allows students to demonstrate their reasoning around those concepts, spiraling curriculum that progressively deepens students' understanding, and polished students' work after revisions.

Students As Knowledge Producers - encouraging students to use their knowledge to solve a problem or to create something new. This principle implies "hands-on" learning, the use of students' prior knowledge, and time to allow students opportunities to grapple with concepts and struggle with ideas until they can incorporate them within their own mental framework.

Accountable Talk - encouraging discourse in the classroom which is the basis for demonstrating understanding and the ability to think critically. Accountable talk has the following characteristics: politeness that builds on respectful listening and civil discourse, application of knowledge and standards of reasoning, defensible conclusions and logical arguments backed up with evidence, and appropriate application of discourse methods relevant to each subject area.

Learnable Intelligence - Treating students as if they are smart, so they will become smart. This principle implies the idea that intelligence is a habit of mind (understanding things, analyzing problems, asking questions, making sense of the world) and a set of beliefs (self-esteem).

Learning As Apprenticeship - learning alongside skilled people who serve as models of expert practice as well as teachers who encourage and guide the learners as they create authentic products or performances for real audiences. This principle involves “doing” and applying the principles noted above.

Utilizing this set of principles as a guide, the Family Life Academy Charter School hopes to realize its mission of increasing learning opportunities for students at-risk of academic failure. The ability of all school community members to realize, practice, and help others to realize these principles will be a strong factor in the school’s success

FLACS’ Role in the Context of Education Reform

Located in the South Bronx, the Family Life Academy Charter School will provide an education of choice for the area’s population. The local district has some of the lowest performing schools in the state due to a convergence of factors, among which social factors are the most predominant. The population is largely poor, often immigrant, and entirely restricted to the choice between public and parochial education. Since the parochial schools tend to be financially out of reach, this leaves parents with only the option of a public system that does little or nothing in terms of family support services. If the family is at risk—if the father is absent or abusive, for example, or if the mother is overworked or under stress—this is likely to impact the child’s education in the most severe way. We believe that FLACS can reverse this pattern by offering a holistic educational program designed specifically for the needs of this community and by enlisting the support of LPAC to provide the nurturing atmosphere children need.

FLACS is uniquely positioned to create more than just a local impact. Its use of a bilingual/ immersion program that stresses true fluency in both languages could provide a valuable reform model, reshaping the conventional philosophies for educating English Language Learners. It has been argued that a program that teaches English as a second language while intentionally enhancing a student’s fluency in his or her native tongue, will fall short of its goal of integrating that student into the larger English speaking community. We challenge this assumption with research-based models (described in Section IV-22) that have demonstrated the opposite. We do so with every confidence that FLACS will provide significant evidence for the viability of such programs.

The Family Life Academy Charter School is a new generation learning facility whose primary objective is to deliver a high-quality, values-based education, critically enhanced by comprehensive community support services and professional collaborations. This is a program that seeks to instill in children a sense of responsibility for their own education, and in the community a sense of responsibility for doing everything necessary to instill it.

Attachment II-12: Executive Summary

The Family Life Academy Charter School (FLACS), in partnership with the Latino Pastoral Action Center (LPAC) and the Center for Educational Outreach & Innovation (CEOI) at Teachers College - Columbia University, proposes to offer the establishment of a charter school in the fall of 2001 which will serve 250 English Language Learners from New York City in grades K-5 by its fifth year.

The mission of FLACS is to empower English language learners to achieve high standards in both English and Spanish, help them assume responsibility for their own learning, and encourage them to explore and affirm human values. The school will create a safe, nurturing, and dynamic environment where learning is engaging, meaningful, and often joyful. All members of the school community will develop the knowledge, skills, and enthusiasm to continue learning throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Philosophy

The proposed charter school will reflect the founders belief that:

- All children can achieve high standards of learning by creating a supportive, academically rigorous learning environment in which there is adequate time, focused effort, and committed educators who are accountable for achieving the desired results;
- Professional growth, student learning, and the effective use of resources can be maximized by integrating the best current ideas, technologies, and programs into a coherent whole;
- The needs of English Language Learners are more effectively addressed when native language instruction is used at least in the early years of schooling;
- Schools cannot, alone, meet the urgent need to raise and educate children to better meet the challenges of adulthood with dignity, satisfaction and integrity;
- Expanded choices in the types of educational opportunities that are available within the public school system must be provided to all parents and students.

Key Characteristics

The Family Life Academy Charter School will serve English language learners in the Highbridge section of The South Bronx where there is a high number of overcrowded and low performing schools. An overwhelming number of students are from low income families and many come from homes where only Spanish is spoken. FLACS will significantly increase educational opportunities for these children by offering a rigorous bilingual/immersion program



using researched effective instructional strategies that foster mastery of learning. The proposed Charter School will be characterized by:

- an engaging, multicultural curriculum shaped around genre and theme studies that fosters depth of learning and purposeful inquiry;
- innovative instructional strategies which place the student at the center of the learning experience and honor the individual path and potential of each person within the school community;
- a focused, inquiry-based learning environment that encourages and inspires students to grow academically and personally;
- a reflection on outcomes which informs future practice to increase learning opportunities for all students;
- a 200 day school year and an extended school day;
- a team of caring and committed educators supported by a comprehensive professional development program;
- a new model of collaboration in which all members of the school community work together to model life-long learning, and the character and ethical values inherent in the school's mission; and
- a looping instructional practice where teacher teams remain with students for three consecutive years for greater learning continuity and stronger relationships.

If approved, FLACS will institute a change from rule-based to performance-based accountability systems for meeting measurable student achievement results. FLACS will implement performance-based accountability systems for faculty and staff by adopting a private sector philosophy toward accountability, and employing rigorous evaluations of performance in all aspects of its operations. The clear beneficiaries of this shift to performance-based management will be the school's children and parents, who will be assured that every member of the school's team is competent and properly supervised. Substantial bonuses will be given to all staff, when funds permit, as rewards for superior student performance.

The Family Life Academy Charter School is a new generation learning facility whose primary objective is to deliver a high-quality, values-based education, critically enhanced by comprehensive community support services and professional collaborations. This is a program that seeks to instill in children a sense of responsibility for their own education, and in the community a sense of responsibility for doing everything necessary to instill it.



SECTION III

Academic Program,
Standards,
Curriculum And
Assessment

Attachment III-13-a: School Calendar

**Family Life Academy Charter School
Calendar for 2001-2002**

2001

July	5	Monday through	Professional training - Teachers College Reading & Writing Project Summer Institute - Professional Staff
July	20	Friday	
August	13-17	Monday through Friday	Professional training - General staff orientation. Director, teachers, and all other school staff report
August	20	Monday	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS EARLY DISMISSAL FOR KINDERGARTEN STUDENTS ONLY
September	3	Monday	Labor Day
October	8	Monday	Columbus Day Observed
November	6	Tuesday	Election Day; Staff Conference Day Students will <u>not</u> be in attendance.
November	22 -23	Thursday and Friday	Thanksgiving Recess
December 24 - Jan 1		Monday through Tuesday	Winter Recess (Incorporating Christmas and New Year's Day)

2002

January	21	Monday	Dr. Martin Luther King, Jr. Day
February	18 - 22	Monday through Friday	Midwinter Recess (including Washington's Birthday)
April	1 - 5	Monday through Friday	Spring Recess (including Good Friday & Easter)
May	22	Wednesday	Staff Development Day
May	27	Monday	Memorial Day Observed
June	28	Friday	<u>LAST DAY OF CLASSES</u>

School 2001-2002 Calendar

School starts on August 20 for all students and ends June 28.

S	M	T	W	T	F	S
1	2	3	4			7
8						14
15						21
22	23	24	25	26	27	28
29	30	31				

JULY
12 staff development days

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY
21 school days

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12						18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST
10 school days
5 staff development days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

FEBRUARY
15 school days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER
19 school days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH
21 school days
1/2 day PTA conference

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER
22 school days

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL
17 school days

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER
19 school days
1 staff development day
1/2 day PTA conference

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY
21 school days
1 Staff development day

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER
15 school days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE
20 school days
1/2 day PTA conference

Legend:

1	regular school day
1	Holiday / Vacation
1	Staff Development Day
1	1/2 day, PTA Conference
1	Not part of School Year

Total School Days:	200
Total Staff Development Days:	19
Total PTA Conferences:	3

Attachment III-13-b: Schedule of Periods of Instruction

SAMPLE SCHEDULE FOR FIRST GRADE

TIME	MONDAY	TUESDAY	WEDNESDAY
8:00-8:30	Breakfast	Breakfast	Breakfast
8:35-8:50	All School Meeting (English)	All School Meeting (Spanish)	All School Meeting (English)
8:55-9:25	Writing Process (English)	Writing Process (Spanish)	All School Meeting (English)
9:25-10:10	Choice/Center Time (English)	Choice/Center Time (Spanish)	Writing Process (English)
10:10-11:00	Reading Aloud/ Shared Reading (English)	Reading Aloud/ Shared Reading (Spanish)	Reading Aloud/ Shared Reading (English)
11:00-11:45	Independent/ Guided Reading (English)	Independent/ Guided Reading (Spanish)	Independent/ Guided Reading (English)
11:45-12:30	L	U	N
12:30-1:15	Science (English) Read Aloud	Social studies (Spanish) Read Aloud	Science (English) Read Aloud
1:15-2:15	Math (English)	Math (Spanish)	Math (English)
2:15-3:00	Health/Fitness, Art or Music (English)	Health/Fitness, Art or Music (Spanish)	Health/Fitness, Art or Music (English)
3:00-3:30	Character Education/ Review of the Day (English)	Character Education/ Review of the Day (Spanish)	Character Education/ Review of the Day (English)
END OF STUDENTS SCHOOL DAY			
3:30-4:30	Teachers' Common Planning Time	Teachers' Common Planning Time	Faculty Conference
LPAC's AFTER-SCHOOL PROGRAM			
3:30-6:00	Enrichment Activities Tutoring Homework Assistance	Enrichment Activities Tutoring Homework Assistance	Enrichment Activities Tutoring Homework Assistance

Since the school will be focused on serving English Language Learner (ELL) who are at-risk of academic failure, FLACS will offer an extended school day (8:30-3:30) and a longer school year (200 days) to allow for 2.5 daily hours of literacy, one daily hour of math, time for the arts, time for physical/health education, and time for character education. The extended schedule will also provide plenty of time to promote communicative competence and academic proficiency in English.

Other key features of the schedule that lead to the fulfillment of the school's learning standards and prepares students to meet or exceed the Regents' student performance standards as measured by the required statewide assessments include:

Alternating Languages: In kindergarten, the language of instruction will alternate daily between English and Spanish with only one language being used on a given day. Though both kindergarten teachers will be bilingual and will have either bilingual or ESL certification, each teacher will provide instruction in only one language and students will alternate daily between the two teachers.

Self-Contained Classes: In first grade, the one language per day approach will be continued though three days a week (Monday, Wednesday, & Friday) will now be taught in English while the remaining two (Tuesday & Thursday) will be taught in Spanish. Teachers will now remain with one class for both Spanish and English instruction days.

Sheltered English: In the second grade where the students' language proficiency has increased, they will be immersed in English with Spanish reviews and one hour of Spanish Language Arts daily. See Attachment IV-22 for further clarification of the "Sheltered English" approach.

Although the scope and sequence of the English Language Arts in 3rd, 4th, and 5th grades will be very similar to the English Language Arts programs offered in a traditional English Language Arts curriculum, teachers will still use appropriate ESL methods and techniques, as needed. Research studies have indicated that the average English language learner may need between five and seven years of instruction to acquire academic language proficiency on a par with native language speakers of English of the same age (Cummins, 1981), "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students").

In addition to specific scheduled time, the arts and character education principles will be integrated into the other curriculum areas whenever possible.

The school may host a number of special programs for Arts, Character Education, Health/Fitness or any other area that is deemed beneficial to the students and in alignment with the school mission. These programs may require scheduling adjustments or may overflow into the time allotted to the LPAC after school program. The LPAC after school program will collaborate closely with FLACS and will accommodate any such scheduling changes.

An all-school meeting on Wednesdays will serve as an opportunity to build community, listen to guest speakers, be an audience for student presentations, and to address issues of importance to the school.

AFTER SCHOOL PROGRAM

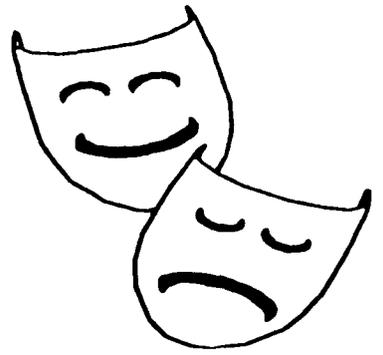
If approval for the charter is granted, the Family Life Academy Charter School will pursue corporate funding or grants to subsidize the Latino Pastoral Action Center's (LPAC) after school program. The after school program will provide a safe and nurturing environment for children while supporting their social and academic growth. The program will be available to all children who are students at the Family Life Academy Charter School from 3:30-6:00pm. If the program does not fill with FLACS children, it will be opened to other children in the district. LPAC will charge a nominal fee to parents (\$15.00 per week) to help cover the costs of the program. Parents who are unable to pay for the program will be eligible for financial aid.

Since the Latino Pastoral Action Center will be administering the after school program, it will have its own director and teaching staff. To ensure a seamless day between the after school program and the Family Life Academy Charter School, the after school director and staff will meet on a regular basis with the director of the Family Life Academy Charter School. Additionally, the after school program director and staff will be accountable to the charter school Board of Trustees and to its funding agencies as well.

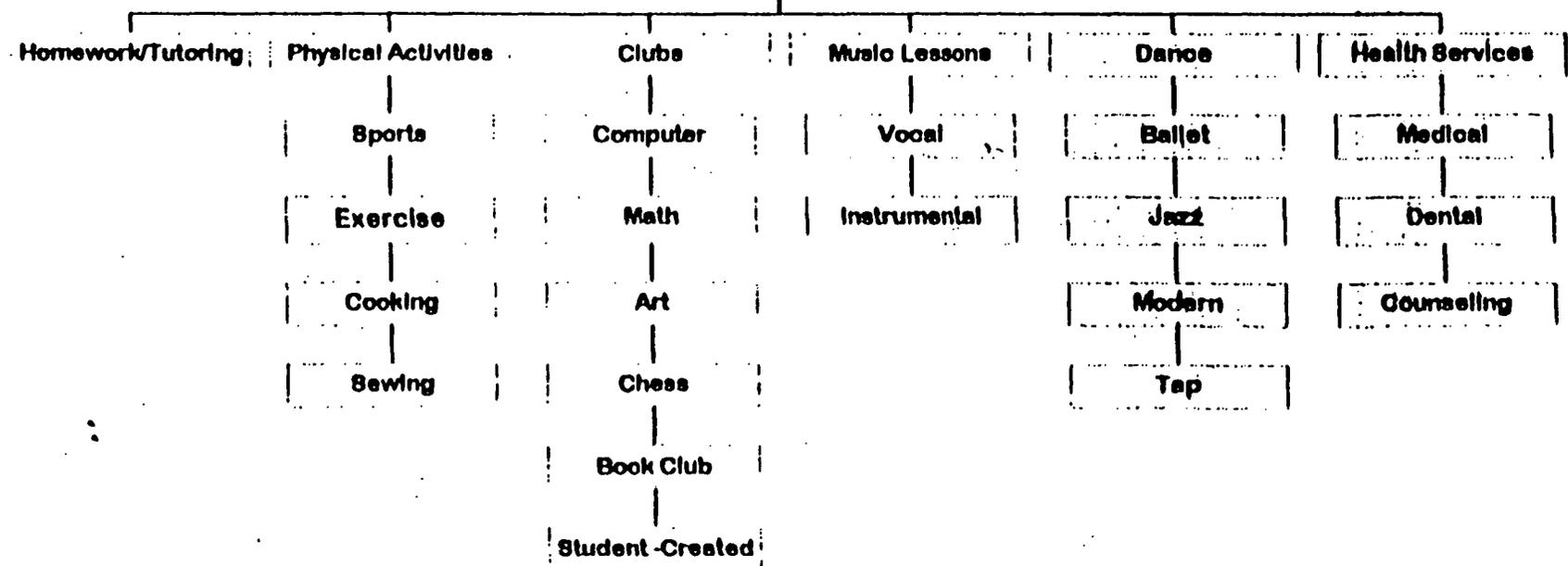
The after school program will be aligned with the philosophy and goals of the Family Life Academy Charter School. It will support the academic goals of the Family Life Academy Charter School by providing homework help on a daily basis, wholesome snacks and a range of courses and activities, including: dance, instrumental music, painting, ceramics, sculpting, chess, cooking, math club, project-based literacy, recreation and counseling.

If children need to remain until 7pm, accommodations for dinner will be arranged.

After-School Program



Separate Team Management
 (Responsible to Board of Trustees)
 Parents
 Principals



SUMMER PROGRAM

The Latino Pastoral Action Center (LPAC) plans to offer an extensive summer option for the children of the Family Life Academy Charter School. LPAC will explore possibilities that will allow the children to meet with their friends over the summer months and that will accommodate working parents' needs while providing meaningful learning and recreational opportunities for the children.

Classes and activities will reflect a wide area of interests and meet the varying talents of the children. Many of the classes offered in the after school program will also be available in the summer. Children will be encouraged to read in the summer. There will be book clubs, story reading, trips to the public library, activities based upon books read and shared. Children will also be able to use the learning centers. Knowledge and skills learned during the school year will be put to good use.

The program will approximate a summer camp experience as much as possible. LPAC will add swimming and tennis lessons. They will make arrangements for the children to take swimming lessons at the city pool. They will bring experienced tennis instructors to the school for basic skill training and familiarity with the game. They will then take the children to the town courts to play on a regular basis.

Day trips to Manhattan and trips to other nearby places of interest will be scheduled. They will plan overnight camping trips to the Y camps as well.

The summer program will begin at the close of the school year and extend to the end of July. Many of the After School Program Staff will work in the summer program. College students and Americops volunteers will be hired as counselors. Parents will pay a nominal fee for the summer program. Parents who may not be able to afford the summer program will be able to apply for financial aid.

Attachment III-14: Learning Standards

The Family Life Academy Charter School is committed to delivering a high quality, coherent education program that is driven by standards. The school's primary goal is to enable students to perform at or above New York State grade level standards in all disciplines, and its curriculum and assessment strategies align with this goal. The founders believe that a coherent education program comprised of rigorous standards, engaging curricula, and ongoing assessment has a powerful effect on students' learning. In this proposal, a description of standards, curriculum, and assessment are presented as separate components. However, FLACS strongly believe that a fully integrated synthesis of these three components is at the heart of significantly enhanced student learning.

At FLACS, the three components -- standards, curriculum, and assessment -- will interlock, as follows: standards set the goals for learning; the curriculum provides the environment and mechanisms by which students master the skills and content articulated in the standards; and assessments define ways students, teachers, and parents can evaluate student performance, so that the students can demonstrate by objective measures that they possess the knowledge and skills the standards demand. In addition, by including students in the evaluation process, they learn to modify their own plans and objectives in meeting standards. In this way, students -- guided by teachers -- play a role in planning day-to-day curriculum, practice, lessons and assignments, as they gradually assume responsibility for their own learning.

FLACS will use a combination of the New Standards Performance Standards developed by the National Center of Education and the Economy at the University of Pittsburgh and the New York State Learning Standards. The New Standards Performance Standards have been adopted by the New York City Board of Education and by FLACS as they complement and often exceed the New York State Learning Standards. They are, in many cases, more specific, providing examples of actual student work that meets the standards. Teachers and students know exactly what is needed to succeed. The New Standards Performance Standards will be used in the areas of Language Arts, Mathematics, Science, and Applied Learning. New York State Learning Standards will be utilized in the areas of Social Studies, Arts, and Health and Physical Education. The combination of these two sets of standards will set high expectations that meet or exceed the 28 learning standards of the New York Board of Regents.

The New Performance Standards are the foundation for higher student achievement, and through examples of student work at each level, show clearly what the students in FLACS classrooms must do to meet these expectations. These samples provide the opportunity for the teachers at the school to examine their students' work against state and nationally accepted benchmarks. By comparing work produced in their classrooms to these standards, they will understand better how to design instruction and assessment strategies to produce results. For example, teachers at the school will analyze a child's performance to identify the weak points and alter instruction to correct that weakness as quickly and effectively as possible. Through ongoing evaluation and early intervention, students will progress steadily, as opposed to falling further and further behind -- which has been widely documented as the case for many students attending

schools in disadvantaged communities.

We are articulating clear and measurable learning standards for each subject offered in the school using the New York City New Standards Performance Standards which have been adopted within the last three years and the New York State Learning Standards. These elementary school standards are benchmarked for Grade 4. Standards for each grade from K through 5 for our school are covered in Attachment III-15 which covers curriculum and benchmarks by grade.

Through the Center for Educational Outreach & Innovation at Teachers College - Columbia University, teachers will receive professional development and ongoing training in the use of standards and their implications for curriculum and instruction. Thus, teachers will be required to construct their lesson plans around the standards and benchmarks of the students' grade level.

ENGLISH LANGUAGE ARTS (*New Standards*)**Reading**

- E1a** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.
- E1b** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:
- makes and supports warranted and responsible assertions about the texts;
 - supports assertions with elaborated and convincing evidence;
 - draws the texts together to compare and contrast themes, characters, and ideas;
 - makes perceptive and well developed connections;
 - evaluates writing strategies and elements of the author's craft.
- E1c** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
- restates or summarizes information;
 - relates new information to prior knowledge and experience;
 - extends ideas;
 - makes connections to related topics or information.
- E1d** The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:
- self correcting when subsequent reading indicates an earlier miscue;
 - using a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings;
 - reading with a rhythm, flow, and meter that sounds like everyday speech.

Writing

- E2a** The student produces a report that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to a specific purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;
- provides a sense of closure to the writing.

E2b The student produces a response to literature that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates an understanding of the literary work;
- provides a sense of closure to the writing.

E2c The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

E2d The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

Speaking, Listening and Viewing

E3a The student participates in one-on-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- initiates new topics in addition to responding to adult-initiated topics;
- asks relevant questions;
- responds to questions with appropriate elaboration;
- uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...." "very likely....," "I'm unsure whether...n;"
- confirms understanding by paraphrasing the adult's directions or suggestions.

E3b The student participates in group meetings, in which the student:

- displays appropriate turn-taking behaviors;
- actively solicits another person's comment or opinion;
- offers own opinion forcefully without dominating; responds appropriately to comments and questions;
- volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed;
- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

E3c The student prepares and delivers an individual presentation, in which the student:

- shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- uses notes or other memory aids to structure the presentation;
- engages the audience with appropriate verbal cues and eye contact;
- projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

- demonstrates an awareness of the presence of the media in the daily lives of most people;
- evaluates the role of the media in focusing attention and in forming an opinion;
- judges the extent to which the media provide a source of entertainment as well as a source of information;
- defines the role of advertising as part of media presentation.

Conventions, Grammar



E4a The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- adding or deleting details;
- adding or deleting explanations;
- clarifying difficult passages;
- rearranging words, sentences, and paragraphs to improve or clarify meaning;
- sharpening the focus;
- reconsidering the organizational structure.

Literature

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- identifies recurring themes across works;
- analyzes the impact of authors' decisions regarding word choice and content;
- considers the differences among genres;
- evaluates literary merit;
- considers the function of point of view or persona;
- examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;
- identifies stereotypical characters as opposed to fully developed characters;
- critiques the degree to which a plot is contrived or realistic;
- makes inferences and draws conclusions about contexts, events, characters, and settings.

E5b The student produces work in at least one literary genre that follows the conventions of the genre.

SPANISH LANGUAGE ARTS

FLACS founding members are in agreement that the performance standards for Spanish language arts should be the same as the performance standards for English language arts. Teachers will hold the samples of student work in Spanish to the same expectations for performance by students in English language arts. Instruction in Spanish language arts will parallel instruction for English proficient students. It is expected, however, that a group of students will come to school with very low level of literacy skills in their native language. Teachers will give these students proper support and time to enable them to reach and surpass the New York State standards.

MATHEMATIC STANDARDS (*New Standards*)

Arithmetic and Number Concepts

The student produces evidence that demonstrates understanding of arithmetic and number concepts; that is, the student:

M1a Adds, subtracts, multiplies, and divides whole numbers, with and without calculators; that is:

- adds, i.e., joins things together, increases;
- subtracts, i.e., takes away, compares, finds the difference;
- multiplies, i.e., uses repeated addition, counts by multiples, combines things that come in groups, makes arrays, uses area models, computes simple scales, uses simple rates;
- divides, i.e., puts things into groups, shares equally; calculates simple rates;
- analyzes problem situations and contexts in order to figure out when to add, subtract, multiply, or divide;
- solves arithmetic problems by relating addition, subtraction, multiplication, and division to one another;
- computes answers mentally, e.g., $27 + 45$, 30×4 ;
- uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature, "owing."

M1b Demonstrates understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; that is:

- counts 1, 10, 100, or 1,000 more than or less than, e.g., less than 10,000, 10 more than 380, 1,000 more than 23,000, 100 less than 9,000;
- uses knowledge about ones, tens, hundreds, and thousands to figure out answers to multiplication and division tasks, e.g., 36×10 , 18×100 , $7 \times 1,000$, $4,000 \div 4$.

M1c Estimates, approximates, rounds off, uses landmark numbers, or uses exact numbers, as appropriate, in calculations.

M1d. Describes and compares quantities by using concrete and real world models of simple fractions; that is:

- finds simple parts of wholes;
- recognizes simple fractions as instructions to divide, e.g., $1/4$ of something is the same as dividing something by 4;
- recognizes the place of fractions on number lines, e.g., in measurement;
- uses drawings, diagrams, or models to show what the numerator and denominator mean, including when adding like fractions, e.g., $1/8 + 5/8$, or when showing that $3/4$ is more than $3/8$;
- uses beginning proportional reasoning and simple ratios, e.g., "about half of the people."

M1e Describes and compares quantities by using simple decimals; that is:

- adds, subtracts, multiplies, and divides money amounts;
- recognizes relationships among simple fractions, decimals, and percents, i.e., that $1/2$ is the same as 0.5, and $1/2$ is the same as 50%, with concrete materials, diagrams, and in real world situations, e.g., when discovering the chance of a coin landing on heads or tails.

M1f Describes and compares quantities by using whole numbers up to 10,000; that is:

- connects ideas of quantities to the real world, e.g., how many people fit in the school's cafeteria; how far away is a kilometer;
- finds, identifies, and sorts numbers by their properties, e.g., odd, even, multiple, square.

Geometry and Measurement

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

- M2a** Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above."
- M2b** Visualizes and represents two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and side view of a building made of cubes.
- M2c** Uses simple two dimensional coordinate systems to find locations on a map and to represent points and simple figures.
- M2d** Uses many types of figures (angles, triangles, squares, rectangles, rhombi, parallelograms, quadrilaterals, polygons, prisms, pyramids, cubes, circles, and spheres) and identifies the figures by their properties, e.g., symmetry, number of faces, two- or three-dimensionality, no right angles.

- M2e** Solves problems by showing relationships between and among figures, e.g., using congruence and similarity, and using transformations including flips, slides, and rotations.
- M2f** Extends and creates geometric patterns using concrete and pictorial methods.
- M2g** Uses basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter, and area.
- M2h** Uses models to reason about the relationship between the perimeter and area of rectangles in simple situations.
- M2i** Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, area, volume, and time.
- M2j** Carries out simple unit conversions, such as between cm and m, and between hours and minutes.
- M2k** Uses scales in maps, and uses, measures and creates scales for rectangular scale drawings based on work with concrete models and graph paper.

Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

- M3a** Uses linear patterns to solve problems; that is:
- shows how one quantity determines another in a linear ("repeating") pattern, i.e., describes, extends, and recognizes the linear pattern by its rule, such as, the total number of legs on a given number of horses can be calculated by counting by fours;
 - shows how one quantity determines another quantity in a functional relationship based on a linear pattern, e.g., for the "number of people and total number of eyes," figure out how many eyes 100 people have all together.
- M3b** Builds iterations of simple non-linear patterns, including multiplicative and squaring patterns (e.g., "growing" patterns) with concrete materials, and recognizes that these patterns are not linear.
- M3c** Uses the understanding that an equality relationship between two quantities remains the same as long as the same change is made to both quantities.
- M3d** Uses letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations with concrete materials, i.e., demonstrates understanding and use of a beginning concept of a variable.

Statistics and Probability Concepts

The student produces evidence that demonstrates understanding of statistics and probability concepts in the following areas; that is, the student:

- M4a** Collects and organizes data to answer a question or test a hypothesis by comparing sets of data.
- M4b** Displays data in line plots, graphs, tables, and charts.
- M4c** Makes statements and draws simple conclusions based on data; that is:
- reads data in line plots, graphs, tables, and charts;
 - compares data in order to make true statements, e.g., "seven plants grew at least 5 cm.;"
 - identifies and uses the mode necessary for making true statements, e.g., "more people chose-red";
 - makes true statements based on a simple concept of average (median and mean) for a small sample size and where the situation is made evident with concrete materials or clear representations;
 - interprets data to determine the reasonableness of statements about the data, e.g., "twice as often," "three times faster";
 - uses data, including statements about the data, to make a sample concluding statement about a situation, e.g., "This kind of plant grows better near sunlight because the seven plants that were near the window grew at least 5 cm."
- M4d** Gathers data about an entire group or by sampling group members to understand the concept of sample, i.e., that a large sample leads to more reliable information, e.g., when flipping coins.
- M4e** Predicts results, analyzes data, and finds out why some results are more likely, less likely, or equally likely.
- M4f** Finds all possible combinations and arrangements within certain constraints involving a limited number of variables.

Problem Solving and Mathematics

The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving, and projects; demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow; and solves problems that make demands on all three aspects of the solution process-- formulation, implementation, and conclusion.

Formulation

M5a Given the basic statement of a problem situation, the student:

- makes the important decisions about the approach, materials, and strategies to use, i.e. does not merely fill in a given chart, use a pre specified manipulative, or go through a predetermined set of steps;
- uses previously learned strategies, skills, knowledge, and concepts to make decisions;
- uses strategies, such as using manipulatives or drawing sketches, to model problems.

Implementation

M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:

- makes up and uses a variety of strategies and approaches to solving problems and uses or learns approaches that other people use, as appropriate;
- makes connections among concepts in order to solve problems;
- solves problems in ways that make sense and explains why these ways make sense, e.g. defends the reasoning, explains the solution.

Conclusion

The student moves beyond a particular problem by making connections, extensions and/or generalizations; for example, the student:

- explains a pattern that can be used in similar situations;
- explains how the problem is similar to other problems he or she has solved;
- explains how the mathematics used in the problem is like other concepts in mathematics;
- explains how the problem's solution can be applied to other school subjects and in real world situations;
- makes the solution into a general rule that applies to other circumstances.

Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task, perhaps referring to notes, books, or other students, perhaps working to reconstruct a method; that is, the student:

M6a Adds, subtracts, multiplies, and divides whole numbers correctly; that is:

- knows single digit addition, subtraction, multiplication, and division facts;
- adds and subtracts numbers with several digits;
- multiplies and divides numbers with one or two digits;
- multiplies and divides three digit numbers by one digit numbers.

- M6b** Estimates numerically and spatially
- M6c** Measures length, area, perimeter, circumference, diameter, height, weight, and volume accurately in both the customary and metric systems.
- M6d** Computes time (in hours and minutes) and money (in dollars and cents).
- M6e** Refers to geometric shapes and terms correctly with concrete objects or drawings, including triangle, square, rectangle, side, edge, face cube, point, line, perimeter, area, and circle, and refers with assistance to rhombus, parallelogram quadrilateral, polygon, polyhedron, angle, vertex, volume, diameter, circumference, sphere prism, and pyramid.
- M6f** Uses $+$, $-$, \times , \div , $/$, $\sqrt{\quad}$, $\$$, $\¢$, $\%$, and $.$ (decimal point) correctly in number sentences and expressions.
- M6g** Reads, creates, and represents data on line plots, charts, tables, diagrams, bar graphs, simple circle graphs, and coordinate graphs.
- M6h** Uses recall, mental computations, pencil and paper, measuring devices, mathematics texts manipulative, calculators, computers, and advice from peers, as appropriate, to achieve solutions; that is, uses measuring devices, graded appropriately for given situations, such as rulers (customary to the $1/8$ inch; metric to the millimeter), graph paper (customary to the inch or half inch; metric to the centimeter), measuring cups (customary to the ounce; metric to the milliliter) and scales (customary to the pound or ounce metric to the kilogram or gram).

Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs, and expressions, to communicate through reading, writing, speaking, and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

- M7a** Uses appropriate mathematical terms, vocabulary, and language, based on prior conceptual work.
- M7b** Shows mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.
- M7c** Explains solutions to problems clearly and logically, and supports solutions with evidence, in both oral and written work.
- M7d** Considers purpose and audience when communicating about mathematics.

M7e Comprehends mathematics from reading assignments and from other sources.

Putting Mathematics to Work

The student conducts at least one large-scale project each year, beginning in fourth grade, drawn from the following kinds and, over the course of elementary school, conducts projects drawn from at least two of the kinds.

A single project may draw on more than one kind.

M8a Data study, in which the student:

- develops a question and a hypothesis in a situation where data could help make a decision or recommendation;
- decides on a group or groups to be sampled and makes predictions of the results with specific percents, fractions, or numbers;
- collects, represents, and displays data in order to help make the decision or recommendation; compares the results with the predictions;
- writes a report that includes recommendations supported by diagrams, charts, and graphs, and acknowledges assistance received from parents, peers, and teachers.

M8b Science study, in which the student:

- decides on a specific science question to study and identifies the mathematics that will be used, e.g., measurement;
- develops a prediction (a hypothesis) and develops procedures to test the hypothesis;
- collects and records data, represents and displays data, and compares results with predictions;
- writes a report that compares the results with the hypothesis; supports the results with diagrams, charts, and graphs; acknowledges assistance received from parents, peers, and teachers.

M8c Design of a physical structure, in which the student:

- decides on a structure to design, the size and budget constraints, and the scale of design;
- makes a first draft of the design, and revises and improves the design in response to input from peers and teachers;
- makes a final draft and report of the design, drawn and written so that another person could make the structure; acknowledges assistance received from parents, peers, and teachers.

M8d Management and planning, in which the student:

- decides on what to manage or plan, and the criteria to be used to see if the plan worked;

- identifies unexpected events that could disrupt the plan and further plans for such contingencies;
- identifies resources needed, e.g., materials, money, time, space, and other people;
- writes a detailed plan and revises and improves the plan in response to feedback from peers and teachers;
- carries out the plan (optional);
- writes a report on the plan that includes resources, budget, and schedule, and acknowledges assistance received from parents, peers, and teachers.
- writes a report that includes recommendations supported by diagrams, charts, and graphs, and acknowledges assistance received from parents, peers, and teachers.

M8e Pure mathematics investigation, in which the student:

- decides on the area of mathematics to investigate, e.g., numbers, shapes, patterns;
- describes a question or concept to investigate;
- decides on representations that will be used, e.g., numbers, symbols, diagrams, shapes, or physical models;
- carries out the investigation;
- writes a report that includes any generalizations drawn from the investigation, and acknowledges assistance received from parents, peers, and teachers.

SCIENCE STANDARDS (*New Standards*)

Physical Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S1a** Properties of objects and materials, such as similarities and differences in the size, weight, and color of objects; the ability of materials to react with other substances; and different states of materials.
- S1b** Position and motion of objects, such as how the motion of an object can be described by tracing and measuring its position over time; and how sound is produced by vibrating objects.
- S1c** Light, heat, electricity, and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work.

Life Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S2a** Characteristics of organisms, such as survival and environmental support; the relationship

between structure and function; and variations in behavior.

- S2b Life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles.
- S2c Organisms and environments, such as the interdependence of animals and plants in an ecosystem; and populations and their effects on the environment.
- S2d Change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history.

Earth and Space Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S3a Properties of Earth materials, such as water and gases; and the properties of rocks and soils such as texture, color, and ability to retain water.
- S3b Objects in the sky, such as Sun, Moon, planets, and other objects that can be observed and described; and the importance of the Sun to provide the light and heat necessary for survival.
- S3c Changes in Earth and sky, such as changes caused by weathering, volcanism, and earthquakes; and the patterns of movement of objects in the sky.

Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

- S4a Big ideas and unifying concepts, such as order and organization; models, form and function, change and constancy; and cause and effect.
- S4b The designed world, such as development of agricultural techniques; and the viability of technological designs.
- S4c Personal health, such as nutrition, substance abuse, and exercise; germs and toxic substances; personal and environmental safety.
- S4d Science as a human endeavor, such as communication, cooperation, and diverse input in scientific research; and the importance of reason, intellectual honesty, and skepticism.

Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 to 4, and appropriate methods to investigate the natural world; that is, the student:

- S5a Asks questions about natural phenomena; objects and organisms; and events and discoveries.
- S5b Uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena.
- S5c Uses evidence from reliable sources to construct explanations.
- S5d Evaluates different points of view using relevant experiences, observations, and knowledge; and distinguishes between fact and opinion.
- S5e Identifies problems; proposes and implements solutions; and evaluates the accuracy design, and outcomes of investigations.
- S5f Works individually and in teams to collect and share information and ideas.

Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results, and accomplish tasks effectively, that is, the student:

- S6a Uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers, and microscopes) to gather data and extend the senses.
- S6b Collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability, and sampling.
- S6c Acquires information from multiple sources, such as experimentation and print and non-print sources.

Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs, or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

- S7a Represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams, and artwork, and technical and creative writing.

- S7b** Uses facts to support conclusions.
- S7c** Communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow.
- S7d** Critiques written and oral explanations, and uses data to resolve disagreements.

Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of elementary school, investigations that integrate several aspects of Science Standards I to 7 and represent all four of the kinds of investigation:

- S8a** An experiment, such as conducting a fair test.
- S8b** A systematic observation, such as a field study.
- S8c** A design, such as building a model or scientific apparatus.
- S8d** Non-experimental research using print and electronic information, such as journals, video, or computers.

A single project may draw on more than one kind of investigation.

A full investigation includes:

- Questions that can be studied using the resources available.
- Procedures that are safe, humane, and ethical; and that respect privacy and property rights.
- Data that have been collected and recorded (see also Science Standard 6) in ways that others can verify and analyze using skills expected at this grade level (see also Mathematics Standard 4).
- Data and results that have been represented (see also Science Standard 7) in ways that fit the context.
- Recommendations, decisions, and conclusions based on evidence.
- Acknowledgment of references and contributions of others.
- Results that are communicated appropriately to audiences.
- Reflection and defense of conclusions and recommendations from other sources and peer review.

APPLIED LEARNING STANDARDS (*New Standards*)

1. Problem Solving

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

The student conducts projects involving at least two of the following kinds of problem solving each year and, over the course of elementary school, conducts projects involving all three kinds of problems solving.

- **Design a Product, Service, or System:** Identify needs that could be met by new products, services, or systems and create solutions for meeting them.
- **Improve a System:** Develop an understanding of the way systems of people, machines, and processes work; troubleshoot problems in their operation and devise strategies for improving their effectiveness.
- **Plan and Organize an Event or an Activity:** Take responsibility for all aspects of planning and organizing an event or an activity from concept to completion, making good use of the resources of people, time, money, and materials and facilities.

Each project should involve subject matter related to the standards for English Language arts, and/or Mathematics, and/or Science, and/or other appropriate subject content.

Design a Product, Service, or System

1a The student designs and creates a product, service, or system to meet an identified need; that is, the student:

- develops ideas for the design of the product, service, or system;
- chooses among the design ideas and justifies the choice;
- establishes criteria for judging the success of the design;
- uses an appropriate format to represent the design;
- plans and carries out the steps needed to turn the design into reality;
- evaluates the design in terms of its success in meeting the established criteria;

1b The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation; that is, the student:

- identifies the parts of the system and the way the parts connect with each other;
- identifies parts or connections in the system that have broken down or that could be made to work better;
- devises ways of making the system work again or making it work better;
- evaluates the effectiveness of the strategies for improving the system and supports the evaluation with evidence.

2. Communication Tools and Techniques

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic means of expression.

2a The student makes an oral presentation of project plans or findings to an appropriate audience; that is, the student:

- organizes the presentation in a logical way appropriate to its purpose;
- speaks clearly and presents confidently;
- responds to questions from the audience;
- evaluates the effectiveness of the presentation.

2b The student composes and sends correspondence, such as thank-you letters and memoranda providing information; that is, the student:

- expresses the information or request clearly;
- writes in a style appropriate to the purpose of the correspondence.

2c The student writes and formats information for short publications, such as brochures or posters; that is, the student:

- organizes the information into an appropriate form for use in the publication;
- checks the information for accuracy;
- formats the publication so that it achieves its purpose.

3. Information Tools and Techniques

Use information gathering techniques, analyze and evaluate information and use information technology to assist in collecting, analyzing, organizing, and presenting information.

3a The student gathers information to assist in completing project work; that is, the student:

- identifies potential sources of information to assist in completing the project;
- uses appropriate techniques to collect the information, conducting a survey;
- distinguishes relevant from irrelevant information;
- shows evidence of research in the completed project.

3b The student uses information technology to assist in gathering, organizing, and presenting information; that is, the student:

- acquires information for specific purposes from on-line sources, such as the Internet, and other electronic data bases, such as an electronic encyclopedia;
- uses word-processing, drawing, and painting programs to produce project reports and related materials.

4. Learning and Self-Management Tools and Techniques

Manage and direct one's own learning.

4a The student learns from models; that is, the student:

- consults with or observes other students and adults at work, and identifies the main features of what they do and they go about their work;
- examines models for the results of project work, such as professionally produced publications, and analyzes their qualities;
- uses what he or she learns from models to assist in planning and conducting project activities.

4b The student keeps records of work activities in an orderly manner; that is, the student:

- sets up a system for storing records of work activities;
- maintains records of work activities in a way that makes it possible to find specific materials quickly and easily.

4c The student identifies strengths and weaknesses in his or her own work; that is, the student:

- understands and establishes criteria for judging the quality of work processes and products;
- assesses his or her own work processes and products.

5. Tools and Techniques for Working with Others

Work with others to achieve a shared goal, help other people learn on the job, and respond effectively to the needs of a client.

5a The student works with others to complete a task; that is, the student:

- reaches agreement with group members on what work needs to be done to complete the task and how the work will be tackled;
- takes a share of the responsibility for the work;
- consults with group members regularly during the task to check on progress in completing the task, to decide on any changes that are required, and to check that all parts have been completed at the end of the task.

5b The student shows or explains something clearly enough for someone else to be able to do it.

5c The student responds to a request from a client; that is, the student:

- interprets the client's request;
- asks questions to clarify the demands of a task.

SOCIAL STUDIES STANDARDS (*New York State Learning Standards*)**1. History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

2. World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

3. Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of people, places, and environments over the Earth's surface.

4. Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non market mechanisms.

5. Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

NEW YORK STATE ART STANDARDS (*New York State Learning Standards*)**1. Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

2. Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

3. Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

4. Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts, in turn, shape the diverse cultures of past and present society.

NEW YORK STATE HEALTH AND PHYSICAL EDUCATION STANDARDS
(*New York State Learning Standards*)**1. Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain physical health.

2. A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

3. Resource Management

Students will understand and be able to manage their personal and community resources.

Attachment III-15: Curriculum and Benchmarks by Grade

Since the curriculum provides the mechanism by which the students master the skills and the content articulated in standards, the FLACS curriculum is closely aligned with the standards cited in Attachment III-14. In other words, standards will drive much of what teachers and students do every day, including classroom rituals, routines, procedures, artifacts, instructional strategies, tests, and other means of assessment. The curriculum, instructional programs, and assessment tools are organized to give students opportunities to demonstrate understanding of concepts and skills called for in the standards, and to help them make steady progress towards mastering them.

A wide range of sources were utilized to help design an educational program that aligns with the FLACS mission, leads to the fulfillment of the school's learning standards and prepares students to meet or exceed the Regents' student performance standards as measured by the required statewide assessments. The sources upon which we drew include: The New Standards Performance Standards, Primary Literacy Standards (for kindergarten through third grade), the New York State Department of Education Standards and curriculum resource guides, the standards of the National Council of Teachers of Mathematics, the National Science Education Standards, the learning goals of the curriculum materials the school will be using, such as the Great Books Foundation, advice of educators, including educational leaders at Teachers College - Columbia University, and our own innovations.

First, we provide a general curriculum overview which reflects our mission and our guiding beliefs about the way children learn and achieve personal development. In order to account for the full range of knowledge and skills that the students will acquire, the curriculum is described according to commonly accepted academic areas. Each division is organized by grade level with specific overview and/or benchmarks, modules or themes.

General Curriculum Overview

Based on the standards, the FLACS curriculum and instructional strategies will focus on performance, and will consist primarily of a range of tasks students will be asked to complete. These assignments will build on students' prior knowledge and understanding, and over time, will become progressively more complex. Teachers will use the standards frequently to develop the students' abilities to improve their work until it reaches standard-level quality. By having a clear sense of where the lesson is headed, what students are expected to know, and what students should be able to demonstrate as a result of this knowledge, both students and teachers will be able to internalize the expectations for the work, and to judge their work against those expectations. Overall, the curriculum represents a sound balance among basic skills, conceptual development, and problem-solving approaches, in addition to having a clear focus on performance, aimed at deepening understanding.

Teaching Methods

The FLACS instructional strategies are based on a philosophy that learning is an active process. In our view, learning entails activating prior knowledge, relating it to new information and applying it appropriately. The FLACS approach is inquiry-based and project oriented, whereby students learn to narrow their questions, explore ideas, and express their thoughts through the completion of specific projects. To that end, stimulating and challenging activities that demand thinking will be incorporated in the content areas across the curriculum through thematic units and real-life projects. Students will have the opportunity to plan, do, review, share, and celebrate their learning. As they go through this process of collaborating and interacting with each other and the teacher, students will not only improve their learning and achievement, but also develop literacy skills, across disciplines, in English and Spanish. Experiential and participatory learning opportunities will be pursued, and will include cross-disciplinary projects. In many cases, these will utilize a variety of community resources, as described further below.

Spanish and English basic literacy skills, such as reading, writing, speaking, observing, listening, and responding, will be emphasized in all projects and across disciplines. So, for example, a student solving a mathematics problem will be asked to explain his or her thought processes in words, and to write number sentences that also use corresponding verbal language. In fact, teaching literacy underlies the FLACS' instructional methods in all disciplines, and each day, a two-and-one half hour block of time will be devoted to developing literacy. Again, the school takes an active approach to English Language Arts and draws directly on the primary literacy standards articulated by the New Standards Performance Standards. These primary literacy standards draw on the research underlying the best of the phonics and whole language strategies to support fluent reading in the early grades. Classroom activities will include phonics, oral language, reading to children, discussion of subject matter, sharing books, genre studies, guided reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing in a variety of styles.

Since many of the students lack educational resources at home, there will be an extended day and a longer school year to accommodate a rigorous curriculum that helps students meet or exceed the standards. This curriculum includes, for example, two-and-one-half hours set aside every day for literacy instruction and one hour for mathematics. It is our expectation that in grades K-2, children will be learning the basics of reading -- such as phonics, sentence structure, and story line -- in order to acquire the ability to read. Beginning in third grade, they will shift from learning to read, to reading to learn. In other words, they will shift from activities teaching them building blocks for decoding, to the continual use of reading as an active, intellectual pursuit.

Student to student mentoring will be encouraged and, if resources allow, implemented in a program. It has been demonstrated repeatedly that mentoring others fosters mastery of materials, enhanced self esteem, increased development of responsibility, as well as a sense of caring, compassion, and empathy. Additionally, the mentoring recipient receives extra attention and assistance, helping with mastery of materials and contributing to a sense of being valued.

In the FLACS' school organizational structure, teachers will follow each class for three consecutive years. Since our target population is English Language Learners, this is especially important to ensure steady progress in gaining full proficiency in English. While core disciplines will be scheduled as distinct subjects, classroom activities at FLACS will center around thematic units with cross-disciplinary links. The areas of Language Arts and Social Studies are particularly conducive to being integrated together as are the areas of Mathematics and Science. From the third grade on, the two classroom teachers at each grade level will specialize in subject areas, one teaching Language Arts and Social Studies, and the other teaching Mathematics and Science. They will alternate between the two classes in their grade level but will collaborate very closely to insure learning continuity. Many of the curriculum materials will be used in an interdisciplinary manner. For example, the Junior Great Books Foundation curriculum materials will be utilized school wide, and many of these excellent book selections will address overlapping themes in Language Arts and Social Studies. These books will be available in both English and Spanish.

FLACS teaching methods and instructional strategies address primarily English Language Learners (ELL). We based our educational program on evaluation and research studies that suggest that the needs of ELL will be more effectively addressed by teaching them to read and write in their native language while acquiring proficiency in English. The National Research Council, for example, recommends that "Limited English Proficient (LEP) children be taught to read in the native language while acquiring proficiency in spoken English and then taught to transfer their skills to reading in English." (*Preventing Reading Difficulties in Young Children*, Snow, Burn and Grlitin, eds, 3/98). Therefore, FLACS will offer a bilingual/immersion program. In kindergarten, Spanish will comprise 50% of the instructional time. The kindergarten program involves alternating days of instruction in English and Spanish, with only one language being used on a given day. In first grade, Spanish will comprise for 40% of the instructional time. The students will receive two days (Tuesdays and Thursdays) a week of instruction in Spanish and three days (Mondays, Wednesdays, and Fridays) of instruction in English. Beginning in the second grade, students will be immersed in English with one hour a day of Spanish Language Arts. Attachment IV-22 contains a detailed description of the methods and strategies for serving ELL.

The decision to use Spanish for bilingual instruction is based on the fact that 86% of students in bilingual education programs in New York City are Spanish speaking. Furthermore, in the 36 public schools in the southwest Highbridge section of the Bronx, where the school will be located, the number of Latino students has increased dramatically over the past 20 years. This area is home to a significant Dominican and Puerto Rican immigration population. During the 1998-99 school year, 80% (15,000) of the students in District Nine were Spanish-speaking. Of these pupils, 40% (6,000) were identified as LEP, scoring at or below the 40th percentile rank on the English Language Assessment Battery Test (LAB). As a result, the transitional bilingual program is one of the largest in the city and in the state, providing 5,000 students with a full bilingual program, and an additional 1,500 pupils with English as a Second Language (ESL) instruction. Many of these students have had large gaps in their education and are consequently limited not only in English but also in their native language, Spanish.

The curriculum will be presented within a supportive culture that fosters FLACS' more global mission of helping to create responsible, enthusiastic, happy, community-minded, inquisitive, life long learners. To this end, the FLACS guiding principles (described in Attachment II-11) will be integrated into the curriculum wherever possible. Children will be assisted to actively participate in their learning experience whenever possible, asking questions, driving discussions, mentoring others, performing activities, utilizing their bodies and voices as well as their minds, and planning and implementing projects that motivate and interest them.

Selected Instructional Materials

As we reviewed a careful selection of curriculum materials, we made sure that these materials were aligned with the standards, had the capability of translating the standards into reality, and reflected our beliefs about the way students learn and achieve personal development. We have taken into account the following additional important factors:

- Program vendors must be offering a curriculum that has been empirically proven to raise students' achievement levels.
- All programs must be geared toward a realistic but challenging set of objectives.
- Curriculum design should be spiraling; i.e. they should give students many repeated and varied exposures to important concepts.
- Materials should incorporate the FLACS guiding principles wherever possible.
- Real-life projects and activities should be included to allow students to apply skills and concepts in meaningful ways.
- Projects should be long-term and rich enough to support the FLACS emphasis on project-based learning.
- Mini-lessons need to be included to help teachers connect concepts within the various content areas and across the curriculum, thereby making learning more meaningful.

In order to account for the full range of knowledge and skills that the students will acquire, the curriculum is described according to commonly accepted divisions. Teachers, however, will be encouraged to integrate the curriculum in the various content areas across the board. Integrated experiences capitalize on students' strong need to make connections and help develop the ability to construct authentic knowledge.

The following curriculum materials were selected as part of the school teaching program:

English Language Arts: FLACS will employ the literacy curriculum framework and instructional materials suggested by the Teachers College Reading and Writing Project as the K-5

core for English Language Arts. Although most of the students at FLACS will have a native language other than English, teachers will enable the students to learn English with high levels of competency by using the same reading materials as native English speakers (though sometimes in their native language) and incorporating English for Students of Other Languages (ESOL) supports and English as a Second Language (ESL) methodologies. Additional materials will be included in the literacy program for low performing students, such as computer tutoring software. Classroom libraries of trade books at students' reading levels will be provided for guided and independent reading. These books will include a variety of fiction, expository, and chapter books, often extending into a series. In addition, the Junior Great Books and the Newbury and Caldecott Award winners will be used for reading aloud.

English as a Second Language (ESL): The ESL methodology at FLACS is intended to guide the students through the stages (I - pre-production, II - early production, III - speech emergence, IV - intermediate fluency) of language acquisition and to empower them with the knowledge and skills they need to achieve and surpass the New York State English Language Arts standards.

To allow students to acquire English proficiencies across the major skill areas of listening, speaking, reading, writing, viewing, and critical thinking in a systematic and spiraling fashion, ESL will not be treated as an academic subject at FLACS, but rather as a strategy to make instruction more comprehensible for ELLs while contributing to their English language acquisition. Teachers, for example, will use the same English Language Arts reading materials with longer cycles of instruction and ESL methodologies (see Attachment IV-22). ESL instructional delivery will also occur in academic areas such as Science, Mathematics, and Social Studies. In addition, the ESL curriculum will serve as one of the focal points for the introduction and reinforcement of the concepts of cross-cultural/multicultural understanding and social responsibility. Thus, ESL instruction will afford our ELLs the opportunity to acquire the English proficiency and academic, cognitive, and cultural knowledge they need to become active participants in the larger society.

Spanish Language Arts: Since the FLACS students will be receiving instruction in their native language, we will require that their performance standards in Spanish will be the same as the performance standard expected of any English-proficient student. Therefore, the Spanish curriculum will emphasize the development of Spanish literacy in the early grades using phonics, oral language, reading aloud, guided reading and writing, and independent reading and writing. Once students are able to read and write Spanish, teachers will gradually coach the students in making the transition from their Spanish reading and writing skills into English. The Spanish materials will be built around authentic children's literature that draws on authors from many languages and cultures, leveled libraries, and the Spanish Junior Great Books which will be available in the spring of 2001.

Mathematics: In addition to its alignment with the New York State Standards, the school will employ the University of Chicago Mathematics Project (UCSMP) materials. This program emphasizes the development of conceptual, computational and problem solving skills through a

variety of hands-on activities and projects.

Science: The school will employ Insights from Kendall/Hunt Publishing Company. This modular program emphasizes a hands-on inquiry based science curriculum with detailed teaching sequences for each learning experience, including an overview of the activity, objectives, suggested time frame, list of materials required, science terms, advance preparation, daily assessments, and guidelines for the teaching sequence. In addition, there is a close alignment between the Insights curriculum and the New Standards Performance Standards (See chart "Insights and the New Standards Performance Standards for Science" in the science curriculum section).

Social Studies: The school will organize the Social Studies curriculum into thematic units according to the grade level: Myself and Others (first grade), My community and Other United States Communities (second grade), Communities Around the World—Learning About People and Places (third grade), Local History and Local government (fourth grade), The United States, Canada, and Latin America (fifth grade). Teachers and students will use a variety of broad-based multicultural materials, including trade books, textbooks, newspapers, magazines, maps, atlases, and almanacs.

Character and Ethics: The FLACS guiding principles will be upheld and fostered as part of our curriculum to generate the school culture outlined in our mission. These will be explored in a number of ways including, use of literature or any curricular materials as a spring board for discussion, writing, group exercises, workshops, songs, activities, etc. Guest speakers or Character Education programs that support our mission will be incorporated as described further in the Character Education section of this Attachment.

Visual and Performing Arts: FLACS founders believe that arts education is an extremely important part of making our school mission a reality. To go beyond the New York Arts Standards and to allow FLACS children to experience all of the numerous growth opportunities arts education affords, we will pursue partnerships with experienced arts-in-education programs to help us give the children positive arts experiences and incorporate arts into our curriculum and our teaching methodologies. Student learning can be significantly enhanced by using the arts to make lessons more engaging, to create lessons that utilize all senses for alternative learning paths, to develop a broader cultural understanding, and to foster multiple attributes including creativity, higher order thinking skills, discipline, self esteem, team work, focus, and imagination among others. Arts partnerships will be utilized to provide teachers with assistance incorporating arts methodologies for more effective, more engaging lessons.

Health and Physical Education: FLACS will provide physical education through dance, sports, and consistent exercises in breathing, stretching, strengthening, cardiovascular fitness, and relaxation. Most of this program will take place from 2:15 to 3:00 in LPAC's gym, in the playground, or in the classroom, where the awareness and practice of positive health habits will be woven into the students' day.

Technology: At FLACS, each classroom will have three computers, appropriate software, access to the Internet, and access to a television set and VCR. Through the National Teacher Training Institute (MTTI) created by Thirteen/WNET in New York City, teachers will receive the training needed to successfully integrate these resources in their instruction. Teachers will be prepared to use technology to support interdisciplinary learning and real world problem-solving, as well as to make science and math come alive in the classroom. Teachers will also be encouraged to incorporate media and technology into their teaching by producing their own video-and Internet-based lesson plans and workshops. This will not only enhance the teachers' own knowledge and skills, but also the students' learning.

Community Resources: Part of the FLACS mission is to utilize community resources on behalf of children and to educate students to become responsible citizens. In addition, since many of its targeted students come from immigrant families, it is our aim to foster a sense of belonging, access, and participation in the richness of community life and its resources. Through project-based learning, students will not only take an active, interdisciplinary approach, but also will gain a larger context for learning that will strengthen the ties of the school to its surrounding community.

Students could, for instance, participate in community service projects such as those coordinated by "Bronx Green Up." "Bronx Green Up" is a community outreach program of The New York Botanical Garden. The program provides training, materials, and support for gardening projects in Bronx public schools and elsewhere. Lessons in horticultural science, project planning, mathematical concepts, language arts, and character education could be integrated into such a project. In planning their garden, students would develop skills in logic, arithmetic, and an understanding of spatial relationships. They would learn about botany and could read and write about their experiences. Additionally, the project would instill character-building elements like team work, self esteem, respect for nature, and commitment to community. While New York City offers limitless possibilities for such projects, several other Bronx organizations that offer outings or programs for school children include the Bartow-Pell Mansion Museum, the Bronx County Historical Society, the Bronx Zoo/Wildlife Conservation Park, the Judaica Museum, the North Wind Undersea Institute, the Edgar Allan Poe Cottage, the Valentine-Varian House/Museum of Bronx History, the Van Courtland House Museum, and Wave Hill Public Gardens. Many of these organizations offer their facilities and services free to school children, and many provide professional development opportunities as well as direct services to students.

In such community-based projects, the FLACS teachers will facilitate the interaction between the students' experiences and their school work to develop the students' ability to interpret, process and apply information. Therefore, projects outside school will be integrated to what is going on in the classroom and provide a wealth of learning opportunities, from vocabulary building to broadening children's cultural perspectives. In every case, the FLACS will provide teachers with the guidance they need to create a learning environment that draws on community resources while keeping the focus on achievement.

While we are proud of the curriculum we've designed, we are committed to ongoing improvement and will always be engaged in research and open to new, innovative and effective curriculum materials.

Curriculum Overview - English/Spanish Language Arts

The Language Arts curriculum will teach children how to read and write well in both English and Spanish, and also provide for instruction in speaking, listening, viewing, thinking and making connections between literature and the world around them. These components will be taught simultaneously and interactively using real literacy experiences in Spanish and English that initially emphasize phonics and whole language as basic building blocks for decoding and writing text. Building from this foundation, the Language Arts curriculum goes on to emphasize reading as fundamental to everyday life and to foster love of reading for information and pleasure.

Each day, a significant block of time -- two and a half hours -- will be devoted to literacy activities centered in English Language Arts, ESL or Spanish Language Arts, when appropriate. In kindergarten, for example, the program involves alternating days of instruction between English (using ESL methodology) and Spanish. Only one language is used on a given day. In first grade, students will receive two days (Tuesdays and Thursdays) a week of instruction in Spanish and three days (Mondays, Wednesdays, and Fridays) of instruction in English (using ESL methodology). Beginning in the second grade, students will be immersed in English with one hour a day of Spanish Language Arts. Great children's literature in English and Spanish that draws on authors from many languages and cultures, as well as leveled libraries, will be the major instructional resources for much of the Spanish and English Language Arts curriculum.

The FLACS Language Arts program will provide children opportunities to become real English/Spanish readers, writers, speakers, listeners, viewer and thinkers. As opposed to passively completing pages on the workbooks or skills packs, children will learn Language Arts through a variety of classroom activities, such as shared reading, and writing individually and in groups. Students will practice and build strength through activities, much in the same manner that an athlete learns his or her sport. Teachers will provide an overview and monitor daily practice, functioning like coaches for the young learners. As children read, write, speak, listen, view, and think, teachers will observe their reading and writing behaviors to coach and support them appropriately in their development of their literacy skills and concepts. Through the Center for Educational Outreach and Innovation Reading & Writing Project at Teachers College - Columbia University, teachers themselves will receive training and continued support to act both as coaches and mentors for children while they are actively engaged in the process of reading and writing. For example, teachers will gain skills at looking at children's written work to determine not only where they stand in relation to standards, but also what kinds of instruction would be appropriate for each individual child, or for a small group of students who are experiencing the same difficulties.

We are investigating and pursuing creative partnerships to support our literacy (and all other) goals. An example of an organization that greatly appeals to us is the 'Everybody Wins!' children's literacy program.

'Everybody Wins!' has two main programs to realize their mission of stimulating children's interest in reading and writing and providing strong, caring, adult role models. The 'Power Lunch' program partners corporate volunteers with elementary school children for a weekly school lunch,

book reading, and conversation. Their 'Story Time' workshops, open to all parents and taught by literacy professionals, are designed to motivate parents to read to their children on a regular basis. The program is funded by contributions from individuals, corporations, and foundations.

'Everybody Wins!' has expressed interest in the possibility of working with FLACS as indicated in their letter in Attachment V-26.

K-5 Spanish/English Language Arts Instructional Materials

Through reading aloud, guided reading, independent reading, and reading with a partner, children will be immersed in a variety of books and other print materials. The following types of books will be available in English and Spanish:

- author studies book sets and books in a series for children to move from book to book in the series and be supported by previous experience with the characters, setting and author style;
- books geared to the children's level of abilities, interests, and understanding will be available for them to practice new skills during guided and independent reading;
- books above their reading levels will be available to stretch and challenge them;
- more advanced books that teachers can read aloud will be available for the children to understand and enjoy, as well as to absorb the rhythms and cadences of more sophisticated language. As students read quality literature, they will gain an appreciation for the craft of writing. Essays, journals, diaries, and novels provide examples for students to emulate in their own writing.

Writing is an essential means of communication, and students will learn to write in ways that are both compelling and correct in English and Spanish. Children will use writing as a tool for understanding all of the curriculum as they write for many purposes and audiences. Children will engage in the writing process every day, learning to review and revise their writing. Students will give feedback to classmates as they work in editing groups, and will then practice using these suggestions as they rewrite their work.

These reading materials support students in achieving high levels of literacy in the areas of reading, writing, speaking, listening and viewing. Furthermore, they contribute to fulfillment of New York State learning standards, and help prepare the students to meet or exceed the Regents student performance standards as measured by the required statewide assessments. Finally, they have been proven effective in developing literacy skills for all students.

In addition to reading instructional materials described above, teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. The shared inquiry discussion and interpretive activities from the Junior Great Books integrate reading,

speaking, listening, and writing. This in turn helps students develop critical and creative skills. We have selected this program because in addition to its great literature and its alignment with the four New York's four language arts standards, it fosters the use of strategies that are particularly effective with students whose native language is other than English. For example, the recommended multiple readings of each text using an audiotape give critical reinforcement to ESL students.

A listing of the Junior Great Book Series included in the language arts curriculum is provided in the grade-by-grade curriculum descriptions. Also included in the Sample Materials section of this application is a sample unit from the Teacher's Edition of the Sun Series (1st grade) which illustrates how teachers would conduct a week's work on a story. The sample also provides examples of students' art work and writing.

English/Spanish Language Arts Benchmarks by Grade Level (New Standards)

In Attachment III-14: Learning Standards, the Language Arts Performance Standards benchmarked for grade four were listed. This section will include the Primary Literacy standards developed for grades K-3. These standards built on the original Language Arts Performance Standards which is an extension of the New York State Learning Standards.

Kindergarten

Reading Standard 1: Reading Habits

Reading a Lot

We expect kindergarten students to:

- choose reading as a way to enjoy free time and ask for books to be read aloud to them;
- listen to one or two books read aloud each day in school and discuss these books with teacher guidance;
- hear another one or two books read to them each day at home or in after school care;
- "reread" or read along— alone or with a partner or adult—two to four familiar books each day; and
- engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to-books, signs, labels, messages); and informational texts (all-about books, attribute texts).

Reading Behaviors

We expect kindergarten students to:

- hold a book right side up and turn pages in the correct direction;
- be able to follow text with a finger, pointing to each word as it is read; and
- pay attention to what the words they read are saying.

Discussing Books

In kindergarten discussions, we expect children to:

- give reactions to the book, with backup reasons;
- listen carefully to each other;
- relate their contributions to what others have said;
- ask each other to clarify things they say; and
- use newly learned vocabulary.

Vocabulary

We expect kindergarten students to:

- notice words that they don't know when they are read to and talked with and guess what the words mean from how they are used;
- talk about words and word meanings as they are encountered in books and conversation;
- show an interest in collecting words and playing with ones they like; and
- learn new words every day from conversations and books read aloud.

Kindergarten

Reading Standard 2: Getting the Meaning

Accuracy and Fluency

We expect kindergarten students to:

- read Level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and
- read "emergently"—that is, "reread" a favorite story, re-creating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said.

Self-Monitoring and Self-Correcting Strategies

When reading a familiar book, we expect students to determine whether:

- they are looking at the correct page;
- the word they are saying is the one they are pointing to; and
- what they read makes sense.

When listening to stories read aloud, expect students to:

- ask why a character would do that;

- say they don't understand something; or
- say the character "is scared because ... " or "did that because ... "

Comprehension

We expect students at the end of kindergarten to be able to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).
- retell the story in their own words or re-enact it, getting the events in the correct sequence;
- respond to simple questions about the book's content (for example, "Can you tell me what this story was about?" "What was Maria trying to do?" "How did Sam feel?" "Why did Antoine hide under the bed?");
- create artwork or a written response that shows comprehension of the story that was read;
- use knowledge from their own experience to make sense of and talk about the text; and
- make predictions based on illustrations or portions of stories.

Kindergarten

Reading Standard 3: Print Sound Code

Knowledge of Letters and Their Sounds

We expect kindergarten students to:

- recognize and name most letters;
- recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and
- use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Phonemic Awareness

We expect kindergarten students to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words (for example, /t/ is the first sound in *top*);
- when a single-syllable word is pronounced (for example, *cat*), identify the onset (/c/) and rime (-at) and begin to fully separate the sounds (/c/-/a/-/t/) by saying each sound aloud; &
- blend onsets (/c/) and rhymes (-at) to form words (*cat*) and begin to blend separately spoken phonemes to make a meaningful one syllable word (for example, when the teacher says a word slowly, stretching it out as "mmm—ahhh— mmm," children can say that the word being stretched out is *mom*).

Reading Words

We expect kindergarten students to:

- use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words (consonant-vowel-consonant);
- read simple texts containing familiar letter-sound correspondences and high frequency words; and
- read some words on their own, including a small number (about 20) of simple, high-frequency words that are recognized by "sight"—that is, when children encounter the words in a story, they do not need to sound the words out.

Kindergarten - Reading Instructional Materials

In addition to the Teachers College Reading and Writing Project suggested reading instructional materials, the teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. The Dragon Series and Sailing Ship Series constitute the K-1 read-aloud program in English. The Spanish program will be available soon.

Junior Great Books, Dragon Series (Grades K-1)

VOLUME 1:

The Frog Prince. Brothers Grimm as told by Wanda Gag.

Guinea Fowl and Rabbit Get Justice. African folktale as told by Harold Courlander and George Herzog

"*Nature Speaks.*" Poetry by Carl Sandburg, James Reeves, and Federico Garcia Lorca

VOLUME 2:

Feraj and the Magic Lute. Arabian folktale as told by Jean Russell Larson

The Tale of Johnny Town-Mouse. Beatrix Potter

"*Companions.*" Poetry by A. A. Milne, Gwendolyn Brooks, and Robert Louis Stevenson

VOLUME 3:

Buya Marries the Tortoise. African folktale as told by W F P. Burton

The Huckabuck Family and How They Raised Pop Corn in Nebraska and Quit and Came Back. Carl Sandburg

"*Magical Places.*" Poetry by Byrd Baylor, William Shakespeare, and Martin Brennan

Sailing Ship Series (Grades K-1)

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VOLUME 1

The Shoemaker and the Elves, Brothers Grimm as told by Wandad Gag.

The Frog Went A-Traveling, Russian folktale as told by Vesvolod Garshin.

"*Night Into Dawn*," Poetry by Robert Hillyer and John Ciardi, and a Mescalero Apache song.

VOLUME 2

The Tale of Two Bad Mice, Beatrix Potter

Bouki Cuts Wood, Haitian folktale as told by Harold Courlander

"*Fantasy*," Poetry by Sylvia Plath, Edward Lear, and Lewis Carroll

VOLUME 3

Lion at School, Philippa Pearce

Coyote Rides the Sun, Native American folktale as told by Jane Louise Curry

"*Seasons*," Poetry by Nikki Giovanni, Robert Louis Stevenson, and Langston Hughes

Through shared inquiry, discussion and interpretative activities, the Junior Great Books integrate reading, speaking, listening and writing which help the students develop critical and creative skills. For guided and independent reading, the children will use level A and B books.

Kindergarten

Writing Standard 1: Habits and Processes

We expect kindergarten students to:

- write daily;
- generate content and topics for writing;
- write without resistance when given names, places and materials;
- use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and
- make an effort to reread their own writing and listen to that of others; showing attentiveness to meaning by, for example, asking for more information or laughing.

Kindergarten

Writing Standard 2: Writing Purposes and Resulting Genres

Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect kindergarten students to produce narrative that:

- contain a "story" that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together;
- tell events as they move through time (be aware of chronological ordering);
- may include gestures, drawings and/or intonations that support meaning; and
- may incorporate storybook language (for example, "and they lived happily ever after").

Informing Others: Report or Informational Writing

By the end of the year we expect kindergarten students to:

- gather, collect and share information about a topic;
- maintain a focus—stay on topic; and
- exclude extraneous information when prompted.

Getting Things Done: Functional Writing

By the end of the year we expect kindergarten students to:

- tell someone what to do (for example, give directions, send messages); and
- name or label objects and places.

Producing and Responding to Literature

By the end of the year we expect kindergarten students to:

- re-enact and retell stories (borrow and burrow into stories, poems, plays and songs);
- create their own stories, poems, plays and songs; and
- use literary forms and language (for example, if they produce a poem, students should write with some poetic language, perhaps even using poetic devices such as imagery and repetition).

Kindergarten

Writing Standard 3: Language Use and Conventions

Style and Syntax

Using One's Own Language

We expect kindergarten students to produce writing that:

- uses the syntax of oral language and so is easy to read aloud.

Taking on Language of Authors

We expect kindergarten students to produce writing that:

- approximates some of the phrasing and rhythms of literary language.

Vocabulary and Word Choice

Using One's Own Language

By the end of the year, we expect kindergarten students to:

- use words in their writing that they use in their conversation, usually represented phonetically (see Spelling below)

Taking on Language of Authors

- use in their writing some words they like from the books read to them; and
- make choices about which words to use on the basis of whether they accurately convey the child's meaning.

Spelling

By the end of the year, we expect kindergarten students to show evidence of their ability to:

- independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher;
- reread their own text, with a match between what they say and the words they have written on paper;
- pause voluntarily in the midst of writing to reread what they have written (tracking);
- leave space between words
- control for directionality (left to right, top to bottom); and
- represent words frequently with the initial consonant sound.

Punctuation, Capitalization and Other Conventions

At this stage, we do not expect the child to show any regularity in – or even awareness of – punctuation and conventions.

First - Grade

Reading Standard 1: Reading Habits

Independent and Assisted Reading

We expect first-grade students to:

- read four or more books every day independently or with assistance
- discuss at least one of these books with another student or a group;

- read some favorite books many times, gaining deeper comprehension each time;
- read their own writing and sometimes the writing of their classmates; and
- read functional messages they encounter in the classroom (for example, labels, signs, and instructions).

Being Read To

We expect first-grade students to:

- hear two to four books or other texts (for example, poems, letters, instructions, newspaper or magazine articles, dramatic scripts, songs, brochures) read aloud every day; and
- listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.

Discussing Books

We expect students finishing first grade to be able to:

- demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;
- compare two books by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask others questions that seek elaboration and justification; and
- attempt to explain why their interpretation of a book is valid.

Vocabulary

We expect first grade students to:

- make sense of new words from how the words are used, refining their sense of the words as they encounter them again;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- talk about the meaning of some new words encountered in independent and assisted reading;
- know how to talk about what words mean in terms of functions (for example, "A shoe is a thing you wear on your foot") and features (for example, "Shoes have laces"); and
- learn new words every day from conversation and books read aloud.

First-Grade Reading Standard 2: Getting the Meaning

Accuracy

By the end of the year, we expect first-grade students to be able to:

- read Level I books that they have not seen before, but that have been previewed for them, with 90 percent or better accuracy of word recognition (self correction allowed).

Fluency

By the end of the year, we expect first-grade students to be able to:

- independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and
- use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Self-Monitoring and Self-Correcting Strategies

By the end of the year, we expect first-grade students to be able to:

- notice whether the words sound right, given their spelling;
- notice whether the words make sense in context;
- notice when sentences don't make sense;
- solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering contextual clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts (for example, using tree and my to get try); and
- check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.

Comprehension

We expect students at the end of first grade to be able to:

- retell the story;
- tell what the book is about (summarize it);
- describe in their own words what new information they gained from the text;
- answer comprehension questions similar to those for kindergartners';
- extend the story;
- make predictions about what might happen next and say why;

- talk about the motives of characters; and
- describe the causes and effects of specific events.

First - Grade

Reading Standard 3: Print Sound Code

Phonemic Awareness

We expect students at the end of first grade to be able to:

- separate the sounds by saying each sound aloud (for example, /c/-/a/-/t/); and
- blend separately spoken phonemes to make a meaningful word.

Reading Words:

By the end of the year, we expect first-grade students to be able to:

- know the regular letter sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words (see Appendix, page 292);
- use onsets and rhymes to create new words that include blends and digraphs; and
- recognize about 150 high-frequency words as they encounter the words in reading.

First -Grade - Reading Instructional Materials

In addition to the Teachers College Reading & Writing Project suggested reading instructional materials, the teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. The Sun Series and Pegasus Series constitute the first grade read-aloud program in English. The Spanish program is being piloted. We expect that by the time the school opens, it will be available.

Sun Series (Grade 1)

VOLUME 1:

The Black Hen's Egg, French folktale as told by Natalie Savage Carlson

The Mouse and the Wizard, Hindu fable as told by Lucio Turnbull.

"*Imagination*," Poetry by Leslie Norris, Mark Van Doren, and Robert Louis Stevenson

VOLUME 2:

Rumpelstiltskin, Brothers Grimm, translated by Ralph Manheim

Eeyore Has a Birthday and Gets Two Presents, A. A. Milne

"*When I Grow Up*," Poetry by Rabindranath Tagore and X J Kennedy, and a Chippewa song

VOLUME 3:

The King of the Frogs, African folktale as told by Humphrey Harman
Snow White and the Seven Dwarfs, Brothers Grimm, translated by Randall Jarrell
 "Mysterious Animals," Poetry by T S. Eliot, Jenifer Kelly, and Robert Graves

*Pegasus Series (Grade 1)***VOLUME 2**

Chestnut Pudding, Iroquois folktale as told by John Bierhorst
The Pied Piper, English folktale as told by Joseph Jacobs
 "Fanciful Animals," Poetry by Edward Lear and A.A. Milne

VOLUME 2

The Mermaid Who Lost Her Comb, Scottish folktale as told by Winifred Finlay
Hansel and Gretel, Brothers Grimm, translated by Randall Jarrell
 "Special Places," Poetry by Gwendolyn Brooks and Robert Frost, and a Navajo poem

VOLUME 3

Mother of the Waters, Haitian folktale as told by Diane Wolkstein
Ziateh the Goat, Isaac Bashevis Singer
 "Secret Messages," Poetry by Robert Louis Stevenson, Barbara Juster Esbense and Emily Dickinson

For guided and independent reading, the children will master Level I or higher.

First - Grade**Writing Standard 1: Habits and Processes**

We expect first grade students to:

- write daily;
- generate topics and content for writing;
- reread their work often with the expectation that others will be able to read it;
- solicit and provide responses to writing;
- revise, edit and proofread as appropriate;
- apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and
- polish at least 10 pieces throughout the year.

First-Grade**Writing Standard 2: Writing Purposes and Resulting Genres****Sharing Events, Telling Stories: Narrative Writing**

By the end of the year, we expect first-grade students to produce narrative accounts in which they:

- evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;
- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;
- demonstrate a growing awareness of the author's craft by employing some writing strategies, such as using dialogue, transitions or time cue words, giving concrete details, and providing some sense of closure (for example, "The End," "And I will never forget that day," "I was glad to have my dog back. I will never forget to love him again");
- imitate narrative elements and derive stories from books they have read or had read to them; and
- in some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered," "I noticed," "I thought" or "I said to myself."

Informing Others: Report or Informational Writing

By the end of the year, we expect first-grade students to produce reports in which they:

- gather information pertinent to a topic, sort it into major categories— possibly using headings or chapters—and report it to others;
- independently recognize and exclude or delete extraneous information according to appropriate standards governing what "fits"; and
- demonstrate a growing desire and ability to communicate with readers by using details to develop their points, sometimes including pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text, and paying attention to signing off.

Getting Things Done: Functional Writing

By the end of the year, we expect first-grade students to produce functional writings that:

- give instructions;
- describe, in appropriate sequence and with a few details, the steps one must take to make or do a particular thing; and
- claim, mark or identify objects and places.

Producing and Responding to Literature

By the end of the year, we expect first-grade students to be able to:

- write stories, memoirs, poems, songs and other literary forms;
- demonstrate not only an awareness of but also an ability to reproduce some of the literary language and styles they hear and read in the classroom (these may include alliteration, metaphor, simile, rhythm, complex syntax, descriptive detail, sound effects, dialogue, gestures, familiar story grammars or plot lines, and poetic line breaks and rhyme schemes); and
- imitate a text or write in a genre when they respond to it.

Responding to Literature

By the end of the year, we expect first-grade students to be able to:

- re-enact and retell stories, songs, poems, plays and other literary works they encounter;
- produce simple evaluative expressions about the text (for example, "I like the story because," "I like the part where");
- make simple comparisons of the story to events or people in their own lives;
- compare two books by the same author;
- discuss several books on the same theme;
- make explicit reference to parts of the text when presenting or defending a claim; and
- present a plausible interpretation of a book.

First - Grade

Writing Standard 3: Language Use and Conventions

By the end of the year, we expect first-grade students to be able to:

- vary sentence openers instead of relying on the same sentence stem (for example, "I like books," "I like dogs," "I like my mom"); and
- use a wide range of the syntactic patterns typical of spoken language.
- embed literary language where appropriate; and
- sometimes mimic sentence structures from various genres they are reading.

Vocabulary and Word Choice

By the end of the year, we expect first-grade students to be able to:

- produce writing that uses the full range of words in their speaking vocabulary;
- select a more precise word when prompted; and
- use newly learned words they like from their reading, the books they hear read, words on the classroom walls and conversations.

Spelling

By the end of the year, we expect first-grade students to be able to:

- produce writing that contains a large proportion of correctly spelled, high frequency words;
- write text that usually can be read by the child and others—regardless of the scarcity of correctly spelled words—because most of the perceived sounds in unfamiliar words are phonetically represented;
- draw on a range of resources for deciding how to spell unfamiliar words, including strategies like segmenting, sounding out, and matching to familiar words and word parts; and
- automatically spell some familiar words and word endings correctly.

Punctuation, Capitalization and Other Conventions

By the end of the year, we expect first-grade students to be able to:

- demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings; and
- use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations.

Second-Grade

Reading Standard 1: Reading Habits

Independent and Assisted Reading

We expect second-grade students to:

- read one or two short books or long chapters every day and discuss what they read with another student or a group;
- read good children's literature every day;
- read multiple books by the same author and be able to discuss differences and similarities among these books;
- reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft;
- read narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genres;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;

- read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of those encountered outside school; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Being Read To

In second grade, we expect all students, every day to:

- have worthwhile literature read to them to model the language and craft of good writing;
- listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance;
- hear texts read aloud from a variety of genres; and
- use reading strategies explicitly modeled by adults in read-alouds and assisted reading.

Discussing Books

In classroom discussions, we expect second-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;
- recognize genre features and compare works by different authors in the same genre;
- discuss recurring themes across works;
- paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- sometimes challenge another speaker on logic or inference;
- ask other speakers to provide supporting information or details; and
- politely correct someone who paraphrases or interprets their ideas incorrectly (for example, "That's not what I meant ...").

Vocabulary

We expect second-grade students to:

- recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, "An apple is something you eat"), features (for example, "Some apples are red") and category (for example, "An apple is a kind of fruit"); and

- learn new words every day from their reading and conversations.

Second-Grade

Reading Standard 2: Getting the Meaning

Accuracy

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level 1 Books with 90 percent or better accuracy of word recognition (self-correction allowed)

Fluency

By the end of the year, we expect second-grade students to be able to:

- independently read aloud from unfamiliar Level 1 books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- use the cues of punctuation - including commas, periods, question marks and quotation marks - to guide them in getting meaning and fluently reading aloud.

Self-Monitoring and Self-Correcting Strategies

By the end of the year, we expect second-grade students to:

- know when they don't understand a paragraph and search for clarification clues within the text; and
- examine the relationship between earlier and later parts of a text and figure out how they make sense together.

Comprehension

By the end of the year, we expect second-grade students to:

- recognize and be able to talk about organizing structures;
- combine information from two different parts of the text;
- infer cause-and-effect relationships that are not stated explicitly;
- compare the observations of the author to their own observations when reading nonfiction texts;
- discuss how, why and what-if questions about nonfiction texts;
- discuss or write about the themes of a book—what the "messages" of the book might be;
- trace characters and plots across multiple episodes, perhaps ones that are read on several successive days; and
- relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.

**Second-grade
Reading Standard 3: Print-Sound Code**

By the end of the year, we expect second-grade students to:

- read regularly spelled one and two syllable words automatically; and
- recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.

Second-Grade - Reading Instructional Materials

In addition to the Teachers College Reading & Writing Project suggested reading instructional materials, the teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. Series 2, first and second semesters, constitute the second grade read-aloud program in English. The Spanish program is being piloted and will be available by the time the children reach second grade.

FIRST SEMESTER

The Happy Lion, Louise Fatio

The Tale of Squirrel Nutkin, Beatrix Potter

How the Camel Got His Hump, Rudyard Kipling

Kanga and Baby Roo Come to the Forest, and Piglet Has a Bath, (from *Winnie-the-Pooh*). A. A. Milne

Arap Sang and the Cranes, African folktale as told by Humphrey Harman

Blue Moose, Daniel Manus Pinkwater

Anancy and Dog and Puss and Friendship, West Indian folktale as told by James Berry

Jack and the Beanstalk, English folktale as told by Joseph Jacobs

The Magic Listening Cap, Japanese folktale as told by Yoshiko Uchida

The Jackal and the Partridge, Punjabi folktale as told by Flora Annie Steel

Nail Soup, Swedish folktale as told by Linda Rahm

The Apple of Contentment, Howard Pyle

SECOND SEMESTER

The Red Balloon, Albert Lamorisse

The Other Side of the Hill, Elizabeth Coatsworth

The Emperor's New Clothes, Hans Christian Andersen

How the Elephant Became, Ted Hughes

Anansi's Fishing Expedition, West African folktale as told by Harold Courlander and George Herzog

The Velveteen Rabbit, Margery Williams

The Terrible Leak, Japanese folktale as told by Yoshiko Uchida

The Singing Tortoise, West African folktale as told by Harold Courlander and George Herzog

Three Boys with Jugs of Molasses and Secret Ambitions, Carl Sandburg

Cinderella, Charles Perrault

The Mouse's Bride, Indian folktale as told by Lucia Turnbull

How Coyote Stole the Sun, Native American folktale as told by Jane Louise Curry

Most second graders will not be able to read the read-aloud books on their own, but they need to hear these books read aloud to learn new vocabulary and more sophisticated syntax. For guided and independent reading, the children will successfully complete Level L texts.

Second-Grade

Writing Standard 1: Habits and Processes

We expect second-grade students to:

- write daily;
- generate their own topics and make decisions about which pieces to work on over several days or longer;
- extend pieces of writing by, for example, turning a narrative into a poem or a short description into a long report;
- regularly solicit and provide useful feedback;
- routinely reread, revise, edit and proofread their work;
- take on strategies and elements of author's craft that the class has discussed in their study of literary works;
- apply commonly agreed upon criteria and their own judgment to assess the quality of their own work; and
- polish at least 10 pieces throughout the year.

Second-Grade

Writing Standard 2: Writing Purposes and Resulting Genres

Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect second-grade students to produce fictional and autobiographical narratives in which they:

- incorporate some literary or "writing" language that does not sound like speech (for example, "Slowly, slowly he turned" and "For days and weeks and months, I've worked for this moment");
- create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;
- develop internal events as well as external ones (for example, the child may tell not only what happened to a character but also what the character wondered, remembered and hoped);

- write in the first and third person; and
- use dialogue effectively.

Informing Others: Report or Informational Writing

By the end of the year, we expect second-grade students to produce reports that:

- have an obvious organizational structure (often patterned after chapter book headings);
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- usually have a concluding sentence or section; and
- use diagrams, charts or illustrations as appropriate to the text.

Getting Things Done: Functional and Procedural Writing

By the end of the year, we expect second-grade students to produce narrative procedures that:

- establish a context for the piece;
- identify the topic;
- show the steps in an action in enough detail to follow them;
- include relevant information;
- use language that is straightforward and clear; and
- frequently use pictures to illustrate steps in the procedure.

Producing and Responding to Literature

Producing Literature

By the end of the year, we expect second-grade students to:

- write stories, poems, memoirs, songs and dramas—conforming to appropriate expectations for each form;
- write a story using styles learned from studying authors and genres; and
- write poetry using techniques they observe through a study of the genre.

Responding to Literature

By the end of the year, we expect second-grade students to produce reports that:

- provide a retelling;
- write letters to the author, telling what they thought or asking questions;
- make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text);
- write variations on texts they have read, telling the story from a new point of view, putting

- in a new setting, altering a crucial character or rewriting the ending; and make connections between the text and their own ideas and lives.

Second-Grade

Writing Standard 3: Language Use and Conventions

Style and Syntax

By the end of the year, we expect second-grade students to:

- use all sentence patterns typical of spoken language;
- incorporate transition words and phrases; and
- use various embeddings (phrases, modifiers) as well as coordination and subordination.

Taking on Language of Authors

By the end of the year, we expect second-grade students to:

- use varying sentence patterns and lengths to slow reading down or speed it up to create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures found in the various genres they are reading.

Vocabulary and Word Choice

By the end of the year, we expect second-grade students to:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice.

Taking on Language of Authors

By the end of the year, we expect second-grade students to:

- make choices about which words to use on the basis of whether they accurately convey the intended meaning; and
- extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of kinds of trees if they are writing about a forest).

Spelling

By the end of the year, we expect second-grade students to:

- use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;
- produce writing in which most high-frequency words are spelled correctly;
- correctly spell most words with regularly spelled patterns such as consonant vowel-consonant, consonant vowel-consonant-silent e and one-syllable words with blends;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules most of the time;
- use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling and think about the base and prefixes and suffixes they know); and
- engage in the editing process, perhaps with a partner, to correct spelling errors.

Punctuation, Capitalization and Other Conventions

By the end of the year, we expect second-grade students to:

- use capital letters at the beginnings of sentences;
- use periods to end sentences;
- approximate the use of quotation marks;
- use capital letters and exclamation marks for emphasis;
- use question marks; and
- use common contractions.

Third-Grade

Reading Standard 1: Reading Habits

Reading a Lot

We expect third-grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recounting, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of those encountered outside school;

- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Literature

We expect third-grade students to:

- read good children's literature every day;
- have worthwhile literature read to them to model the language and craft of good writing;
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character's actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;
- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author's craft: content, point of view, word choice, plot, beginnings and endings, and character development.

Discussing Books

We expect third-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;
- note and talk about author's craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own idea with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and
- indicate when their own or others' ideas need further support or explanation.

Vocabulary

We expect third-grade students to:

- learn new words every day from their reading;
- recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere)

- and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, "Water is for drinking"), features (for example, "Water is wet") and category (for example, "Water is a liquid");
- know how to talk about verbs as "action words;" and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.

Third-Grade

Reading Standard 2: Getting the Meaning

Accuracy

By the end of the year, we expect third-grade students to be able to:

- independently read aloud unfamiliar Level O books with 90 percent or better accuracy of word recognition (self-correction allowed).

Fluency

By the end of the year, we expect third-grade students to be able to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, ious, -ion, -ive);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and
- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

Self-Monitoring and Self Correcting Strategies

By the end of the year, we expect third-grade students to be able to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and

- raise questions about what the author was trying to say and use the text to help answer the questions.

Comprehension

By the end of the year, we expect third-grade students to be able to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;
- compare one text to another text they have read or heard;
- discuss why an author might have chosen particular words;
- say how a story relates to something in real-life experience;
- explain the motives of characters;
- discuss plot and setting;
- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments;
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge; and
- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

Third-Grade - Reading Instructional Materials

In addition to the Teachers College Reading and Writing suggested reading instructional materials, the teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. Series 2, first and second semesters, constitute the third grade read-aloud program in English. The Spanish program is being piloted and will be available by the time the children reach third grade.

Series 3

FIRST SEMESTER

The Master Cat, Charles Perrault
The Fisherman and His Wife, Brothers Grimm, translated by Lucy Crane
The Little Daughter of the Snow, Russian folktale as told by Arthur Ransome
The Ugly Duckling, Hans Christian Andersen
The Monster Who Grew Small, Joan Grant
The Little Humpbacked Horse, Russian folktale as told by Post Wheeler
Ooka and the Honest Thief, Japanese folktale as told by I. G. Edmonds
The Brave Little Tailor, Brothers Grimm, translated by Ralph Manheim
Jean Labadie's Big Black Dog, French Canadian folktale as told by Natalie Savage Carlson
Caporushes, English folktale as told by Flora Annie Steel
It's All the Fault of Adam, Nigerian folktale as told by Barbara Walker
Two Wise Children, Robert Graves

SECOND SEMESTER

The Black Heart of Indri, Dorothy Hoge
The Green Man, Gail E. Haley
The Mousewife, Rumer Godden
The Fire on the Mountain, Ethiopian folktale as told by Harold Courlander and Wolf Leslau
Woman's Wit, Howard Pyle
The Man Whose Trade Was Tricks, Georgian folktale as told by George and Helen Papashvily
How the Tortoise Became, Ted Hughes
Tom-Tit-Tot, English folktale as told by Flora Annie Steel
The Snowman, Hans Christian Andersen
Ellen's Lion, Crockett Johnson
The River Bank, (from *The Wind in the Willows*). Kenneth Grahame
The Open Road, (from *The Wind in the Willows*). Kenneth Grahame

The children will successfully finish level O books. These books include a variety of fiction books, expository books, and chapter books, often extending into a series.

Third-Grade Writing Standard 1: Habits and Processes

We expect third-grade students to be able to:

- write daily;
- generate their own topics and spend the necessary amount of time to revisit and refine their writing;
- extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);
- routinely rework, revise, edit and proofread their work;
- over the course of the year, polish 10 or 12 pieces for an audience in and beyond the classroom;
- write for specific purposes of their own (for example, writing a thank-you letter or writing a birthday card for a parent or friend);
- consciously appropriate specific elements of a favorite author's craft to refine the quality of their own work; and
- apply criteria (both public and personal) to judge the quality of their writing.

Third-Grade Writing Standard 2: Writing Purposes and Resulting Genres

Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect third-grade students to produce narrative accounts that:

- orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);
- create a believable world and introduce characters through the precise choice of detail;
- create a sequence of events that unfolds naturally;
- provide pacing;
- develop a character, often by providing motivation for action and having the character solve the problem;
- develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;
- add reflective comments (especially in an autobiographical narrative); and
- provide some kind of conclusion.

Informing Others: Report or Informational Writing

By the end of the year, we expect third-grade students to produce reports that:

- introduce the topic, sometimes providing a context;
- have an organizational structure that is useful to the reader;

- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- use diagrams, charts or illustrations appropriate to the text;
- have a concluding sentence or section; and
- employ a straightforward tone of voice.

Getting Things Done: Functional and Procedural Writing

By the end of the year, we expect third-grade students to produce functional writings that:

- engage the reader by establishing a context for the piece;
- identify the topic;
- provide a guide to action;
- show the steps in an action in considerable detail;
- include relevant information;
- use language that is straightforward and clear; and
- may use illustrations detailing steps in the procedure.

Producing and Responding to Literature

By the end of the year, we expect third-grade students to be able to:

- write stories, songs, memoirs, poetry and plays— conforming to appropriate expectations for each form;
- produce a piece that incorporates elements appropriate to the genre study; and
- build on the thread of a story by extending or changing the story line.

Responding to Literature

By the end of the year, we expect third-grade students to be able to:

- support an interpretation by making specific references to the text;
- provide enough detail from the text so the reader can understand the interpretation;
- go beyond retelling;
- compare two works by an author;
- discuss several works that have a common idea or theme; and
- make connections between the text and their own ideas and lives.

Third-Grade

Writing Standard 3: Language Use and Conventions

Style and Syntax

By the end of the year, we expect third-grade students to be able to:

- use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences and subordination in complex sentences) to show relationships among ideas;
- incorporate transitional words and phrases appropriate to thinking; and
- embed phrases and modifiers that make their writing lively and graphic.

Taking on Language of Authors

By the end of the year, we expect third-grade students to be able to:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures from various genres they are reading.

Vocabulary and Word Choice

By the end of the year, we expect third-grade students to be able to:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words).

Taking on Language of Authors

By the end of the year, we expect third-grade students to be able to:

- extend their writing vocabulary by using specialized words related to the topic or setting of their reading (for example, the names of breeds of dogs if they are writing about dogs).

Spelling

By the end of the year, we expect third-grade students to be able to:

- notice when words do not look correct and use strategies to correct the spelling (for example, experiment with alternative spellings or look the word up in a dictionary or word list);
- correctly spell all familiar high-frequency words;
- correctly spell words with short vowels and common endings;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules such as consonant doubling, dropping e and changing y to i; and
- correctly spell most derivational words (for example, -tion, -ment, -ly).

Punctuation, Capitalization and Other Conventions

By the end of the year, we expect third-grade students to be able to:

- use capital letters at the beginning of sentences;
- use periods and other end punctuation correctly nearly all of the time;
- approximate the use of quotation marks;
- approximate the use of commas;
- use question marks;
- use capital and lowercase letters; and
- use contractions.

Fourth-Grade Reading

By the end of the school year, students should:

- Read and understand:
 - At least 25 books;
 - At least four books about one subject, or by the same writer, or in one genre of literature.
- Show evidence of understanding their reading in both writing and classroom discussion.
- Relate new ideas and information in books to previous knowledge and personal experience.
- Read familiar books aloud:
 - With accuracy and expression;
 - Using strategies for self correction;
 - Using strategies to figure out unfamiliar words;
- Read silently and independently.
 - Use computer software to support reading;
 - Keep a record of what has been read, reflecting goals and accomplishments.

The list below is a sample reading list in English and Spanish from which teachers and students could select in addition to the Teachers College Reading & Writing Project suggested list. This list is shown in Appendixes I and II of the New York City New Standards Performance Standards.

Fourth Grade English Sample Reading List

Fiction

Blume, *Tales of a Fourth Grade Nothing*
 Brink, *Caddie Woodlawn*
 Byars, *The Pinballs*
 Cleary, *Dear Mr. Henshaw; Ramona and Her Father*

Coerr, *The Josefina Story Quilt*
 Dalgliesh, *The Courage of Sarah Noble*
 Estes, *The Hundred Dresses*
 Fleischman, *The Whipping Boy*
 Fritz, *The Cabin Faced West*
 Gardiner, *Stone Fox*
 Griffin, *Phoebe the Spy*
 Hamilton, *Zeely*
 Hansen, *The Gift-Giver*
 Himler, *Nettie's Trip South*
 Lord, *In the Year of the Boar and Jackie Robinson*
 MacLachlan, *Journey: Sarah, Plain and Tall*
 McSwigan, *Snow Treasure*
 Mendez and Byard, *The Black Snowman*
 Naidoo, *Journey to Jo'Burg*
 O'Dell, *Zia*
 Ringgold, *Tar Beach*
 Wilder, *Little House on the Prairie*
 Yep, *The Star Fisher*

Non-Fiction

Aliki, *Corn Is Maize: The Gift of the Indians*
 Baylor, *The Way to Start a Day*
 Cherry, *The Great Kapok Tree*
 Cole, *The Magic School Bus on the Ocean Floor*
 Epstein, *History of Women in Science for Young People*
 Fritz, *And Then What Happened, Paul Revere?*
 Godkin, *Wolf Island*
 Greenfield, *Childtimes: A Three-Generation Memoir*
 Krensky, *George Washington: The Man Who Would Not Be King*
 McGovern, *The Secret Soldier: The Story of Deborah Sampson*
 McKissack, *Frederick Douglass: The Black Lion*
 Polacco, *Pink and Say*
 Sattler, *Dinosaurs of North America*
 Sterling, *Freedom Train: The Story of Harriet Tubman*

Poetry

Ahlberg, *Heard It in the Playground*
 Blishen and Wildsmith, *Oxford Book of Poetry for Children*
 De Regniers, Moore, White, and Carr, eds., *Sing a Song of Popcorn*
 Giovanni, *Ego-Tripping and Other Poems for Young People*
 Greenfield, *Honey: I Love and Other Love Poems*

Janeczko, *Strings: A Gathering of Family Poems*
 Koch and Farrell, eds., *Talking to the Sun*
 Lobel, ed., *The Random House Book of Mother Goose*
 Manguel, ea., *Seasons*
 Mathis, Red Dog, *Blue Fly: Football Poems*
 Silverstein, *Where the Sidewalk Ends*

Folklore

de Paola, *The Legend of the Bluebonnet*
 French, *Snow White in New York*
 Goble, *Buffalo Woman*
 Griego y Maestas, *Cuentos: Tales From the Hispanic Southwest*
 Huck and Lobel, *Princess Furball*
 Kipling, *The Elephant's Child*
 Lee, *Legend of the Milky Way*
 Louie and Young, *Yeh-Shen: A Cinderella Story From China*
 Luenn, *The Dragon Kite*
 Steptoe, *Mufaro's Beautiful Daughters: The Story of Jumping Mouse*

Modern Fantasy and Science Fiction

Andersen, *The Ugly Duckling*
 Bond, *A Bear Called Paddington*
 Dahl, *James and the Giant Peach*
 Grahame, *The Wind in the Willows*
 Lewis, *The Lion, the Witch and the Wardrobe*
 Norton, *The Borrowers*
 Van Allsburg, *Jumanji*
 White, *Charlotte's Web*

Children's magazines

Action (*Scholastic*)
 Creative Classroom
 News (*Scholastic*)
 Social Studies for the Young Learner
 Weekly Reader
 World (*National Geographic*)

Other

Newspapers, manuals appropriate for elementary school children, e.g., video game instructions and computer manuals.

Spanish Sample Reading List

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Fiction

Ada, *Me llamo Maria Isabel*
Alonso, *El faro del viento*
Bayona, *Misterio en el parque*
Blume, *lugo de pecas*
Cardosa, *Negrta*
Cherry, *El gran capoquero: Un cuento de la selva amazonica*
del Amo, *Sonado mar*
Dorros, *Don Radio*
Farias *El hijo del jardinero*
Frankiin, *El aullido de los monos*
Haggerty, *Una grieta en la pared*
Lalana, *El truco mas dificil*
Lopez Nanaez, *Un punado de miedos*
Mateos, *Capitanes de plastico*
MacLachlan, *Sarah, sencilla y alta*
Mohr, *La vieja Letivia y el monte de los pesares*
Molina, *Asi soy*
Pacheco and Garcia, *La niña invisible*
Paz, *El club del camaleon*
Pico, *La peineta colorada*
Robleda Moguel, *Viaje en diario alrededor de un año*
Santiago Nodar, *El parasso de abuelita*
Soto, *La campeona de canicas*
Uribe, *La señorita Amelia*
White, *Las telaranas de Carlota*
Zubizarreta, *La mujer que brillaba aun mas que el sol*

Non-Fiction

Goldner and Vogel, *El gran incendio de Yellowstone*
Rodriguez, *Roberto Clemente*
Rodriguez, *Cesar Chavez*

Poetry

Dario, *Margarita*
Guillen, *Por el mar de las Antillas anda un barco de paper*
Jimenez, *Canta pajaro lejano*
Marti, *Los zapatitos de rosa*

Folklore/Mythology/Legends

Chang, *El zodiaco chino*
 Ingloria, *El rey leon*
 Matos, *La princesa que perdio su nombre*
 Mohr and Martorell, *La cancion del coqui*
 Morales, *Las leyendas del Caribe*
 Palacios, Coleccion "*Leyendas de las Americas*"

Modern Fantasy and Science Fiction

Aretzaga, *Rana por un alla*
 Ferro and Urquijo, *Ramiro*
 Posadas, *Maria Celeste*
 Ruano, *El caballo fantastico*

Newspapers

El Diario de La Prensa
El Especial
Noticias del Mundo

Magazines/Periodicals

Da que hablar.

Other

Manuals appropriate for elementary school children, e.g., video game instructions and computer manuals. See also the reading lists provided by Instituto Cervantes.

**Fourth-Grade
Writing**

Students should go through a process of planning, drafting, revising, and editing before their work is considered a finished product. By the end of the school year, students are required to produce four types of writing:

- **Informational writing**, such as science or social studies report. This writing should include appropriate facts and details.
- **A response to literature**, such as a book review. This writing should show an understanding of the book's story, setting, and characters.

- **A story, fictional or autobiographical.** This writing should establish interesting characters and situations, and should include details and descriptions.
- **A narrative procedure** explaining how to do something. This writing should lay out clear steps that are easy to follow.

All finished writing should have a beginning, a middle, and an end; should use basic punctuation; and should spell most words correctly.

Fourth-Grade Speaking, Listening, and Viewing

Students will participate in whole-class lessons, small-group meetings, and one-on-one conversations with a teacher, in order to:

- Collect information and identify important ideas.
- Ask questions to further understanding, and repeat what they have heard in their own words
- Take turns speaking, and respond to each other's questions and comments.
- Express opinions and back them up with reasons.

Students will prepare and deliver an individual presentation, in which they:

- Present information so that their audience understands and is interested.
- Organize what they will say using notes or other memory aids.
- Make decisions on what to say based on how they want the audience to respond, not just according to what information they can find.

Students will make informed judgement about television radio, and film production.

Fourth-Grade Grammar and Usage of the English Language

By the end of the school year, students should demonstrate correct use of:

- Grammar, including nouns, adjective, and verbs.
- Paragraph structure, including rules of dividing a piece into paragraphs Punctuation such as commas, periods, exclamation points and question marks.

- Sentence construction, including statements, questions and exclamations.
- Spelling strategies for fourth grade content-area vocabulary.

By the end of the school year, students should be able to revise work by:

- Making their writing easier to understand.
- Adding or deleting details and explanations.
- Editing for spelling and punctuation.
- Rearranging the sequence of words, sentences, and paragraphs.

Fourth-Grade Literature

Using the literature read during the school year, students should be able to:

- Identify similar themes across different books.
- Think about the author's word choices and decisions about content.
- Compare different types of literature.
- Describe the personalities of individual characters, and why they act the way they do.
- Develop ideas (for example, draw conclusions and make predictions) about events, characters, and settings.
- Be able to select books based on personal needs and interest.
- Produce written work in at least one genre (for example, book review).

Fourth Grade - Reading Instructional Materials

In addition to the Teachers College Reading & Writing Project suggested reading instructional materials, the teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. Series 4, first and second semesters, constitute the fourth grade read-aloud program in English. The Spanish program is being piloted and will be available by the time the children reach fourth grade.

Series 4

FIRST SEMESTER

Thank You, M'am, Langston Hughes
The Water-Horse of Barra, Scottish folktale as told by Winifred Finlay
The Story of Wang Li, Elizabeth Coatsworth
The Elephant's Child, Rudyard Kipling
Vasilissa the Beautiful, Russian folktale as told by Post Wheeler
Cedric, Tove Jansson
Fresh, Philippa Pearce
The Enchanted Sticks, Steven J. Myers
Wisdom's Wages and Folly's Pay, Howard Pyle
Mr. Singer's Nicknames, James Kross
Alice's Adventures in Wonderland, (selection), Lewis Carroll

SECOND SEMESTER

Thunder, Elephant, and Dorobo, African folktale as told by Humphrey Harman
The Man with the Wen, Japanese folktale as told by Idries Shah
Ali Baba and the Forty Thieves, (from *The Arabian Nights*)
The Goldfish, Eleanor Farjeon
Beauty and the Beast, Madame de Villeneuve
Prot and Krot, Polish folktale as told by Agnes Szadek
The Hemulen Who Loved Silence, Tove Jansson
The Devoted Friend, Oscar Wilde
The Dancing Princesses, Walter de la Mare
Allah Will Provide, North African folktale as told by Robert Gilstrap and Irene Estabrook
Mr. Toad, (from *The Wind in the Willows*), Kenneth Grahame
The Further Adventures of Toad, (from *The Wind in the Willows*), Kenneth Grahame

The list sample produced by the New York City New Standards Performance Standards will be used in conjunction with the Teacher College Reading & Writing Project recommended list. The children will successfully finish level R books. These books include a variety of fiction books, expository books, and chapter books, often extending into a series.

**Fifth-Grade
Reading**

By the end of the school year, students should:

- Read and understand:
 - At least 25 books.
 - At least four books about one subject, or by the same writer, or in one genre of

literature.

– Informational text (such as reference materials, newspapers and magazines, and textbooks) related to all school subjects.

- Show evidence of understanding their reading in both writing and classroom discussion.
- Skim texts to get an overview of content or locate specific information.
- Put together ideas and information from different books, making decisions about what is most important.
- Read familiar books aloud:
 - With accuracy and expression.
 - Using strategies for self correction.
 - Using strategies to figure out unfamiliar words.
- Read silently and independently.
- Use computer software to help organize reading lists.
- Keep a record of the year's reading, to show goals and accomplishments.

Fifth-Grade Writing

Students writing should go through a process of planning, drafting, revising and editing before it is considered a finished product. By the end of the school year, students are required to produce four types of writing:

- **Informational writing**, such as science or social studies reports using at least three sources of information. This writing should be organized so that facts are set out in a logical order and should use details and examples to support the ideas.
- **A response to literature**, such as an essay connecting a story and its characters to personal experience. This writing should express the student's thinking and should use examples from the story to support his or her ideas.
- **A story, fictional or autobiographical**. This writing should establish interesting characters and situations, and should include details and descriptions.
- **A narrative procedure** explaining how to do something. This writing should lay out clear

steps that are easy to follow.

All finished writing should have a beginning, a middle, and an end; should use basic punctuation; and should spell most words correctly.

Fifth-Grade Speaking, Listening, and Viewing

Students will participate in whole-class lessons, small-group meetings, and one-on-one conversations with a teacher, in order to:

- Collect information and identify important ideas.
- Ask questions to further understanding, and repeat what they have heard in their own words.
- Respond thoughtfully to questions, using details and examples.
- Express their own opinions and judgements.
- Take turns speaking, and respond to each other's questions and comments.
- Share data, facts, and ideas and back them up with sources and explanations.

Students will prepare and deliver an individual presentation, in which they:

- Present reports five to seven minutes long for teachers and other students in all subject areas.
- Organize what they will say using notes or other memory aids.
- Use different sources of information and summarize main points at the end so that the audience will respond in a certain way.

Students will make informed judgement about television radio, and film production.

Fifth-Grade Grammar and Usage of the English Language

By the end of the school year, students should demonstrate correct use of:

- Grammar, including irregular verbs.
- Paragraph structure, including opening, middle, and closing sentences.

- Punctuation including quotation marks, commas, and colons.
- Sentence construction, including correct subject/verb agreement and verb tense.
- Spelling strategies for fifth grade content-area vocabulary.

By the end of the school year, students should be able to revise work by:

- Making their writing easier to understand.
- Rearranging the sequence of words, sentences, and paragraphs.
- Adding or deleting details and explanations.
- Using dictionaries and reference books to assist in editing.

Fifth-Grade Literature

Using the literature read during the school year, students should be able to:

- Identify similarities and differences in theme from book to book.
- Think about the author's word choices and decisions about content communicate meaning.
- Look at what makes one type of literature different from another.
- Describe the personalities of individual characters, and why they act the way they do.
- Develop ideas (for example, draw conclusions and make predictions) about events, characters, and settings.
- Be able to select books based on personal needs and interest.
- Produce written work in at least one genre of literature (for example, autobiography).

Fifth Grade Reading Instructional Materials

In addition to the Teachers College Reading & Writing Project suggested reading instructional materials, teachers will be using the Junior Great Books in English and Spanish to supplement the read aloud books. Series 5, first and second semesters, constitute the fifth grade read-aloud program in English. The Spanish program is being piloted and will be available by the time the children reach fifth grade.

Series 5

FIRST SEMESTER

Charles, Shirley Jackson
Ghost Cat, Donna Hill
Turquoise Horse, Gerald Hausman
Maurice's Room, Paula Fox
Barbie, Gary Sata
Lenny's Red-Letter Day, Bernard Ashley
The Prince and the Goose Girl, Elinor Mordaunt
Tramp, Malcolm Carrick
Alberic the Wise, Norton Juster
Podhu and Aruwa, African folktale as told by Humphrey Harman
The Invisible Child, Tove Jansson
The Bat-Poet, Randad Jarrell

SECOND SEMESTER

A Game of Catch, Richard Wilbur
The Tale of the Three Storytellers, James Kruss
Spit Nolan, Bin Naughton
The Queen's Care, Elizabeth Jamison Hodges
Lucky Boy, Philippa Pearce
The Secret of the Hattifatteners, Tove Jansson
The Happy Prince, Oscar Wilde
Kaddo's Wall, West African folktale as told by Harold Courlander and George Herzog
Dita's Story, Mary Q. Steele
Oliver Hyde's Dishcloth Concert, Richard Kennedy
Mowgli's Brothers, (from *The Jungle Books*), Rudyard Kipling
"Tiger-Tiger!", (from *The Jungle Books*), Rudyard Kipling

The children will successfully finish books higher than Level R. These books include a variety of fiction books, expository books, and chapter books, often extending into a series.

Mathematics - Curriculum Overview

The Family Life Academy Charter School board members believe that children are natural problem solvers who can develop their own ways to solving problems. FLACS teachers will encourage students to solve problems in ways that are meaningful to them, develop a variety of solution models, and come to understand that there is no single correct approach to a problem or single way to arrive at a solution. Since students need to develop conceptual understanding, arithmetic skills, and problem solving presented in the standards, teachers will use the mathematics grade by grade standards listed below to guide them in setting goals, planning for effective instruction, and monitoring and assessing student performance. These standards were taken from the Board of Education of the City New York edition of the *New Standards Performance Standards* for Mathematics. They reflect the New York State Commencement Standards and their assessments.

Instructional Strategies

To help students achieve and surpass the state standards, become mathematically literate and take responsibility for their own mathematics learning, teachers will be encouraged to use the following instructional strategies recommended in the University of Chicago School Mathematics Project (the curriculum program FLACS adopted), as well as other techniques with which they have been successful in previous years.

- Integrating problem solving strategies for everyday situations
- Developing readiness through hands-on activities
- Establishing links between past experiences and explorations of new concepts
- Sharing ideas through discussion
- Cooperative learning through partner and small-group activities
- Practices through games
- Ongoing review through the year
- Daily routines
- Ongoing assessment
- Home and school partnership

Teachers will expand the range of math problems and calculation the students can perform through the use of technology. They will often ask students to explain why their answers are reasonable, thereby deepening their understanding of operations and strengthening their ability to think critically and judge the validity of their answers.

Core Teaching Materials

We will adopt the University of Chicago School Mathematics Project (UCSMP) as the



core program for teaching mathematics in grades K-5 during 55 minutes each day. USCMP not only provides all students with challenging experiences in computation, data collection and analysis, probability and statistics, geometry, and pre-algebra, but also presents students with real-world problems that allow them to learn math in meaningful ways.

The UCSMP program includes the following:

- *Teacher's Manual and Lesson Guide* containing lesson guides with detailed day-by-day lesson plans, a reference section with background information on each unit, game directions, descriptions of explorations and projects, answer keys for selected portions of student work, and reproducible teacher's masters organized by units.
- *Resource Book* containing all reproducible materials organized by unit.
- *Toward a Balance Assessment* handbook provides ideas for ongoing and product assessment.
- *Teacher's Reference Manual* contains background information on the content, curriculum, and pedagogy of the program.
- *Creating Home & School Partnerships* is a guide that teachers can use to keep parents informed about their child's mathematical curriculum.
- *Scope and Sequence Charts* organized by content strands.
- *Student Journals* to be used for recording results of activities and explorations.
- *Activity Books* featuring activity sheets and review materials for each unit.
- *Project Books* that will be used to keep track of long-term projects.
- *Manipulative Kits* recommended to be used for exploring concepts concretely.
- *Home Links Books* suggesting activities for parents and children to do together.

The following strands are addressed in the UCSMP program:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Some of the reasons we selected this program include:

- Its consistency with the standards,
- Its spiraling curriculum which gives students several repeated and varied opportunities to practice essential math concepts and skills,
- Its meaningful application of math through the real-world problems,
- Its emphasis on project-base learning through long-term projects across subject areas, and
- Its integration of the appropriate use of technology.

Benchmarks by Grade Level

The following are the New Standards Performance Standards that our students will work to achieve. Since these benchmarks expand and complement the state standards, all students will be prepared to achieve or exceed the New York State Learning Standards.

Kindergarten

Standard One: Arithmetic and Number Concepts

- Count objects up to 10.
- Identify number names orally through 15.
- Practice the skills of counting starting from a particular number (example: starting from the number seven).
- Use a line to count forward and backward.
- Use ordinal number names from first to tenth.
- Explore fraction concepts using the words whole and half
- Practice estimating and counts the actual number to check estimates
- Use real money to learn the names of coins and bills.

Standard Two: Geometry and Measurement Concepts

- Create geometric pictures and designs.
- Introduce names of shapes.
- Explore non-standard units of measure (e.g., use strings to measure circumference).
- Practice estimating (guessing) sizes.
- Use comparisons such as bigger than, lighter than, less than, equal to, etc.
- Compare size and capacity.

Standard Three: Function and Algebra Concepts

- Observe and describe patterns.
- Follow directions to copy a pattern.
- Attempt to extend patterns.
- Look for patterns in graphs.
- Look at quilt patterns for different geometric shapes.

Standard Four: Statistics and Probability Concepts

- Sort and classify objects by one characteristic (color, shape, size).
- Gather data (information) relating to experiences by counting and using pictures.
- Talk about graphs using words like most, least, the same, etc.
- Use spinners for making decisions while playing games.
- Discuss the certainty and uncertainty of events.

Standard Five: Mathematical Process

- Talk about mathematics in their everyday life.
- Play games that involve sorting and classifying with blocks, buttons, seashells, cookies,

- and other sorting toys.
- Put objects in order or sequence.
- Solve problems in ways that make sense.
- Draw pictures to show mathematical situations.

First Grade

Standard One: Arithmetic and Number Concepts

- Count forward and backward by ones and twos on a number line up to 100.
- Match words and symbols from 0 to 15.
- Learn about the meanings of each digit in a two-digit number.
- Learn about even and odd numbers.
- Use the symbols < (less than), > (greater than), and = (equal to).
- Add two numbers and three numbers that can equal ten.
- Add and subtract two-digit numbers.
- Show an understanding of fractions such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- Show an understanding of fractions such as $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$.
- Use money to practice writing decimals.
- Learn to make change for amounts of money.

Standard Two: Geometry and Measurement Concepts

- Use clocks and calendars to study time to the hour, day, month, and year.
- Measure length using inches, feet, yards, centimeters, and meters.
- Measure weight using ounces, pounds, kilograms, and liters.
- Measure temperature using Fahrenheit and Celsius thermometers.
- Identify shapes in everyday life: square, rectangle, triangle, and circle.

Standard Three: Function and Algebra Concepts

- Sort and classify objects by two characteristics (color/shape, size/color).
- Investigate patterns using models.
- Explore many to one: five fingers to one hand, two eyes to one face.
- Recognize geometry and number patterns.
- Repeat geometry and number patterns.
- Make up geometry and number patterns.

Standard Four: Statistics and Probability Concepts

- Collect data and record their results with tallies, blocks, and graphs.
- Predict what will happen when a coin or number cube is tossed.
- Solve problems such as "How many different pairs of numbers add up to 10?"

Standard Five: Mathematical Process

- Use objects or drawings to solve problems.
- Use objects to represent numbers in real-world situations.
- Choose addition or subtraction to solve word problems.

- Explain the answer to a problem.

Second Grade

Standard One: Arithmetic and Number Concepts

- Count by twos, threes, fours, fives, and tens using a number line and number chart.
- Count to 1,000.
- Use the ordinal numbers from first to 31st.
- Show two and three digit numbers to 999 using concrete models.
- Show how to write two- and three-digit numbers in expanded notation: $324 = 300 + 20 + 4$.
- Study the meaning of zero in two- and three-digit numbers.
- Explore the relationship between addition and subtraction.
- Add and subtract two-digit numbers with regrouping.
- Learn about the associative property as they explore different groupings when adding three or four more numbers $(2 + 3) + 5 = 2 + (3 + 5)$.
- Explore multiplication and division through sharing sets or groups, relating multiplications to repeated additions.
- Learn about the commutative property of multiplication by showing that the order of factors in a multiplication problem (order of numbers being multiplied) does not change the answer $2 \times 3 = 3 \times 2$.
- Show an understanding of unit fractions to $1/8$, $1/10$, and $1/100$.
- Find $1/2$, $1/3$, $1/4$ of a collection of objects.
- Explore addition and subtraction using money notation (addition and subtraction).
- Make change for amounts of money up to \$1.00.

Standard Two: Geometry and Measurement Concepts

- Weigh objects using grams and kilograms; measure liquids using liters and milliliters; and measure length using meters, centimeters and kilometers.
- Measure time in half-hour, quarter-hour, and five minute intervals.
- Use shapes to create designs.

Standard Three: Function and Algebra Concepts

- Explore two-to-one correspondence to learn about the concept of ratio.
- Use counters to find the missing values as in open sentences like $3 + \underline{\quad} = 5$.
- Recognize, describe, and extend number sequences and patterns from 1 to 1,000.
- Recognize, describe, extend, and create patterns with geometric shapes.
- Understand the basic properties of, and similarities and differences, among circles, squares, rectangles, and triangles.

Standard Four: Statistics and Probability Concepts

- Collect data by measuring common items.
- Arrange data in tables and show the data using graphs.
- Discuss the certainty or uncertainty of events.

- Understand that some events are more likely to happen than others.
- Make predictions of outcomes of experiments such as tossing a coin.
- Show combinations and arrangements of groups of objects.
- Discuss the fairness of a game.

Standard Five: Mathematical Process

- Investigate various numerical problems that arise in school.
- Brainstorm possible strategies before starting a problem.
- Justify their answers and solutions to a problem.
- Draw pictures or use objects to represent problems .
- Estimate answers before solving problems and compare estimates with solutions.
- Practice estimation of answers with and without story problems.
- Understand that a group of things may be researched by studying just a few of them (sampling).

Third Grade

Standard One: Arithmetic and Number Concepts

- Count, use and read numbers through 100,000.
- Count to 100 by twos, threes, fours, fives and tens.
- Learn about positive and negative numbers.
- Estimate numbers by rounding, using number lines and measuring instruments such as thermometers or yard sticks.
- Predict when the sum of two numbers will be odd or even.
- Add two, three, and four-digit numbers with sums less than 10,000.
- Subtract two numbers each less than 10,000.
- Explore the role of zero and one in multiplication.
- Experiment with grouping two or more factors when multiplying (associative law).
- Study short and long division procedures.
- Explore division as finding the number of equal groups of items.
- Explore the relationship of multiplication and division.
- Compare fractions using $<$ and $>$ symbols.
- Use the terms "numerator" and "denominator."
- Understand the relationship between fractions and decimals (e.g., $\frac{1}{4} = .25$).
- Add and subtract fractions with like denominators.
- Add and subtract decimals with one place (tenths).

Standard Two: Geometry and Measurement Concepts

- Identify equivalent units of measure (12 inches = one foot).
- Find the distance around polygons (perimeter).
- Investigate the properties of circles, including diameter and radius.
- Construct figures (polygons and circles) using a compass and a protractor.
- Explore three-dimensional figures to begin the understanding of volume (taking up space).

- Investigate symmetry (reflections).
- Locate points on a grid and a map.
- Investigate solid figures, such as cubes.

Standard Three: Function and Algebra Concepts

- Use formulas to find perimeter and area of geographic shapes.
- Use counters to explore number patterns like square numbers and triangular numbers.
- Use counters to help solve problems with unknowns (open sentences).
- Explore or explain commutative and associative properties of multiplication and addition.
- Find average (mean) of a set of data.

Standard Four: Statistics and Probability Concepts

- Organize data using tables and bar graphs.
- Discuss graphs found in everyday publications.
- Conduct experiments and predict outcomes.
- Understand and use fractional notation to show the probability of the outcome of an experiment.
- Use orderly methods to count the outcomes in an experiment.

Standard Five: Mathematical Process

- Draw pictures, charts, and diagrams to help understand problem information.
- Clarify problems by discussing them with classmates.
- Use estimation, number relationships, and mathematical checks to justify answers.
- Break a problem into parts to make it easier to solve.
- Identify missing information in a problem.
- Recognize the use of mathematics in other subject areas such as science, social studies and music.

Fourth Grade

Standard One: Arithmetic and Number Concepts

- Add, subtract, multiply, and divide whole numbers, with and without calculators.
- Read and write whole numbers to hundred millions.
- Learn about special numbers (primes, factors, multiples, square numbers).
- Use concrete and real-world models of simple fractions.
- Use single decimal numbers and percents.
- Demonstrate rounding and estimation skills.
- Use recall, mental math, pencil, and paper to get solutions.

Standard Two: Geometry and Measurement Concepts

- Identify and describe geometric figures (triangles, squares, and rectangles).
- Read and draw simple maps using coordinates.
- Use basic ways of estimating and measuring the size of figures and objects in the real world.

- Select units of measure (pounds, inches, minutes) for estimating and determining quantities such as weight, area and time.
- Use pictures and diagrams to show perimeter, area, volume, and circumference.
- Use pictures and diagrams to model lines of symmetry.

Standard Three: Function and Algebra Concepts

- Recognize, describe, extend, and create growing patterns.
- Use letters, boxes and other symbols to stand for any number or object.
- Use beginning concept of "variable."

Standard Four: Statistics and Probability Concepts

- Collect and organize information.
- Make, read and interpret graphs.
- Gather data about an entire group by sampling group members.
- Find the average, median, mode, and range of a set of numbers.
- Find combinations and arrangements of a group of objects.
- Predict results and find out why some results are more likely than others, less likely than others, or equally likely as others.
- Show data in tables, charts and graphs.

Standard Five: Mathematical Process

- Create, analyze, and solve word problems.
- Give basic statements of problem situations.
- Solve problems in ways that make sense and explain the solutions.
- Draw pictures, diagrams, and charts to represent problems.
- Identify missing information in a story problem.
- Explain how solutions to problems can be applied to other school subjects and in real-world situations.
- Develop formal and informal mathematics vocabularies.

Fifth Grade

Standard One: Arithmetic and Number Concepts

- Use addition, subtraction, multiplication, and division facts with speed and accuracy.
- Read and write numbers to one billion.
- Investigate powers of 10 to develop an understanding of exponents.
- Estimate by rounding off numbers to the nearest 10,000 and the nearest hundredth using decimals.
- Use a number line to understand negative numbers.
- Explore the concept of order of operations.
- Find the greatest common factor and least common multiple of a set of numbers.
- Explain orally and in writing the concepts of prime and composite numbers.
- Understand the concept of proper and improper fractions.
- Add and subtract fractions with like and unlike denominators.

- Change improper fractions to mixed numbers.
- Compare fractions and decimals using the terms “less than,” “greater than,” “equivalent to,” and “between.”
- Practice writing equivalent forms of decimals and fractions.
- Multiply and divide decimals to hundredths.
- Use pictures and graphic illustrations to demonstrate multiplication and division of fractions.

Standard Two: Geometry and Measurement Concepts

- Identify equivalent units of measure (12 inches = one foot).
- Find the distance around polygons (perimeter).
- Investigate the properties of circles, including diameter and radius.
- Construct figures (polygons and circles) using a compass and protractor.
- Explore three-dimensional figures to begin the understanding of volume (taking up space).
- Investigate symmetry (two lines of symmetry, rotational symmetry).
- Investigate solid figures, such as cubes and prisms.

Standard Three: Function and Algebra Concepts

- Develop formulas for the area and perimeter of squares and rectangles.
- Use ratio and proportion concepts to solve problems.
- Understand variables.
- Write and solve open sentences using letters as place holders.
- Develop an understanding of functions and functional relationships: that a change in one quantity results in change in another.
- Use math sentences of patterns and functions to represent and solve problems.

Standard Four: Statistics and Probability Concepts

- Explore methods of collecting and organizing data.
- Use tables, graphs, and diagrams to represent collected data.
- Use compass and protractors to construct circle graphs.
- Use circle graphs to explore the concept of percent.
- Compare bar, line, and circle graphs that represent the same information.
- Identify events which have zero probability, probability = 1 (certainty, and probability between 0 and 1.

Standard Five: Mathematical Process

- Solve problems in which fractions are used in every day life.
- State accurately the purpose for each step in basic calculations.
- Create a problem situation based on a given open sentence using a single variable.
- Make real world comparisons of measurements.
- Develop an awareness of when estimation is more appropriate than an exact answer.
- Recognize the use of mathematics in other subject areas such as science, social studies, and music.
- Understand that a group of things may be researched by studying just a few of them (sampling).

Curriculum Overview - Science

The Family Life Academy Charter School members have a view of science as an in-depth exploration of the natural world. Our science curriculum will provide students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.

Methods:

The process of doing science is just as important as the specific science content. Through a series of interactive processes, teachers will help students develop science thinking and process skills such as exploring and observing, communicating, understanding, and applying. Children will construct knowledge by building on or modifying their current understanding. Scientific learning, like all learning at FLACS, will stress the school's character principles and will integrate innovation, projects, and technology if possible. Learning activities will be intrinsically interesting, fun, relevant to the children's lives, and appropriate to their age level.

The school will also take advantage of community resources and participate in community service projects such as those coordinated by "Bronx Green Up." "Bronx Green Up" is a community outreach program of The New York Botanical Garden. The program provides training, materials, and support for gardening projects in Bronx public schools and elsewhere. In planning their garden, students would not only learn about botany, but also they would develop skills in logic, arithmetic, understanding spatial relationship, and could read and write about their experiences. Lessons in horticultural science, project planning, mathematical concepts, language arts, and character education could be integrated into such a project. Additionally, the project could instill character-building elements like team work, self esteem, respect for nature, and commitment to community. While New York City offers limitless possibilities for such science projects, several other Bronx organizations that offer outings or programs for public school children include the Bartow-Pell Mansion Museum, the Bronx County Historical Society, the Bronx Zoo/Wildlife Conservation Park, the Judaica Museum, the North Wind Undersea Institute, the Edgar Allan Poe Cottage, the Valentine-Varian House/Museum of Bronx History, the Van Courtland House Museum, and Wave Hill Public Gardens. Many of these organizations offer their facilities and services free to public school children, and many provide professional development opportunities as well as direct services to students.

In such community-based science projects, FLACS teachers will facilitate the interaction between the students' experiences and their school work to develop the students' ability to observe, explore, interpret, process and apply information. Therefore, experiences in the sciences outside school will be integrated into what is going on in the classroom and provide a wealth of learning opportunities, from vocabulary building to broadening children's in-depth exploration of the natural world. In every case, FLACS will provide teachers with the guidance they need to

create a learning environment that draws on community resources, while keeping the focus on achieving high standards.

The school will offer teachers the training and support they need to implement each module. Along with the direct guidance for teaching and learning experiences, the school will also provide background materials, assessment tools, and much more that support teachers in their own growth and development as teachers of science.

Curriculum Materials

An Elementary Insights Hands-On Inquiry Curriculum was selected as the core program for teaching science in grades K-5. This program provides students with in-depth inquiry-based modules that support the National and the New Standards approach to teaching and learning science. It will give students a solid grounding in scientific concepts and facts as well as numerous opportunities to practice the methods of scientific inquiry that expand human understanding of ourselves, the world, and universe in which we live.

The Insights curriculum consists of 17 modules, each designed to be used at one of two grade levels as shown in the chart illustrating the "Distribution of Modules Across Science Domain." Each module contains 12 to 20 learning experiences or lessons which follow a similar format. Since the primary tool for the learning of science is through the active use of manipulatives, teachers and students will employ the specific materials suggested for enhancing the teaching of each module.

The modules represent a balance of life, earth, and physical science and continuous growth in experience and understanding of six major science themes: systems, change, structure and function, diversity, cause and effect, and energy. These themes are not explicitly taught but emerge through the students' experiences and the teachers' facilitation.

The Insights Program for the elementary school includes the following:

- Teachers Guide which includes an overview of the module, specific teaching and management strategies, an overview of the of the frameworks for teaching and learning science thinking and process skills, and assessment strategies.
- A teaching-learning framework which guides teachers through four phases: getting started, exploring and discovering, processing for meaning, and extending ideas.
- 12 to 20 learning experiences or lessons which follow a similar format: 1) learning experience summary, 2) teaching sequence, 3) extending ideas, 4) group recording sheets, and 5) home-school worksheets.

- Kit material which constitute the manipulative materials for students to be able to participate in a hands-on inquiry-based science program.
- An assessment framework to help in monitoring students' individual growth and development over the entire module.

Description of the Modules Grade by Grade

A short description of the modules used in each grade level provided below indicates the topics that teachers will undertake in each grade to help children develop scientific thinking and the processing skills required by the standards. Each module includes opportunities for children to use skills from each of four categories: exploring and observing, communicating, understanding, and applying. An introduction providing an overview of the fourth and fifth grade module: "Circuits and Pathways" and a "Learning Experience 1" from the same module will be provided in the section for sample materials.

Kindergarten/First Grade

Myself and Others

Children look at themselves and their classmates and explore similarities and differences in such characteristics as height, eye color, and hand size. They become aware of how they are similar to those children they may see as different because of a physical characteristic (such as skin color) and how they are different from those children they may otherwise see as similar. This module helps to create a positive, supportive atmosphere in which children can realize and appreciate that although each of them is unique, they all share many similar characteristics.

The Senses

Children are provided with a variety of experiences that encourage them to use all their senses to more closely observe and describe objects and phenomena around them. They compare, sort, and classify objects by various properties. They compare their senses one to the other, raising questions of what it would be like to be unable to hear, see, taste, touch, and smell.

Balls and Ramps

This module builds on children's prior experiences with balls and how they move. Children focus on two themes: the properties and characteristics of balls and some of the factors that affect the way balls behave. Children begin by comparing how a wide variety of balls roll and bounce; next make their own balls out of clay and many other materials; and then explore the movement of

different balls as the balls roll down ramps, through tubes, and around bends.

Living Things

This module builds on the natural curiosity and excitement young children have for the natural world around them. Throughout the module, they observe the changes in a tree; examine the plants and animals living in and around the tree; and look at other living things nearby. Children think about and discuss the many needs of plants and animals and the interdependence living things have on one another. Using these experiences, children build terraria in the classroom.

Second Grade/Third Grade

Lifting Heavy Things

As this module begins, students are asked to think about what it means to make work easier. They then try out experiences and challenges using levers, planes and pulleys, and explore the advantages and disadvantages of each. At the end of the module, they are challenged to analyze a construction site that has no power and decide which simple machine is most appropriate for each task.

Habitats

Students examine their own basic needs and the needs of other living things around them. They explore the school building and neighborhood to determine how these areas meet their own needs. They then study some of the small creatures they find on the school grounds and the physical factors that affect these creatures' habitats. Finally, students "invite" an organism into the classroom for several days of close observation to determine what behavior and adaptations of the organism allow it to meet its needs in its particular habitat.

Liquids

Students explore the unique characteristics of liquids, compare different liquids, and explore how solids and liquids interact with each other. They discover how three liquids—corn syrup, oil, and water—behave when mixed. Students then investigate floating and sinking and some of the variables that affect how solid objects behave in liquids of different densities.

Sound

This module helps students become more aware of the nature of sound and the diversity

and abundance of sounds around them. They begin by listening to sounds on tape. They then make their own sounds with their bodies, with drums, and with other instruments-exploring vibration, pitch and volume, and the transmission of sounds. Throughout the module, students are also asked to compare the qualitative characteristics of the sounds they hear.

Growing Things

This module starts with a tour of the school's neighborhood, giving students a chance to observe the variety of plants growing around them. Then, as students grow their own plants, they observe the development of germinating seeds, measure and record growth and change, and design and conduct simple experiments to explore the factors that affect plant growth.

Fourth Grade/Fifth Grade

Circuits and Pathways

Students develop a basis for understanding electricity by exploring its properties in simple circuits. They start by sharing what they already know and what they would like to know about electricity. They are then given an opportunity to use batteries, wire, bulbs, and motors to explore the concept of a complete circuit. With this knowledge and experience, students work with series and parallel circuits, fuses, and the concepts of conduction and resistance. At the end of the module, students apply all they have learned to make and solve electric mystery boxes.

Changes of State

In this module, students develop a basis for understanding factors that influence the changes of state of different types of matter. They begin by looking at ice and how it melts. They continue by exploring the evaporation, condensation, freezing, and sublimation of water. They clean water by distilling, and they make their own "mini-freezers" in which they can freeze water at their desks. These learning experiences illustrate to students that changes of state are an integral part of their lives. The module ends with the creation of small terrariums that give students an opportunity to observe how the changes of state of water are vital to our survival.

The Mysterious Powder

In this module, a simulated environmental problem is the focus of applying the steps of the scientific process. The problem is the mysterious appearance of a coating of white powder around the school yard. Students are challenged to figure out what the powder is and where it came from. As they meet this challenge, they learn that systematic gathering, organizing, and analyzing of information are a way of coming to understand events in the natural world. Students collect

data on common household powders by conducting simple tests and making comparisons. They apply their information and use their observing, recording, comparing, and categorizing skills to analyze the mysterious powder.

Bones and Skeletons

At the start of this module, students are given a mysterious gray object: an owl pellet. They examine it and find many small bones inside. Three questions --What are bones? --Whose bones are they? --and Where do they come from? --focus the investigations. Learning experiences that explore human bone groups, teeth, and joints, as well as the skeletons of other animals help students develop an understanding of bone structure and its relationship to function. Students apply this evolving knowledge to their mystery bones and eventually collect enough evidence to identify the types of bones and their animal origin.

Reading the Environment

Change is all around us. In this module, students explore changes in the environment. They start by examining their immediate surroundings and think about three questions--What was it like before?--What changes have happened?--and What changes do we predict will occur in the future? They then look more closely at the processes of weathering and erosion. As students continue their explorations, they use time lines to help them understand how long change takes, leading to an exploration of rocks and fossils. Throughout the module, students develop skills in analyzing change by mapping the changes in a small area in the school yard.

Distribution of Modules Across Science Domain

GRADES	LIFE	EARTH	PHYSICAL
	<p>Myself and Others</p> <ul style="list-style-type: none"> - Likeness, difference and variation in human physical characteristics - Differences and similarities - Growth and development over time <p>The Senses</p> <ul style="list-style-type: none"> - Seeing, hearing, touching, tasting, smelling - Perceiving the environment <p>Living Things</p> <ul style="list-style-type: none"> - Similarities and differences - Growth and development over time - Needs of living things - How living things meet their needs 		<p>Balls and Ramps</p> <ul style="list-style-type: none"> - Properties and characteristics of balls - Gravity - Inertia, momentum, friction, velocity and acceleration - Effect of size and weight of a ball and steepness of a ramp on the movement of a ball on an inclined plane
2-3	<p>Growing Things</p> <ul style="list-style-type: none"> - Structures and function relationships of seeds and plant parts - Stages of germination and growth - Variables affecting germination and growth <p>Habitats</p> <ul style="list-style-type: none"> - Needs of living things - Habitat - Relationship between an organism and its habitat - Differences and variations in local habitats - Adaptations 		<p>Liquids</p> <ul style="list-style-type: none"> - All liquids pour, and take the shape of their containers - Variation of physical properties (such as density, cohesion, viscosity and color) of different liquids - Solid objects in liquids either (a) float on the surface or partway down or (b) sink - Relationship among buoyancy, weight, density, and shape of an object, and the density and viscosity of a liquid <p>Lifting Heavy Things</p> <ul style="list-style-type: none"> - Simple machines such as levers, inclined planes and pulleys make tasks easier - Making tasks easier with simple machines involves trade-offs between the amount of force and the distance and time over which it is applied <p>Sound</p> <ul style="list-style-type: none"> - Sound as vibrations - Pitch, volume and quantity (or timbre) - Relationship among the pitch of strings and drums, and the tension and the size of the vibrating object - Relationship among volume and the strength of vibration and the amount of vibrating material - Transmission of sound
4-5	<p>Bones and Skeletons</p> <ul style="list-style-type: none"> - Bones of the body - Structure and function relationships - The skeletal system - Variation in skeletal structures - Adaptation 	<p>Reading the Environment</p> <ul style="list-style-type: none"> - Change as a constant process - The formation and change of rocks - Weathering and erosion as agents of change - Time - Evidence 	<p>Changes of State</p> <ul style="list-style-type: none"> - Water as a form of matter that can exist as a liquid, solid and gas - Melting, evaporation, condensation, freezing and sublimation as a result of adding or removing heat - Reversibility of changes of state <p>The Mysterious Powder</p> <ul style="list-style-type: none"> - Characteristic physical and chemical properties of substances - Knowledge of the properties of substances as a tool for solving problems <p>Circuits and Pathways</p> <ul style="list-style-type: none"> - Complete circuits - Series/parallel circuits - Conductors/insulators
6	<p>Human Body Systems</p> <ul style="list-style-type: none"> - The cell as the basic unit of the human body - The circulatory system as the "delivery system" of the body - Structure and function relationships of some body parts - The human body as an interactive system of smaller, interdependent body systems 	<p>There is No Away</p> <ul style="list-style-type: none"> - Decomposition - Organic and inorganic materials - Biodegradable and nonbiodegradable materials - Relationship among the time and amount of decomposition, the make-up of an item, and the physical conditions to which it is a subject - The role for water in waste disposal, solutions, suspensions, diffusion - Waste control systems 	<p>Structures</p> <ul style="list-style-type: none"> - Live load/dead load - Compression/tension - Relationships of materials and shape with structure and strength

Insights and the New Standards Performance Standards for Science

The chart below indicates the close alignment between the Insights curriculum and the New Standards

Insights Curriculum	New Standards Performance Standards							
Grade Level/Topic	Physical Science Concepts	Life science concepts	Earth & Space Science	Scientific Connections & Applications	Scientific Thinking	Scientific Tools and Technology	Scientific Communication	Scientific Investigation
Grades K-1								
Balls and Ramps	✓		✓	✓	✓	✓		✓
Living Things		✓		✓	✓	✓	✓	✓
The Senses		✓		✓	✓	✓	✓	✓
Myself and Others		✓		✓	✓		✓	✓
Grades 2-3								
Lifting Heavy Things	✓			✓	✓	✓		✓
Habitats		✓	✓	✓	✓		✓	✓
Liquids	✓			✓	✓	✓		✓
Sound	✓			✓	✓	✓		✓
Growing things		✓		✓	✓			✓
Grades 4-5								
Circuits and Pathways	✓			✓	✓	✓		✓
Changes of State	✓		✓	✓	✓		✓	✓
Mysterious Powder	✓			✓	✓		✓	✓
Bones and Skeletons				✓	✓			✓
Reading the Environment		✓	✓	✓	✓		✓	✓

The charter school's social studies curriculum will provide children with the opportunity to understand and appreciate history and its related disciplines. The Social Studies offerings of the Family Life Academy Charter School will enable its students to:

- gather and interpret information to solve problems, make decisions and plan solutions;
- identify and exhibit the skills and responsibilities of a good citizen in a democracy;
- identify basic tenets of citizenship and government;
- define and apply basic geographic concepts;
- explain how society uses its resources to meet the needs of its people;
- describe the interconnection of people and societies; and
- recognize and appreciate cultural diversity in order to participate successfully in social groups.

The curriculum will focus on four of the many fields of study that fall into the broad category of social sciences as core disciplines. Together, history, geography, civics, and economics constitute a foundation in the social sciences that young learners can build on throughout the years of their formal education and beyond. As they take on their adult roles as informed, active participants in our nation's ongoing experiment in democracy, they will add to and apply the knowledge and skills they have acquired as students.

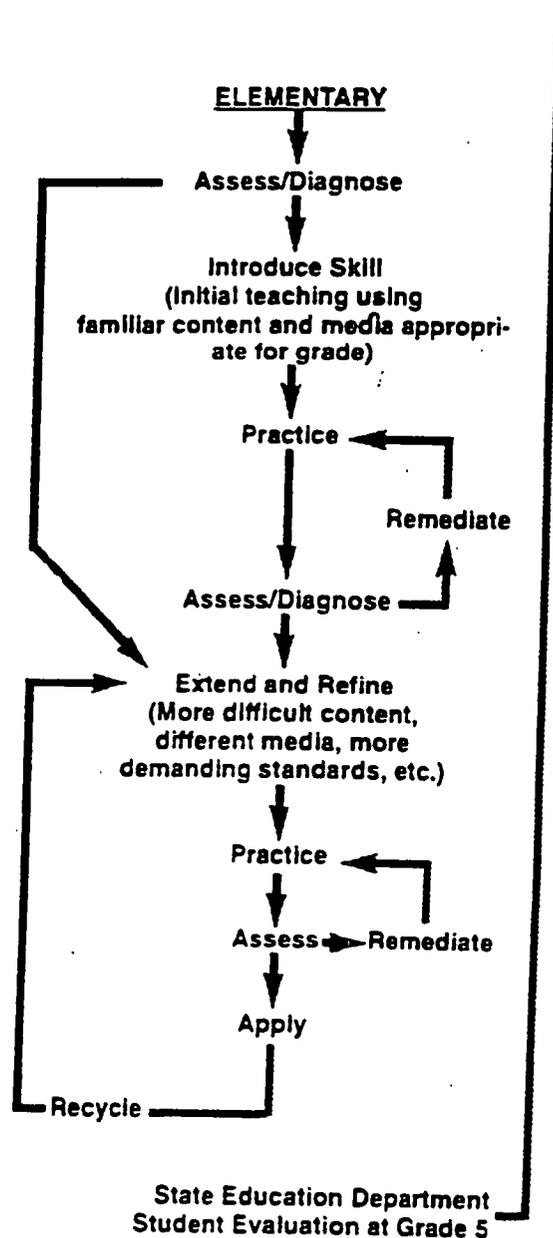
Teaching Methods

The social studies program of the Family Life Academy Charter School will be implemented through project-based instructional strategies that underlie its fundamental educational philosophy that learning is an active process. Stimulating and challenging projects and activities will be incorporated into social studies instruction at all levels, allowing students the opportunity to plan, do, review, share and own the learning process. It is through individual and cooperative-learning groups that the students will come to understand such concepts as history, geography, economics and civics.

The FLACS will follow the skill development procedures for Social Studies outlined by the New York State Education Department curriculum resource guides. These procedures call for the introduction of new concepts followed by reinforcement, extension, refinement and application of those concepts in a sequence appropriate for elementary school students. This process is illustrated in the attached flow chart. Teachers will use authentic assessment incorporated in the learning activities to guide instruction and monitor students' progress towards attainment of the standards.

SKILL DEVELOPMENT PROCEDURES

The following diagram suggests a systematic procedure for skill development in the social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Source: *Social Studies 11: United States History and Government*. The New York State Education Department, Albany, NY.

Curriculum Materials

The FLACS Social Studies curriculum is organized into thematic units provided in the social studies resource guide for each grade level. The core materials for social studies education will vary according to needs at each grade level. It will consist of a broad-based, multicultural classroom library of children's trade books, including folktales, myths, legends, poetry, songbooks, biographies, and historical fiction and nonfiction as the core program for social studies education. Featured units will be built around identified core trade books, with reference support from local history and government books for fourth grade. The fifth grade will use Joy Hakim's wonderful *History of US* series as the key reference support for the trade book library, which features a broad-based, multicultural, multigenre classroom library of trade books. This eclectic approach to core teaching materials not only affords opportunities for cross-curricular projects and activities, but also supports our belief in project-based learning.

Description of Thematic Units by grade Level

The thematic units, provided in the New York State social studies resource guide and outlined in the following section, present the concepts, skills, knowledge, and understandings that students will master on the road to achieving literacy in the social sciences in four core social science disciplines. These units combine to form the context that brings on meaning -- and interest -- to history and the social sciences. Context, therefore, not only unites these interdependent disciplines, but also supplies the engine for student mastery. This context is broadened by content and themes that explore key concepts of the social studies program from different perspectives.

Self and Others (kindergarten) helps students develop awareness of themselves as growing individuals, and also learn social interaction skills through a wide range of interdisciplinary activities. Through content that is personally meaningful, this unit highlights each child's unique qualities, as well as his or her similarities to others. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, they also begin to understand their future role as citizens by accepting rights and responsibilities in the classroom.

My Families and Other Families, Now and Long Ago (first grade) helps students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed, as students learn about different kinds of families that have existed in diverse times and societies. 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 I program encourages interdisciplinary learning to assist in developing the content, concepts, and skills needed to meet standards.

My Community and Other United States Communities (second grade) helps students gain perspective on individuals within the context of a broader community. Students explore rural, urban, and suburban settings, concentrating on communities in the United States. The student's own community -- the Bronx -- serves as an example for studying about and

understanding other communities. In keeping with the five social studies learning standards, students study examples of communities from cultures other than their own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. They learn how different communities are influenced by geographic and environmental factors, and continue to locate places on maps and globes. They also study about the rights and responsibilities of citizenship in their communities.

Communities Around the World— Learning About People and Places (third grade) continues to broaden children's horizons, through the study of communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students team up to do projects about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. They locate world communities, and learn how different societies meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Local History and Local Government (fourth grade) builds on the students' understanding of families, schools, and communities, highlighting the political institutions and historic development of their local communities in relation to their state and nation. The in-depth study of local government emphasizes the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship, as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues, and connect them to national events and issues. For example, the grade 4 program considers the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State.

The United States, Canada, and Latin America (grade 5) begin to develop young people's international perspectives, through a program focusing on the Americas. Students will build their geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America. This builds on the fourth grade studies of the United States, seen within a global context. Students will carry out projects, using contemporary examples of case studies to understand US and Latin American economic and political history. Projects and lessons will be developed to assist in selecting specific factual information and case studies, and will be based on the *Social Studies Program: Grade 5* (New York State Education Department, 1987).

Sample Topics by Grade Level

Below are the main themes included in the New York State Department of Education resource guide for each grade level. Teachers will plan according to these themes to enable students understand and appreciate history and its related disciplines.

Level K: Self and Others

- Myself and others
- My family and other families
- My school and school community
- My neighborhood
- Places can be located on maps and globes (home, school, neighborhood, and community)
- Basic human wants and needs
- People help one another meet needs and wants (e.g., recycling and conservation projects).
- Symbols of citizenship
- Rights, responsibilities, and roles of citizenship
- Making and changing rules and laws
- People make rules which involve consideration of others and provide for the health and safety of all.
- Peace making skills

Grade 1: My Family and Others Families, Now and Long Ago

- My family and other families
- History of my family
- My community and local region
- Places in my community and local region
- Challenge of meeting needs and wants
- Economic decision making Symbols of citizenship
- Rights, responsibilities, and roles of citizenship
- Making and changing rules and laws Peace making skills

Grade 2: My Community and Other United States Communities

- My community and region today
- People depend on and modify the physical environment
- Challenge of meeting needs and wants
- People use human, capital, and natural resources
- Economic decision making
- Symbols of citizenship
- Rights, responsibilities, and roles of citizenship
- Making and changing rules and laws
- Peace making skills

Grade 3: Communities Around the World-Learning About People and Places

- Cultures and civilizations
- Physical, human, and cultural characteristics of world communities
- People depend on and modify their physical environments
- Challenge of meeting needs and wants in world communities
- Economic decision making in world communities
- Symbols of citizenship in world communities
- Making and changing rules and laws
- Governments around the world
- Conflict Resolution and mediation skills

Grade 4: Local History and Local Government

- Connect local, New York State, and United States history
- Native American Indians of New York State
- Three worlds meet in the Americas (Europe, Americans, Africa) o Colonial and Revolutionary periods
- The Revolutionary War in New York State The New Nation
- Industrial growth and expansion

- Urbanization economic, political, and social impacts Government
- Purposes of government
- Local and State government
- Conflict Resolution and Mediation skills

Grade Five: The United States, Canada, and Latin American

- History of the United States, Canada, and Latin America
- Geography of the United States, Canada, and Latin America Nations
- The Governments of the United States, Canada and Latin American Nations Conflict Resolution and Mediation Skills

Curriculum Overview - Character Education

A number of fundamental principles will be upheld and fostered as part of our plan to generate the school culture outlined in our vision (see Attachment II-11). To this end, various character education programs have been reviewed and evaluated. Some of the character education programs that have been examined and could be partially incorporated or used for inspiration include:

- Character Counts
- Northeast Foundation for Children's (NEFC) Responsive Classroom
- Education in Human Values Program (EHV)
- Lessons in Value Education (LIVE)
- Community of Caring
- Promoting Alternative Thinking Strategies Curriculum (PATHS)
- Seeking Educational Equity and Diversity (SEED)
- No Putdowns
- World Core Curriculum
- Teaching Tolerance
- The Kindness Campaign
- Active Citizenship -- Empowering America's Youth

Based on various aspects of these programs, the FLACS has formulated a unique synthesis of lesson plans, activities, training, reading materials, and design elements. We will continue to research, evaluate, and incorporate successful programs to help convey key concepts and principles. It is our belief that a nurturing, supportive school ethos fosters principles will help students achieve in all areas of their lives, and contributes to a positive shift in our culture at large. Key concepts and principles are as follows:

- *Personal Responsibility* will look at the relationship of circumstances and personal choice, encouraging students to examine their attitudes, perspectives, and decisions. Discussion will investigate how these decisions determine the life they lead and how they have the power to change.
- *Unlimited Possibility* will help students envision expanding potential for themselves, their communities, and their world. They will increase their understanding of how decisions made in the past that can limit the present and future.
- *Respect for Differences* will foster appreciation of the beauty of diversity and the validity of many ways of looking at things.

- *Love*, kindness, caring, compassion, and empathy are central, and at the heart of what's truly meaningful in life.
- *Integrity* will help children learn about being true to their word and staying in action, which, we believe, has tremendous power to help them generate a life they love.
- *Global Perspective*, as a focus, will broaden children's awareness to include a global community.
- *Forgiveness/ Elimination of Judgment* will encourage acceptance as healing, and help children cope with negativity both towards themselves and towards others.
- *Personal Excellence* help students to compete with their own personal best, and support others in achieving their goals, instead of competing with them. This supports the performance-based assessment strategies used throughout the learning school, as children learn how to reflect on their personal goals and practices.
- *Welcoming of Challenge* will teach children, through positive experience, to embrace difficulties as opportunities for growth.
- *Commitment to Community* will enable students to conceive a high vision of themselves as contributing to others and allowing others to contribute to them.

These concepts will be incorporated into the curriculum wherever possible. They will be reflected in reading materials, writing assignments, and classroom activities. One half hour will be set aside each day to support these character goals. Time will be extended or be arranged flexibly to support specific programs as needs arise. This time will be creatively approached and utilized in many ways, including character education discussions/lessons/activities, community building exercises/games, conflict resolution, sharing of class projects, acknowledgment/awards, guest speakers/workshops, and the planning/implementing of community or school service projects. Other specific topics could include development, creative expression, peer mediation, body awareness, media awareness, meditation/visualization, and environmental awareness.

The interaction taking place in these sessions will have several important characteristics. Whenever possible, it will be highly participatory and experiential. Smaller breakout groups will often be utilized. Every attempt will be made to make this time fun and engaging. The ground rules will be set to create a safe, open space, where responsible, honest sharing and creation is encouraged and facilitated.

We strongly believe that these principles cannot simply be taught. Rather -- as with all constructivist learning -- to be effectively integrated in such a way as to make a difference, character education must be realized within the context of students' lives. The school community will teach more by what it is modeling, than by the words spoken by teachers in classrooms. To that end, wherever possible, actual experiences such as class interactions, service projects, and

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programs will be utilized as opportunities to explore and implement the key principles. In any of these situations, fears, conflicts, perceived limitations, or any number of areas that might otherwise stop an individual or group will instead create growth challenges for teachers and students.

Training supporting the key principles will be provided for all teachers and staff prior to the start of the school year. This will be partially designed by the founding board members although portions may come from the programs above. Commitment to realizing the school vision through the key principles will be a key factor in the recruitment of teachers, and our intentions regarding this will be communicated clearly to potential parents and students. Parents, students, and community members will be included, and are crucial to building the school we envision. Meetings and other forms of communication will facilitate this involvement and active participation in planning and implementation will be encouraged.

Wherever possible, efforts will be made, through coordination with our partner LPAC, to offer parents and community members access to many of the character programs offered to the students.

Curriculum Overview - Physical Education, Health Education and Family and Consumer Sciences

Physical Education celebrates the awareness and development of kinetic intelligence, the joy of physical self expression, the mastery of the muscles and movement, and the enhancement of health, well-being and confidence through improved fitness. FLACS will provide physical education through dance, sports, and consistent exercisers in breathing, stretching, strengthening, cardiovascular fitness, and relaxation. Most of the programs will take place in the LPAC gym, on the playground, or in the classroom, where the awareness and practice of positive health habits will be woven into the students' day. Children and families will also be encouraged to take advantage of and create opportunities to engage in physical activity outside of the school environment.

Health Education celebrates the awareness of the connection between the mind and the body. The more aware a person is about the factors that contribute to their mental, emotional and physical health and experiences a level of control over these factors, the more enjoyment a person will have throughout life. Health education also involves an understanding of disease and death and the role that each of these states plays in life.

Family and Consumer Sciences

FLACS is founded on the premise that the school must be like a family for its students and staff. As such, LPAC emphasizes the development of life skills that enable each person to clarify their values and priorities; be empowered to manage resources of time and money in the service of these priorities, and be able to envision and achieve ever greater goals for themselves, for their families, and for their communities. LPAC strongly upholds the notion that each moment presents an infinite range of possibilities from which to choose, and the more awareness each of us has of the breadth of possibilities in each moment, the more we will be able to recognize that each moment is a new choice and be able to make the choice that serves us in being the person we want to be.

A major focus of health, physical education, and home economics is on the living skills that enable students to become competent, confident, and responsible adults and that enhance the quality of their lives. These skills are character development, part of the primary mission of FLACS, social skills, and personal management skills. By mutually reinforcing a comprehensive approach to personal well-being and managing one's life, these disciplines promote an integrated, responsible and reasoned perspective for personal life, family life, and career. Students develop the capacity to analyze their physical, intellectual, social, and emotional well being. Students learn to set goals, make informed decisions, balance the demands of daily living, and understand what is needed for healthy life.

Families will be engaged in these disciplines through the availability of free fitness programs for parents; events involving the sharing of ethnic foods and conversation about nutrition; and reinforcement with teachers of positive home management. They will also be involved as the experts in various nutrition, health and home economic skills. And as such, will be invited to

participate in the classroom and after-school program developing thematic units for the children in conjunction with the teacher that focus on health, civic values and cultural diversity.

Finally, children and their families will become aware of the environmental factors that promote or detract from their health, including social, political and economic forces. Raising this awareness should contribute to healthier schools, workplaces, neighborhoods and communities. Teachers, students, and families will be invited to work as part of the school community to advocate for healthier environments, as well as learn how to participate in the public, economic and political struggles for healthier environments.

Through these disciplines, students come to understand that they have the responsibility and capability for taking care of themselves and their environments.

Benchmarks for Learning

These are drawn primarily from the New York State Education Department's Standards and Curriculum Resource Guide.

Standard 1

Health Education

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

- Know how the basic body systems work and interrelate in normal patterns of growth and development.
- Posses basic knowledge and skills which support positive health choices and behaviors.
- Understand how behaviors such as food selection, exercise, and rest affect growth and development.
- Recognize influences which affect health choices and behaviors.
- Know about some diseases and disorders and how they are prevented and treated.
- Practice and support others in making healthy choices.

Physical Education

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students will:

- Participate in physical activities (games, sports, dance, exercises) that provide conditioning for each fitness area.

- Develop physical fitness skills through regular practice, effort, and perseverance
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the effects of activities on the body, the risks associated with inactivity, and the basic components of health related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.
- Understand the relationship between physical activity and individual well-being.

Family and consumer sciences

Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Students will:

- Understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation.
- Use simple household tools safely to perform a variety of everyday tasks.
- Recognize how a family contributes to personal health.

Standard 2

Health:

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students will:

- Understand basic safety rules.
- Recognize potentially dangerous situations and know how to avoid or reduce their risk.
- Know some personal and social skills which contribute to individual safety.
- Recognize characteristics of the environment that contribute to or detract from health.

Physical Education

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students will:

- Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know how injuries from physical activity can be prevented or treated.
- Demonstrate care, consideration, and respect of self and other during physical activity.

Family and Consumer Sciences

Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students will:

- Understand some basic requirements of nurturing people of various ages and to demonstrate appropriate ways to interact with them.
- Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.

Standard 3

Health Education

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students will:

- Identify characteristics of valid health information and health promoting products and services and know where to locate them.
- Understand how culture contributes to individual family and community beliefs and practices affecting health.
- Know how to access help when illness, injury, or emergency situations occur.
- recognize how the media influences health choices.

Physical Education

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.



Students will:

- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment.
- demonstrate the ability to apply the decision making process to physical activity.

Family and Consumer Sciences

Students will understand and be able to manage personal resources of talent and time and make effective decisions in order to balance their obligations to school, family, and self. They will nurture and support positive relationships in their homes, school, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Students will:

- Understand the kinds of resources available in their community and make informed decisions related to their own use.
- Understand how people acquire, use and protect money and recognize some factors that influence spending.
- Know the different jobs in their communities and the contributions made by individuals performing those jobs.

Curriculum Overview - Arts Education

The FLACS founders firmly believe that arts education is an extremely important part of making our school vision a reality. As a base, the school will fulfill the New York State Arts Standards supplied below. Our commitment to the arts, however, goes far beyond the standards. We believe that the arts are not an add-on, but a crucial part of education offering very potent learning tools.

There are a multitude of arts-in-education benefits shaping the FLACS arts philosophy, which can be outlined as follows:

- Art in the classroom, understood as creative play, is an incorporation of what children do naturally -- singing, dancing, drawing, and role-playing -- that is fundamental to learning.
- Art is an effective way of teaching basic literacy skills such as observing, listening, and responding appropriately, in words or other means.
- By engaging all senses, involving a variety of modalities including kinesthetic, auditory, and visual, the arts can provide crucial stimulus for brain development according to current brain development theory.
- Arts can be considered as a valuable focus in its own right, as well as a vehicle through which to convey other curriculum material in an engaging, exciting way.
- Arts can instill wonder, engendering enthusiasm and motivation for learning.
- As forms of emotional expression, the arts break through boundaries and access areas discussion alone cannot, rendering them powerful vehicles through which to explore any number of topics.
- The content and form of art works foster a broader understanding of other cultures, their histories, symbols, myths, values and beliefs.

Some additional benefits include communication, courage, team work, self esteem, imagination, non judgmental attitudes, higher order thinking skills, freedom, focus, discipline, and creative thinking.

The New York State Arts Standards

1) **Creating, Performing, and Participating in the Arts** -- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

2) **Knowing and Using Arts Materials and Resources** -- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

3) **Responding to and Analyzing Works of Art** -- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

4) **Understanding the Cultural Dimensions and Contributions of the Arts** -- Students will develop and understanding of the personal and cultural forces that shape artistic communication and how the arts, in turn, shape the diverse cultures of past and present society.

Research Base

The FLACS arts-in-education philosophy is informed by numerous research studies as well as by first hand experience.

At Harvard, Dr. Howard Gardner, in a twenty-year research project has developed and applied the Theory of Multiple Intelligences. The theory identifies eight different categories of intelligence. Linguistic and logical/mathematical are the two primary areas used in education today. Dr. Gardner believes that individuals may be limited in one or both of these areas, yet have extraordinary abilities in the others. The other areas of intelligence bodily (dance), musical, spatial (sculpture and visual arts), interpersonal and naturalist can all be tapped by the arts.

According to current brain development theory, a significant amount of brain development occurs in early years, and brain development is much more sensitive to environmental stimulation than previously realized. Exposure to arts in the early years can actually promote development and subsequent learning. From age 2 until about age 10, the synapses that are continually stimulated by experience grow, while those seldom or never used wither. Thus, experience becomes the chief architect of the brain during these years.

A General Electric Fund/MacArthur Foundation '*Champions of Change*' report compiles the results of seven major arts education research projects and finds:

- Students with high levels of arts participation outperform "arts-poor" students on virtually every measure.
- The arts have measurable impact on students in "high-poverty" and urban settings.
- The arts in after school programs guide disadvantaged youth toward positive behaviors and goals.
- Learning through the arts has significant effects on learning in other domains.

- Arts experiences enhance “critical thinking” abilities and outcomes.
- The arts enable educators to reach students in effective ways.

In addition, various studies using sound methodologies, summarized in the ‘*Schools, Communities and the Arts: A Research Compendium*’ report developed by the National Endowment for the Arts in cooperation with Morrison Institute for Public Policy found:

- The arts are serious and rigorous academic subjects. They are an essential aspect of human knowing.
- The arts have far-reaching potential to help students achieve education goals.
- Reading, writing, and math skills can be enhanced through the arts.
- Creativity is naturally developed through the arts.
- Student engagement and persistence improve with an arts-based curriculum.
- High-risk students are helped through the arts.
- Understanding oneself and others expands with arts education.
- The arts prepare students for jobs.

The FLACS Arts Program

As there are such a large number of excellent arts education programs available to New York City public schools, we plan to develop our arts education program by forming partnerships with those organizations that meet our objectives and share our philosophy. These organizations offer time tested, highly researched, and well developed programming, access to vast networks of experienced, professional artists, and access to extensive resource and implementation knowledge. Through these partnerships, we intend to provide the following, wherever possible:

- Comprehensive participatory arts curriculum including music, dance, drama, and visual arts delivered by competent and enthusiastic arts professionals;
- Sharing of student work with the community including exhibitions, performances etc.;
- Professional development and materials for our teachers to help them incorporate the arts into all other curriculum areas;
- Access and exposure to art work and performances; and

- Diverse cultural exposure through art.

Two of the most comprehensive arts education organizations, **Arts Horizon** and **Arts Connection**, are described below. The FLACS intends to pursue a partnership with one of these organizations. Both of these programs offer a strong commitment to the arts as an essential part of education, and a significant elementary school experience, combined with a wide array of flexible, in-school programming in multiple art forms, an extensive roster of enthusiastic, skilled artists, assistance integrating art into other curriculum areas, and professional development for educators.

In addition, numerous other quality organizations will be researched and potentially pursued. Many of their programs are smaller in scope and more specialized than those offered by the two described above. While additional research will, undoubtedly, continue to uncover new ones, the organizations listed below seem to have some promise. Cultural calendars like those provided by Alliance for the Arts and the Bronx Mall Cultural Mosaic/Kids Connection will be reviewed and utilized to take advantage of upcoming arts events and activities.

Organization Name	Organization Description
The Creative Arts Team (CAT)	A professional educational theater company in residence at NYU that creates participatory drama workshops and creates original theater productions to enhance the education of young people; CAT programs motivate students to examine social issues and curricular themes pertinent to our society.
Flamenco Vivo Carlota Santana	A Spanish dance company using their art to bridge cultural differences; Their belief in the arts' ability to inspire a child's creative self-expression and intellectual growth drives their offerings of performances, lecture/demonstrations, workshops, and residency programs.
Bronx Arts Ensemble	Offers a wide variety of participatory musical programs and performances for schools; Programs include materials and workshops for teachers and feature multiple musical traditions including storytelling and gospel.
Bronx Dance Theater	Extensive dance program helping young people to explore and learn to love movement through dance training and performances
Bronx Museum of the Arts	Interpretive Art Program integrates cultural experience and a discussion of contemporary life issues
Bronx River Art Center	Offers tours, workshops, after school arts classes, exhibits, and special events at their restored warehouse site overlooking the scenic Bronx River
Longwood Arts Project	Offers guided tours of exhibitions by contemporary artists followed by art workshops related to the exhibits
Arts Genesis	Ignites creativity and accelerates learning in students, educators, and parents through their interactive skills building programs; Their programs meet rigorous arts standards, integrate arts across the curricula and improve school performance.
Lehman College Art Gallery	Workshop program combines tours with hands-on studio projects for elementary school students; After-school and weekend programs offer parents and children a chance to work together on art projects in the gallery studios.

Organization Name	Organization Description
TADA!	A not-for-profit youth theater company created to provide young people with the opportunity to explore theater in a supportive and professional atmosphere; Children are the performers as well as the audience. Musical theater classes are also offered.
Town Hall's Free Morning Performances	Offers free performances for children grades 3-8 designed to enlighten, educate and entertain; Informative guides for each program and suggested classroom activities are sent to teachers to help them integrate the program into class studies.
Inside Broadway	A Manhattan based arts-in-education organization that brings the Broadway experience to elementary school students
The Metropolitan Museum of Art	Conducts a rich variety of professional development programs for elementary school students and educators. The MMA also provides an array of printed, audiovisual, and electronic materials.
Bronx Council on the Arts	Works with schools to create MAPS (math, architecture, photography, and sciences) interdisciplinary arts programs
Museum of Modern Art	Has numerous school programs including arts curriculum, a process to integrate a museum visit into classroom studies, courses, workshops, an information center and mentoring for teachers, a parent involvement program, and free museum access
Studio in a School	Brings professional artists into schools to share drawing, painting, printmaking, and sculpture with children of all ages
Manhattan School of Music	Has worked with a Bronx elementary school to teach music theory, explore how music communicates, provide instrumental instruction, and introduce music from different cultures and genres
Mark DeGarmo & Dancers/Dynamic Forms Inc.	Works with teachers, students, and the local community to encourage intercultural communication through dance
Pregones Theater Company	Artists work with teachers in the classroom to provide drama instruction as well as to demonstrate theater and curriculum integration techniques
Arts Project	Provide performing arts development programs for youth utilizing thought and practices from The East Side Center for Social Therapy which encourage humans to abandon perceived limitations and be active performers in and creators of their lives

Attachment III-16: Model Educational Program

After reviewing a number of school designs, the Family Life Academy Charter School founders decided to adopt a comprehensive literacy staff development program rather than a model educational program. Since literacy is at the center of the school's academic program, to support teachers in keeping their knowledge and skills up to date in the area of literacy instruction, FLACS will utilize the Teachers College Reading and Writing Project to provide teachers with training, on-the-job coaching, and numerous networking opportunities with colleagues and other experts including study groups and conferences.

For 20 years, the Teachers College Reading and Writing Project has been developing professional development and technical assistance to support communities of teachers committed to raise the level of literacy instruction in their schools. This research-based program has been proven effective in achieving that goal. Fostering high levels of teaching skills in the areas of reading, writing, speaking, listening and viewing, this program empowers teachers to select texts, identify materials, and use a rich array of instructional strategies and activities to help students, as they work, achieve competency in language arts. A sample of a Handout Packet, designed to provided assistance while allowing for creativity, is included in the sample materials section.

The Teachers College Reading and Writing Project, founded and directed by Lucy McCorinick Calkins, professor of Education at Teachers College and author of many books, provides training and intensive support primarily to communities of teachers in the New York City metropolitan area, and, to a lesser scale, to teachers from schools in other states. At the center of the Reading and Writing Project training is the establishment of richly literate reading and writing workshops that function as bases out of which teachers build new images of what is possible in their classroom. In the workshops, teachers become mentors and coaches for children who are actively involved in the processes of reading and writing. In reading workshops, children devour books and become eager and competent readers. In writing workshops, children write drafts, revise, edit, publish their writing and become strong and polished writers.

The Reading and Writing Project Services

The Teachers College Reading and Writing Project welcomes schools within a 60-mile radius to become members. The professional development activities - classroom mentoring, reading circles, writing groups, think tanks, summer institutes, school-site courses, workshops, and conferences - are designed to complement one another and to support teachers in becoming knowledgeable and skilled literacy practitioners. They are held at Teachers College, at the school, and/or at a prearranged site.

The FLAC's literacy professional development plan, based on the Project's member development opportunity offerings for the 2000-2001 school year, are described below.

Literacy Specialist Program Training

FLACS will select a member of the school staff as the Literacy Specialist. This individual will receive the most training from the Project and will be responsible for insuring that the remaining staff members and students receive the full benefit of the Project learning opportunities. This training will emphasize the development of effective strategies for phonics, oral language, reading to children, language experience, shared books, guided reading, independent reading, modeled writing, shared writing, interactive writing, guided writing and independent writing. The Literacy Specialist will also learn how to organize tutoring programs for the students who need it, how to model effective practices for his or her colleagues, and how to make arrangements for the students who need the extra time and instruction to succeed.

In addition to attending training required for all staff, the Literacy Specialist is required to participate in the **Building-Based Staff Developer Groups**, designed to provide support to staff developers in their buildings. Participants discuss wise methods of staff development and strengthen their skills as coaches, workshop teachers, demonstration teachers, and reform agents.

Director and Assistant Director Program Training

In addition to attending some training offered to all teachers, the Director and the Assistant Director are required to participate in the **Principals Project**. All Project principals meet each month to study ways of becoming more effective curricular leaders. These conferences begin with a keynote from a major educational leader. Principals then meet in small, long term study groups. There are also six Principal Study Groups which meet regularly throughout the year in homes of mentor principals.

Teacher Program Training

Summer Institutes

FLACS will pay tuition for teachers to take 2 or 3 credits at the Teachers College Reading and Writing Project Summer Institute every year. Every summer over three thousand teachers attend one of several institutes (which are five-to-six days in length) which include keynote addresses, small writing or reading workshops, and interactive small group sections designed to help teachers strengthen their methods of teaching reading and writing.

In addition, FLACS teachers will have the opportunity to participate in the offerings below. Furthermore, a paid Program consultants will be brought in for 10-15 days of on-the-job coaching/training interspersed throughout the year as needed.

Leadership Groups

Nearly a hundred educators will meet in ten groups which convene weekly. These leadership groups support participating teachers as they become teacher-leaders who pursue serious classroom-based inquiry on issues related to literacy instruction.

Books for Children Project

The purpose of this project is to bring beautifully stocked libraries to City classrooms. In order to do this, great literacy teachers must draw upon reservoirs of knowledge about methods for teaching reading and writing. Four research groups were formed a year ago to take on the task of helping teachers bring the best of children's books into classrooms.

Thursday Study Group

The constructivist pedagogy of the Project extends, of course, to the Project's own staff who meet every week in a day-long study group. Several city and suburban school leaders join them in the afternoon portion of their Thursday study group. Together they rethink and deepen their knowledge of literacy education.

Conference Days

Throughout the year, the Project offers over 60 full-day conferences at Teachers College. Designed for teachers who work alongside staff developers in Project schools and/or have participated in Project institutes, these days provide extra support for particular aspects of literacy teaching such as starting book clubs, connecting reading and writing workshops, conducting mini-lessons, and holding students accountable for their learning.

Attachment III- 17: Implementation of the New York State-Required Tests

Meeting the challenge of implementing the standards, benchmarks, curriculum described in the previous section, and having students demonstrate that they possess the knowledge and skills the standards demand will not be easy. FLACS will ensure, however, that most students will meet the standards outlined in this application by providing a balanced and effective standards and assessment system. This system will include the New York State Board of Regents Test, other standardized assessment tests, and additional methods of assessment. Since our focus is performance, the staff will keep track of the students' performance and continually monitor results to determine where adjustments will be needed.

New York State Board of Regents Test

Students attending the Family Life Charter School will participate in the statewide assessment program for the New York State Board of Regents. They will be expected to take all standardized tests required by the state. These tests include:

- 4th Grade English Language Arts
- 4th grade Science
- 4th grade Mathematics
- 5th grade Social Studies.

Through these formal standardized assessment, students will show how well they are performing in comparison with standards. The results of this type of measurement will provide information on whether students mastered critical skills and concepts at key developmental milestones and will also give us the opportunity to report the degree of progress in relation to other schools that serve our community.

Attachment III-18: Other Standardized Test Used in Addition to the Required Assessments

In addition to participating in New York State's Testing Program for Elementary schools, the following standardized will be administered:

The California Testing Bureau (CTB) Tests

3rd & 5th English Language Arts
3rd & 5th Mathematics

CTB tests measure how well students have mastered certain skills and concepts and their ability to apply their background knowledge. These multiple-choice norm-referenced assessments compare tested student performance to that of representative samples of other students in the school system as a whole. The feedback from these tests will be very valuable to the parents, the school administration, and the teachers in evaluating the strengths and weaknesses of our academic program.

Reference Exams

FLACS will also provide the Performance Assessment Language Arts (PAL) to assess student performance in English Language Arts. This performance assessment includes the following:

PAL 2nd Grade English Language Arts
PAM 5th Grade Mathematics

These examinations are designed to measure student progress toward the New Standards Performance Standards in mathematics and English language arts. They contain a mix of traditional test items and performance tasks, both linked to standards, that ask the students to use their knowledge to solve more complex problems. Student scores on the examinations are reported by performance levels referenced to the standards as well as total score. The examinations are professionally scored by individuals trained and experienced in the holistic evaluation of student-constructed responses, according New Standards guidelines.

Attachment III-19: Other Methods of Assessment

In addition to assessing students formally by using standardized assessment tests administered to all students in specific grades as part of the state-wide assessment program, teachers will assess students informally by using ongoing classroom assessment. Through systematic and informal classroom-based assessment, teachers will collect evidence to chart the progress of their students in mastering the skills and concepts that the standards demand. The work samples provided in standards manuals will guide teachers in their assessment of the level and the quality of their students' work. The results of this type of assessment will provide feedback on student progress to students, teachers, and parents. Teachers will use the following informal methods of assessment:

- *E-PAL Practice Tests*: These exams parallel the Reference Exams in format and type of task. They provide students and teachers with information to guide instruction in English Language Arts and to familiarize them with the type of questions and tasks found in reference exams and many of the state performance assessments. The E-PAL will be given to the second grade students and will be scored by the classroom teachers.
- *New Standards Released Tasks*: They provide a way to introduce the New Standards tasks and scoring rubrics into the classroom. Teachers will use black-line masters for reproducing individual tasks, as well as examples of student responses to those tasks that illustrate "how good is good enough." Teachers will use the rubrics, sample responses and commentaries as instructional aids. For example, students will be able to compare their responses with the samples as they evaluate and revise their own work.
- *Early Childhood Literacy Assessment System (ECLAS)* designed to develop an early Spanish/English literacy profile for each student in grades K-3. ECLAS not only provides a holistic assessment for children as readers, writers, listeners, and speakers, but also provides feedback on instruction to support literacy for all students who will become literate by third grade. Students will show proficiency as they move to higher levels of achievement along the continuum on each strand. The Literacy Development Checklist given in September and May of each year will indicate student progress from "Level 1: Getting Ready to Read and Write" to "Level 6: Independent Reader/Writer."
- *Portfolios*: Teachers and students will work together to accumulate evidence over time that best demonstrates his or her achievement of the performance standards for his or her grade level. Each portfolio will include thoughtful statements from the student about the criteria he/she used for selection and some form of self-evaluation. Teachers will use portfolios in Spanish and English Language Arts, mathematics, science, and social studies. Each student will review the portfolio with the teacher on an annual basis as part of monitoring the student progress toward his/her achievement of the standards.
- *Teachers' Observations*: Teachers will record specific observations of student behaviors in reading, writing, math, science, art, and social interactions in a wide range of contexts.

They will jot down specific incidents as they occur or record them at the end of the day. This week-by-week anecdotal records and observations of children's behaviors during all kinds of learning activities add to a more complete picture of the child's development and inform the teacher on what he/she needs to teach.

- *Three Pluses and A Wish Model:* Teachers will develop this assessment based on their observations as a constructive way to provide feedback to students and parents. Three areas where the student as shown considerable development and growth are described first. To maximize impact, teachers should use as much detail and as many specific examples as possible. The forth listing to include is a description of an area where the student could grow further - a wish. Instead of condemning a negative behavior, trait, or ability, teachers should describe this growth area in terms of how to work towards a positive goal.
- *Language Assessment Battery–English (LAB):* Used as the criterion for determining limited English proficient status in New York City. FLACS will use this test to assess the student's reading, writing, listening comprehension and speaking skills in English for initial identification of the student's level of proficiency and for annual English language assessment. This test will be issued when students first enroll at FLACS and at the end of every year thereafter until they score at or above the 40th percentile. At this time, they will no longer be required to participate in this assessment.
- *Language Assessment Battery–Spanish (LAB):* FLACS will use the Spanish LAB to assess skills in the native language at the end of each school year. Our goal is for students to demonstrate a mean gain of 5 NCEs in each grade as measured by the Speaking and Reading subtests of this Spanish LAB.

Since assessment is an integral component of the educational process of the school, it is designed to ascertain student progress as well as to help guide and inform instruction. Teachers will receive training in how performance exams work and how students can be prepared for them, how to recognize student work that meets the standards, and how to analyze student performance to identify the weak points and alter the curriculum to correct the weaknesses as quickly and effectively as possible.

Table 1.1

Assessment in Literacy for Grades K-1

Methods	Instrument	When	To Whom	Criteria for Proficiency
New York City Assessments	Language Assessment Battery (LAB) in English and Spanish	Fall and Spring	Grades K-1	Fall-new ELL entrants: spring-students who scored below the 40%.
	Early Childhood Literacy Assessment system (ECLAS) <ul style="list-style-type: none"> • Alphabet/Sight Words skills • Phonemic Awareness • Reading Record • Writing Mechanics 	Fall and Spring	Grades K-1	Established Rubrics. Students will show proficiency as they move to higher levels of achievement along the continuum on each strand. Literacy Development Checklist will indicate student progress from "Level 1: Getting Ready to Read and Write" to "Level 6: Independent Reader/Writer."
Systematic Classroom-Based Observations	<ul style="list-style-type: none"> • Running records to evaluate change in text reading levels over time • Anecdotal Records • Charts to graph reading progress overtime along a gradient of text difficulty. 	Daily, Weekly, Monthly	Grades K-1	<ul style="list-style-type: none"> • Informal Assessment Checklist <ul style="list-style-type: none"> - = Beginning Understanding, √ = Developing Understanding, √+ = Proficiency • Performance Assessment Scoring Rubrics (1-4) <ul style="list-style-type: none"> 4 = clear understanding
Portfolios	<ul style="list-style-type: none"> • A collection of student work completed over an extended period of time 	Monthly, Yearly (one year or longer).	Grades K-1	Specific skills and abilities will be clearly identified with students who will able to choose their best work.

Table 1.2

Assessment in Literacy for Grades 2-3

Methods	Instrument	When	To Whom	Criteria for Proficiency
New York City Assessments	Early Childhood Literacy Assessment system (ECLAS) <ul style="list-style-type: none"> • Alphabet/Sight Words skills • Phonemic Awareness • Reading Record • Writing Mechanics 	Fall and Spring	Grades 2-3	Established Rubrics. Students will show proficiency as they move to higher levels of achievement along the continuum on each strand. Literacy Development Checklist will indicate student progress from "Level 1: Getting Ready to Read and Write" to "Level 6: Independent Reader/Writer."
	Early Performance Assessment in Language Arts (PAL) and (E-PAL) <ul style="list-style-type: none"> • Listening/Writing • Reading/Writing • Writing mechanics California Testing Bureau (CTB) Reading California Testing Bureau (CTB) Math	Winter and Spring Spring	Grades 2 Grade 3	Established general and specific rubrics and anchor papers that describe and illustrate high, medium, and low competency <ul style="list-style-type: none"> • Multiple-choice format • Machine scored
Systematic Classroom-Based Observations	<ul style="list-style-type: none"> • Running records to evaluate change in text reading levels over time • Anecdotal Records • Charts to graph reading progress overtime along a gradient of text difficulty. • 	Daily, Weekly, Monthly	Grades 2-3	<ul style="list-style-type: none"> • Informal Assessment Checklist <ul style="list-style-type: none"> - = Beginning Understanding, √ = Developing Understanding, √+ = Proficiency • Performance Assessment Scoring Rubrics (1-4) <ul style="list-style-type: none"> 4 = clear understanding
Portfolios	<ul style="list-style-type: none"> • A collection of student work completed over an extended period of time 	Monthly, Yearly (one year or longer).	Grades 2-3	Specific skill will be clearly identified with students who will be able to choose their best works.



SECTION IV

Student Populations

Attachment IV-21: Methods and Strategies to Be Used to Educate Students with Disabilities

The Family Life Academy Charter School will be open to all kindergarten children on a space-available basis. In marketing FLACS in public schools and community organizations, we will encourage students to apply regardless of disabilities. Approximately 13 percent of District Nine's school age population are students with disabilities. This includes students who spend over 60% of their day in a special education program. Since we estimate that we will not have any students with such extreme needs, we are predicting that roughly ten percent of FLACS's student body will be students with special needs and that these students will require special education instruction 20 to 60 percent of their day.

The goals of academic achievement and good character described elsewhere in this application are equally the goals for children with disabilities. The FLACS intention to integrate arts and technology into the curriculum wherever possible, may be especially effective with special needs students. Many of the arts organizations the school is evaluating for partnership offer art therapy programs tailored to students with special needs. Every attempt will be made to secure these services where appropriate and feasible.

We recognize that students with disabilities may require unique strategies to enable them to thrive. In accordance with the federal Individuals with Disabilities Act, the New York State law requiring the "least restrictive environment," and our own commitment to meeting the needs of our students, the school has two priorities in the provision of special services to these students. The student must have access to the kind of instruction and support that is likely to maximize academic success. The student must also have every opportunity to be integrated into the life of the school.

Rather than segregating special needs students in special education classes where they often fall further and further behind, FLACS will maintain a philosophy of inclusion for all students. Structured interventions, including additional opportunities for practice or tutoring, will ensure that students having difficulty with the material are helped in a timely manner. Staff will work closely with parents, developing strategies that can be used at home to help their child compensate for any learning difficulties. In addition, many of the arts organizations the school is evaluating for partnerships offer art therapy programs tailored to students with special needs. Every attempt will be made to secure these services where appropriate.

We also recognize that some of our students will have special needs because of special gifts and talents they possess. We believe our philosophy of child-centered, inquiry-based education will allow these children to flourish and develop their talents. We will also work with parents to find extracurricular programs that further meet these students needs.

The school will adhere to all regulatory special education requirements, student protections, parent consent and notification requirements, and due process provisions of the

relevant statutes and applicable regulations. FLACS's reference for such requirements is the manual produced by the New York City Board of Education on the Requirements and Roles of IEP Teams under IDEA 97. The school takes these process and reporting requirements seriously, and will follow them as it implements special education programs for students.

When a child with special needs enrolls into the school, he/she is expected to have an Individual Educational Plan (IEP) in place. If a child with special needs does not have an IEP, the Committee on Special Education (CSE) of his/her district of residence will prepare one. We will also work within the procedures the Local Education Authority's (LEA) has set for the Child Find provision of IDEA. While the writing of the student's IEP is the responsibility of the CSE in the child's district of residence, whenever possible, a FLACS team, comprised of the child's general education teacher, the Special Education Coordinator, the child's parent, the child where appropriate, and, in some cases, the Director, will participate in meetings regarding the writing of the IEP. Conversely, while the responsibility for providing the services to the student lies with the charter school, FLACS team will nonetheless discuss these questions with the CSE. This will allow the information to flow freely both ways, which will be important for ensuring that 1) the student will have services recommended that match his/her needs, and 2) the student has access to the best possible services at the charter school or by contract with the district schools once the IEP has been written.

The school will have the following procedures in place to address the needs of children with special needs who are classified as special education:

- Students will enter FLACS with an IEP prepared by the CSE of their home district. If students arrive without one, the school will consult with the student's home district CSE, who will evaluate the child and prepare an IEP.
- If at any point during enrollment at FLACS, a student is not thriving and the faculty and staff suspect that special support may be needed, we will consult first the student's parents to seek permission to arrange for an evaluation. If all agree that it is appropriate for the student to be evaluated, the charter school will provide a referral to the Committee on Special Education at the student's district of residence, which will evaluate the student and provide the IEP.
- Because the charter school has yet to begin admitting students, it remains unknown what specific special education services will be needed. Once the school's annual enrollment period has been completed and the students' special education needs are determined, the school will develop a comprehensive plan that ensures that all special education services required by the students' IEPs are provided. Such services may be provided by the charter school or by the students' districts of residence, depending on the mix and level of services required. Such a determination cannot reasonably or accurately be made before student enrollment and evaluation is completed.

- The school will retain consulting specialists as needed under contract to help classroom teachers and staff implement the IEPs.
- The school will employ a full-time Special Education Teacher who will also serve as the Special Education Coordinator to ensure that IEP's for students with disabilities will be fully met. As enrollment increases, we will hire an additional Special Education Teacher.
- The FLACS Director will ensure that the classroom teacher of a student with disabilities will participate in CSE meetings and will have access to each student's IEP. The Director and Special Education Coordinator will help teachers understand and carry out their responsibility for implementing the IEP.
- Services will be contracted part-time or on a contingency basis, as necessary. In the event the school does not have the necessary human resources or professional expertise to effectively provide for a student with special needs, we will rely on the local school district to provide them. FLACS will contract directly with the school district for the provision of services. To maximize the student's participation in the charter school's daily activities, every effort will be made to have these services provided at the school site or at a site close by.
- Curriculum will be strategy based, combining the individual diagnosis and standards curriculum.
- Parents will receive reports on their children's progress on a regular, frequent basis, and will be in frequent contact with the school by phone and via meetings. Parents of students with disabilities will receive notification of their children's progress toward meeting their IEP goals through these same mechanisms. Parents will also, per IDEA 97, be present at all re-evaluations of their children by the IEP team.

Confidentiality

Under the Families Educational Rights and Privacy Act (FERPA), disabled students and their parents have a right to inspect and review the student's education records and seek amendment to and/or modification of any they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Personally identifiable information can only be released by consent. We believe that the procedures that we have established for inspection of all records meet the inspection and confidentiality requirements of FERPA (For a complete description of these procedures, see Attachment VII-39). Amendments to records will be reviewed by the School Director, the Special Education Director, and the district CSE if necessary. If the parent and/or child are unhappy with the decision, they can file a complaint with the Department of Education under Secs. 99.63 and 99.64 under FERPA.

Attachment IV-22: Methods and Strategies for Serving LEP Students

FLACS founders believe that English Language Learners (ELL) can demonstrate high levels of proficiency in the second language in addition to high academic achievement in their native language. The FLACS educational program is based on evaluation and research studies that suggest that the needs of ELLs are more effectively addressed by teaching ELLs to read and write in their native language while they are acquiring proficiency in English. The National Research Council, for example, recommends that "LEP children be taught to read in the native language while acquiring proficiency in spoken English and then taught to transfer their skills to reading in English." (*Preventing Reading Difficulties in Young Children*, Snow, Burn and Grltin, eds, 3/98). Therefore, FLACS will offer a bilingual/immersion program that will encompass some form of dual language instruction in kindergarten and first grades where Spanish will be used for 50% or 40% of the instructional time. In kindergarten, the program involves alternative days of instruction in English or Spanish during which only one language is used at a time. In first grade, the students will receive two days (Tuesdays and Thursdays) a week of instruction in Spanish and three days (Mondays, Wednesdays, and Fridays) of instruction in English. Beginning in the second grade, students will be immersed in English with one hour a day of Spanish language arts.

English Language Learner Population

The Family Life Academy Charter School will serve primarily low income English Language Learners (ELL), which, in this proposal, replaces the term "Limited English Proficient." All state regulations for educating these students will be fully adhered to.

Initial Identification and Assessment of ELL Students

To identify students whose native language is other than English, parents will complete a Home Language Identification Survey (HLIS) during registration. They will be fully advised of the Spanish/English bilingual/immersion program offered at FLACS, and will be able to make an informed decision regarding whether or not this school will best serve their children's needs. Once students are matriculated, they will be screened through an informal interview to determine if they are possibly ELL. Once the diagnostic screening is completed, an English language assessment using the Language Assessment Battery (LAB) will be conducted for the ELL. An annual assessment will be given once a year thereafter, until the student is no longer ELL because he/she has scored at or above the 40th percentile in the English Language Assessment. Teachers will also plan instruction based on those results and monitor students' language development.

FLACS' central goal is to enable English Language Learners to meet and exceed all state standards in English language arts and in other content areas, while maintaining and building literacy skills in the students' native language of Spanish. The overall aim of FLACS' policies are to allow for greater continuity of learning. To that end, the school has instituted policies such as a kindergarten only enrollment policy, as well as "looping" or keeping one classroom teacher for

three years in a row for each student (K-2 and 3-5). These policies will be in place to help students acquire English language proficiency in all content areas, and across the major skill areas of listening, speaking, reading, writing, observing, and thinking critically.

Instructional Approaches and Strategies

English language learners at the Family Life Academy Charter School can acquire true communicative proficiency in English as a second language without fear of native language loss. Research shows that instruction in the student's native language provides the necessary linguistic foundation for the later acquisition of English and the further development of full proficiency in both languages (Jim Cummins, 1979, "Linguistic Interdependence and the Educational Development of Bilingual Children").

As mentioned above, for the purpose of learning English as a second language while also building literacy skills in the native language, the Family Life Academy Charter School will establish a bilingual/immersion program, going from instruction in Spanish and English, to total immersion in English plus one daily hour of Spanish Language Arts. The ratio of English to Spanish instruction will vary according to the grade level.

In kindergarten, instruction will be provided in English and Spanish, using both languages alternately as outlined in Attachment III-13-b. In this grade, while students are in the early stages of second-language acquisition, input in English will be much more comprehensible through the use of slower, more expanded and simplified speech. The English Language Arts instruction will incorporate ESL teaching methodologies. The English teacher will, for example, use highly contextualized language and gestures as well as comprehension and confirmation checks.

There will be a separation of English and Spanish for instruction. Rather than mixing languages during a single lesson or time frame, entire days will be devoted to instruction in and through each of the two languages respectively. The two kindergarten teachers will team teach. One will provide instruction in Spanish to class "A" for an entire day, while the other will provide instruction in English that day to class "B." The children will switch teachers and languages the following day. Thus, the students are required to focus on one language at a time with one specific teacher. These sustained periods of monolingual instruction in each language will help students pay more attention to instruction and concentrate in the improvement of the language and the attainment of subject matter.

In the first grade, the language of instruction will be English three days a week (Mondays, Wednesdays, and Fridays) and Spanish two days (Tuesdays and Thursdays). ESL instruction will transition to more of an English language arts instruction, as the students develop oral proficiency and begin to develop literacy skills. In the second grade, FLACS will begin to establish a 90% immersion program in which English will be used as the medium of instruction with supportive linguistic reviews and one hour a day of native language arts. The purpose of this bilingual/immersion program is to provide a gradual progression from instruction in English as a second language to instruction conducted mostly in English.

With the intensive literacy program in English and Spanish in kindergarten and first grade, students will have reached a certain level of native language proficiency that will facilitate further English language arts development. In addition, by second grade, students will have acquired the necessary English skills to begin to express their knowledge orally and in writing. Spanish language arts will continue to be taught as a subject beginning in the second grade for one hour a day. This daily language arts instruction in Spanish will support the maintenance of their primary language. The Spanish language arts skills, meanwhile, will continue to develop unimpeded due to the dominance of the Spanish in the students social/cultural environment.

Classroom teachers in the early grades will be early childhood certified bilingual teachers. It is important that the teacher be able to understand the child's native language in the initial stages of language learning to respond appropriately in the second language to the children's utterances in their native language. If the teacher does not understand the native language, then he or she cannot provide a comprehensible input which may impair the language development of the child.

Although the scope and sequence of the English Language Arts in 3rd, 4th, and 5th grades will be very similar to the English language Arts programs offered in a traditional English Language Arts curriculum, teachers will still use appropriate ESL methods and techniques such as sheltered English. The sheltered English approach is one where students are taught in their second language using special ESL strategies. Appropriate designed lessons might include, for instance, slower speaking, comprehensible input such as pictures or context clues, as well as frequent checks for understanding. Research studies have indicated that the average English Language Learner may need between five and seven years of instruction to acquire academic language proficiency on a par with native language speakers of English of the same age (Jim Cummins, 1981, "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students").

Other instructional approaches and strategies teachers will use for serving ELLs include:

- **The natural approach** which emphasizes that language can be acquired easier in a natural setting much like the way we acquire a first language;
- **The cognitive academic learning approach** which provides content based-ESL instruction employing special strategies that will help students understand and remember important concepts;
- **Cooperative learning** which espouses cooperative and interactive student participation that enable the students to develop communication, leadership, trust-building, and conflict resolution skills;
- **The whole language approach** which unites the strands of language learning and emphasizes meaningful and enjoyable communication through a natural developmental

process; literature and natural speaking would be utilized in this approach;

- **The total physical approach** which is based on the concept that second language acquisition can be significantly accelerated through the use of the kinesthetic sensory system.

Finally, FLACS will support the English language learners in taking the risks involved in discovery and learning in two languages through constant encouragement and direct feedback. Beginning students will be praised for any use they make of the English language. At the same time, Spanish will never be denigrated by the teacher or viewed as a cause for academic difficulties or as an impediment to learning English. On the contrary, it will be treated as an important school subject which will be taught daily in every grade. The school will also reinforce those aspects of the children's identity which are associated with their home language and culture. No child will be excluded from curricular or extra-curricular activities based on his/her language abilities or national origin, nor will any such student be categorized as disabled based on their language abilities.

Attachment IV-23: Methods and Strategies for Dealing with Students "At-Risk" of Academic Failure

The Target Population

The target population of FLACS is English Language Learners at-risk of failure in meeting New York State Learning Standards and other state content standards.

District Nine, where the charter school will be located, has a large number of pupils from households in the lowest economic strata in the city and state. Children are primarily from poor, immigrant families, who often lack material and social resources such as books and literacy skills. Of the 30,226 children enrolled in District Nine for the 1998-99 school year, more than 90 percent received free lunch and six percent received reduced-rate lunch, based on the National Food Program's household size income standards.

Of the three public schools closest to FLACS's facility, two are Schools Under Registration Review (SURR). In 1999, District Nine housed 8 percent of New York State's SURR schools though it enrolled less than 2 percent of the state's public school students. On citywide tests given to third, fifth, sixth, and seventh graders in 1999, District Nine had the lowest reading scores of all 32 NYC community school districts, with only 27.5 percent of the students at or above grade level. On the New York State English Language Arts test introduced in January 1999, District Nine was among the lowest three NYC school districts, with only 16.6 percent of pupils meeting state standards. In the 2000 English Language Arts test results, only 21 percent of District Nine students met state standards, and only one district scored lower than District Nine.

Throughout the district, schools are overcrowded, operating at 140 percent capacity, in nearly one hundred year old facilities that are in need of repair. These same schools are also inadequately prepared to counteract the educational barriers unique to disadvantaged children. These schools give low priority to children's needs for care, medical services, and nutrition, as well as the needs of the families for social services. They lack resources and are beset by racial, ethnic, and political struggles between policy makers, administrators, teachers, and families.

Methods and Strategies

FLACS will expand educational opportunities for at-risk children by providing stimulating, student-centered instruction, and by creating a safe, nurturing environment that connects children with the surrounding community. The school will offer a curriculum that is relevant to children's daily lives, and a spectrum of community resources, including child and family services through our partner organization, the Latino Pastoral Action Center (LPAC).

The Family Life Academy Charter School intends to raise academic achievement in this population utilizing the strategies outlined in Section III, Academic Program, Standards, Curriculum & Assessment.

The FLACS school design is centered on a literacy program that draws on the research underlying the best of the phonics and whole language strategies to support fluent reading in the early grades. The design calls for the designation of class teachers, who follow students through three consecutive grades, and a master schedule designed to make sure that students who are at risk get all the help they need to catch up and reach state standards. That will include the creation of two-and-one-half hour periods set aside for literacy every day. If students need it, there will also be programs during FLACS' extended school day and school year as well as during after school hours. During these times, we will have designed tutoring systems and very focused "catch-up" curriculum for students who are behind. Standards are the unifying focus for these design features.

FLACS specific strategies for dealing with students at-risk of academic failure include the following components:

- a coordinated literacy plan for every student with goals, objectives, and timelines set collaboratively by teachers, parents, and the student;
- structured time in school for individual reading, with books carefully selected to match the students' interests and abilities;
- structured time in school for independent work, with attention to work habits;
- an emphasis on literacy skills and writing in all disciplines;
- a strong connection between written and oral language, with ties to the vernacular the children speak;
- incorporation of the arts in the curriculum wherever possible (see below);
- a strong character education program and support for the child's non-academic needs (see below);
- use of technology tools including support software, internet access, and computer based training/tutoring;
- respect for diverse cultures in all instructional design and curriculum materials;
- individual tutoring;
- collaboration with parents and frequent communication; and
- an extended school day and school year.

Benefits of Arts for At-Risk Students

Extensive research has been conducted indicating the effectiveness of arts in improving learning for high risk students. Three examples are described below. FLACS will create partnerships with experienced arts-in-education organizations to help us incorporate the arts in the curriculum delivery wherever possible.

“Different Ways of Knowing: 1991-94 National Longitudinal Study Final Report”
conducted by James S. Catterall:

High-risk elementary students with one year in the “Different Ways of Knowing” arts program gained 8 percentile points on standardized Language Arts tests while students with two years in the program gained 16 percentile points. Non-program students showed no percentile gain in Language Arts. Participants showed significantly higher levels of engagement and increased beliefs that there is value in personal effort for achievement.

“Safe Havens, Portraits of Educational Effectiveness in Community Art Centers that Focus on Education in Economically Disadvantaged Communities”

Conducted by Jessica Davis:

Seventy-five percent of Manchester Craftsmen’s Guild students go on to college. An after-school program for at-risk high school students at a community arts center in Pittsburgh, the Guild’s extraordinary success shows how valuable community arts groups can be to schools.

“The Effectiveness of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers”

Conducted by Sherry DuPont:

Fifth grade remedial readers using creative drama as a learning strategy scored consistently higher on the Metropolitan Reading Comprehension Test. The drama readers’ scores also showed a steady increase over the six-week period. The comparative group engaged in the same reading activities, followed by vocabulary lessons and discussion of the story.

Non-Academic Student Support

In addition, children’s non-academic needs will be addressed through a strong character education program, programs for parents, referrals to community services, and counseling programs. Some specific areas to be addressed with character education and curriculum include conflict resolution and anger management, as well as a focus on responsible behavior such as kindness, tolerance, respect, and community involvement. Helping the whole child develop will reflect in all areas including academic performance.

Attachment IV-24: Methods and Strategies for Dealing with Other Targeted Student Population

No other populations are targeted, and the design of FLACS does not include methods or strategies for dealing with any other populations at this time.



*Family Life Academy
Charter School*

SECTION V

Parental
And Community
Involvement

Attachment V-25: Process to be Followed to Promote Parental and Staff Involvement

Collaboration and meaningful participation among staff, parents, and the community at large will be integral to the success of the Family Life Academy Charter School. Research shows that parental involvement is directly linked to student achievement. The following standards for parental involvement have been created by the National PTA: (a) meaningful communication between parents and teachers; (b) promotion of parenting skills; (c) volunteering; (d) decision-making and advocacy; (e) tapping into community resources

Fundamental to the FLACS philosophy is the creation of a strong, inclusive, collaborative learning community committed to the realization of the FLACS mission and a strong culture guided by the FLACS character principles. To that end, FLACS will put significant effort into up front communication and generation of up front agreements and will place a high priority on the creation of multiple and substantive entry points for parental and teacher involvement in the school. In partnership with the Latino Pastoral Action Center (LPAC) and ASPIRA (meaning "to aspire" in Spanish), a national nonprofit organization committed to leadership development and academic achievement, we have developed a three tiered approach, with objectives as follows: (1) to promote communication and relationship building between and among teachers and parents; (2) to create layered and substantive opportunities for parental involvement; (3) to create a space for teachers to plan and problem-solve collaboratively, as well as offer on-going professional development opportunities. The goal is to increase student academic and social achievement.

- 1.) To promote communication and relationship building between and among teachers and parents

Relationships are the vehicle for engaging and maintaining parental and staff involvement, and empowering people to work toward shared goals. Meaningful, thoughtful, two-way communication is key. To facilitate communication and to enable families to participate as partners in the education of their children, a Parent Association will be established and a FLACS Leadership Team made up of parents and staff members will be created. This leadership team will participate in the governance of the school, will help build bridges of understanding between the school and the community, will augment and improve the tone of communication between parents and teachers, and will work towards the goal of increased student academic and social achievement. Because we are very aware of the ways that longer working hours, lack of awareness, and differences in culture and language can mitigate parental involvement, the committee will also brain storm varied and creative outreach strategies to increase parent participation, including the use of bilingual newsletters, parent/teacher conferences, and student celebration/culminating activities.

- 2.) To create layered and substantive opportunities for parental involvement

Parents are our partners in the education process. With ASPIRA and LPAC, we will focus on the resiliency of parents and families, nurture leadership, and provide opportunities for

continued growth and skill-building for adults. Towards this end, our approaches will include

- contracts with parents after children have been accepted to the school to help set goals for student achievement and parental involvement;
- parenting information workshops on topics related to child development, age appropriate behavior, nutrition, domestic violence, etc;
- a Parent Resource Room;
- parent literacy workshops and classes in English as a Second Language and GED;
- parent training in computer literacy;
- a Family Handbook in which the school principles, culture, and expectations are clearly outlined as well as recommendations and expectations for involvement in student learning and the school community;
- Frequent and specific feedback and communication with parents regarding student performance including the "Three Pluses and a Wish"⁶ assessment described in Attachment III-18.
- a variety of parent/teacher activities (e.g. field trips);
- a parent-volunteer program which coordinates parent and community volunteers with school and teacher needs for help (tutoring, reading to children, class field trips, fund raising, clerical, and carnival);
- leadership training provided by ASPIRA and LPAC to enable parents to participate in the governance and administration of the school, and take leadership roles in PAC (a community-based parents advocacy and empowerment group), the FLACS Leadership Team, and the school's Parent Association;
- identification of community resources in collaboration with the school nurse, LPAC and ASPIRA to determine how best they can be utilized;
- free access for parents and the community at large to counseling, HIV/AIDS prevention, well-being and cultural programs, and a host of other services, provided in collaboration with LPAC;
- invitations to parents to curriculum meetings which will include information and demonstrations on how technology is being integrated into the classroom;
- parental and teacher participation in committees that address school governance and

decision-making;

- participation of two parents as full, voting members of the school's Board of Trustees. These members will be nominated yearly by the FLACS' Parent Association.
- 3.) Create a space for teachers to plan and problem-solve collaboratively as well as offer on-going professional development opportunities.

FLACS will hire thoughtful, professional individuals committed to the FLACS mission and culture and will provide an environment where they will develop and grow both professionally and personally. Teachers will have time to meet daily, solve problems, and plan lessons as well as to partner with each other, their mentor teachers/coaches, and parents. Teachers will engage in on-going professional development around issues of pedagogy and methodology as well as personal development around issues of community building, growth, relating, and the FLACS character principles. This will inform their teaching, as well as their attitudes towards each other, parents, and the community as a whole. Additionally, teachers will participate in curriculum meetings and committees that address all aspects of school governance and decision-making.

Our partner organization, the Center for Educational Outreach & Innovation Teachers College, Columbia University, will offer leadership training and a range of support and professional development opportunities, particularly in the area of literacy. FLACS teachers will be entitled to take non-credit courses at the College at no cost, and onsite staff development will be available at a reduced rate (see Attachment I-9).

The following additional professional development will be provided:

- Math, Science and Technology training provided through the National Teacher Training Institute (NTTI) as described in Attachment II-15
- Character Education training provided through selected partner programs as described in Attachment III-15
- Arts-in-education training provided through selected arts partners as described in Attachment III-15
- Literacy training provided through the Teacher's College Reading and Writing Project as described in Attachment III-16.

Attachment V-26: Evidence of Adequate Community Support

The source of the drive to form FLACS came directly from the community. The seed for FLACS was planted when Isabel Gutierrez, in her role as director of the Board of Education Kindergarten program currently residing at LPAC, began to get repeated requests from parents who wanted their children to remain in the program for first grade and beyond.

The "annex" program, a five year lease of LPAC space by the Board of Education, accommodates 156 District Nine "overflow" students in five 26-student Kindergarten classes & two 13-student K-1 Special Education classes. With the exception of several Special Education students, students transfer to their home school after kindergarten. The overwhelmingly positive response to this program is a testament to Dr. Gutierrez and LPAC's ability to create a positive and nurturing learning environment.

The attached petition sheets contains signatures from parents with a strong desire to see the FLACS program implemented.

The residence of the school within the Latino Pastoral Action Center is a major asset towards achieving and maintaining community support. This location allows the school to benefit from and be a part of the huge community network that already exists and converges there. The LPAC president, Reverend Raymond Rivera, is extremely well respected within community circles and brings this social capital (as described in Section II-11) to FLACS. Reverend Rivera has been a long-time educational activist and in the past, had harbored thoughts of a New Vision School residing at LPAC.

Every organization and individual the proposal of the FLACS program at the LPAC site has been discussed with has received the news with enthusiasm. A few key organization representatives and community leaders have identified their support via the attached letters. These include New Settlement Apartments Community Services, Highbridge Advisory Council, Inwood Medical Center, Highbridge Gardens Tenants Association, Success Counseling, Inc., Bronx-Lebanon Hospital Center, Doris E. Stone Childcare Center, Highbridge Academy Alternative School, Efrain Gonzalez, Jr., Member NYS Senate, Briused Reed Ministry, Bronx Lebanon Hospital, Bronx Preparatory Charter School, Everybody Wins, Miranda y Más, ASPIRA of New York and Teachers College New Teacher Institute, The Bronx Museum of the Arts, and The South Bronx Churches.

1512 TOWNSEND AVENUE
BRONX, NEW YORK 10452
TEL (718) 716-8000
FAX (718) 294-4085

June 17, 2000

Dr. Isabel Gutierrez
% Latino Pastoral Action Center
14 West 170th Street
Bronx, N.Y. 10452

Dear Dr. Gutierrez,

I am delighted to write in support of the proposed Family Life Academy Charter School which you hope to establish in the southwest Bronx where our organization is situated.

The support of New Settlement is based on two considerations; the frightening persistent educational failure of the vast majority of the existing public schools in District 9 and your obvious commitment to social transformation through education.

Too many children of this community are destined to lives of dashed hopes, poverty and unrealized potential due to the gross failure of the schools that should exist to serve them. The social, psychological and economic consequences of such failure are destructive to individuals, to families and to community.

The Family Life Academy Charter School, under your inspirational leadership, would have the capacity to help reverse this grave injustice and offer to children a rich, supportive and respectful educational experience through which each child's magnificent potential can be realized.

We wholeheartedly support your proposal and stand ready to assist you in making your vision a reality.

Attached is a brief background piece regarding New Settlement and its work in support of educational reform and enrichment.

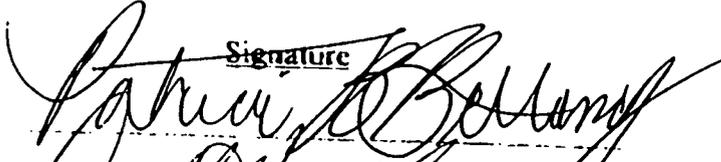
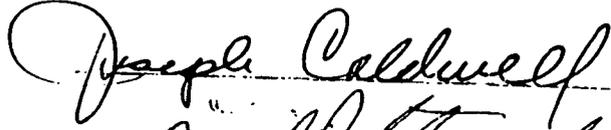
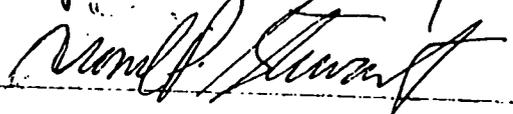
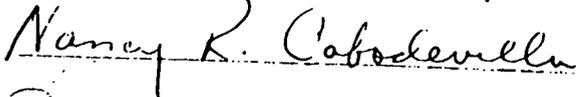
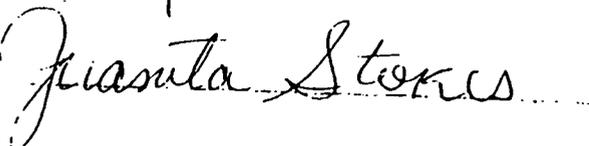
Sincerely,



Jack Doyle
Director,
New Settlement Apartments

The Highbridge Neighborhood Family Roundtable

By way of introduction, The Highbridge Neighborhood Family Roundtable a group of public and private organizations whose representatives meet and work to foster communications and develop new initiatives zip code 10452 (Bronx, New York) and specifically the Highbridge neighborhood. A number of our organizations including those listed below support children's initiatives and those listed below support children's initiatives and, in this regard, we strongly endorse the efforts of Family Life Academy to secure a Charter for an elementary school. Family Life Academy has demonstrated a community commitment and a special understanding of children and their families needs. They have matched this understanding with an ability to deliver services. Our community's children would strongly benefit from their proposed charter school becoming reality.

<u>Organization</u>	<u>Name</u>	<u>Title</u>	<u>Signature</u>
Highbridge Advisory Council	Pat Bellamy	Executive Director/CEO	
Wood Medical Center	Angela Hall	Practice Administrator	
Highbridge Gardens Tenants Association	JoAnn Smitherman	President	
Access Counseling, Inc	Joe Caldwell	Director	
Bronx-Lebanon Hospital Center	Lionel Stewart	Assistant Vice President Ambulatory Care	
Moris E. Stoue Childcare Center	Nancy Cabodeville	Director	
Highbridge Academy Alternative School	Juanita Stokes	Communication Outreach Coordinator	



THE SENATE
STATE OF NEW YORK
ALBANY
12247

555

EFRAIN GONZALEZ, JR.
31ST SENATE DISTRICT

ASSISTANT MINORITY LEADER FOR
POLICY AND ADMINISTRATION

RANKING MEMBER
COMMERCIAL ECONOMIC DEVELOPMENT
& SMALL BUSINESS

COMMITTEES
BANKS
FINANCE

HOUSING CONSERVATION
COMMUNITY DEVELOPMENT
INSURANCE
LABOR
RULES

PLEASE RESPOND TO

ALBANY OFFICE
ROOM 617
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
TEL: 518-455-3995
FAX: 518-455-2884

DISTRICT OFFICE
180 GRAND CONCOURSE
BRONX, NEW YORK 10457-5414
TEL: 718-990-7905
FAX: 718-990-8219

July 27, 2000

Founder Members of the Family Life Academy Charter School
14 West 170th Street
Bronx, NY 10452

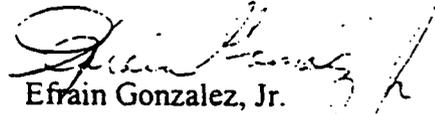
Dear Members:

As the senator for the 31st senatorial district in the Bronx, I am writing to express my support for the granting of the charter to the Family Life Academy Charter School in partnership with the Latino Pastoral Action Center (LPAC) in the Bronx.

I am especially impressed with the school's mission and believe that a partnership with the Latino Pastoral Action Center will be a great asset to the proposed school. LPAC has a history of providing quality community development programs in the Highbridge area as well as in the Greater Bronx community.

This effort is to be applauded and I trust that this endeavor will be most successful.

Sincerely,


Efrain Gonzalez, Jr.
Member, NYS Senate

14 WEST 170TH ST BRONX, NY 10452
TEL 718-537-2351 FAX 718-537-2389

556



BRUISED REED
MINISTRY

July 31, 2000

Charter Schools Institute
State University of New York
330 Broadway
Albany, NY 12207

To Whom It May Concern:

Bruised Reed Ministry endorses the efforts of the Family Life Academy Charter School Founding Members in their quest to start a charter school in partnership with the Latino Pastoral Action Center. In a time when many schools are in formidable crises in our community, we look forward to the opportunity to be involved with such a magnificent project. We fully endorse this endeavor as it meets a dire need and will serve as a grand asset to our community life.

Sowing Hope,

A handwritten signature in cursive script that reads "Rev. Rosa J. Caraballo". The signature is written in dark ink and is positioned above the printed name.

Rev. Rosa J. Caraballo
Executive Director
Bruised Reed Ministry



557
BRONX-LEBANON
HOSPITAL CENTER

LIONEL P. STEWART

*Assistant Vice President
Ambulatory Services
Program Planning
Milstein Building - 1C
Telephone #: 718.960.1038
Facsimile #: 718. 960.4463*

September 20, 2000

Isabel Gutierrez, Ed.D.
14 west 170th Street
Bronx, New York 10452

Dear Dr. Gutierrez:

Congratulations on your efforts to establish the Family Life Academy Charter School in the Highbridge community of the South Bronx. Bronx-Lebanon Hospital Center/Inwood Medical Practice is pleased to offer its support to the proposed new charter school as a part of our on-going mission to provide comprehensive health care services to the children and families of the South Bronx.

As part of our assistance to the Family Life Academy, we agree to meet with your staff when you receive the approval for the charter to develop a program for the provision of health services to the school. These services will include the following:

- ◇ Routine health screenings and assessments
- ◇ Scheduled immunizations
- ◇ School, sports and employment physicals
- ◇ Health maintenance and episodic primary care

We look forward to assisting you in this very important undertaking.

Sincerely,


Lionel P. Stewart

LPS/pp

cc: Angella Hall

(FLACS9/00)

**Affiliated with Albert Einstein
College of Medicine**

1650 Grand Concourse
Bronx, New York 10457
Phone (718) 590-1800



Bronx Preparatory Charter School

A BEACON OF LEARNING

1508 Webster Avenue
Bronx, NY 10457
718-294-0841 / FAX: 718-294-2381

July 21, 2000

Board of Trustees
State University of New York

Dear Trustees:

I am writing to express my heartfelt support of the application of the proposed Family Life Academy. Our Bronx Prep team has been collaborating and coordinating with Isabel Gutierrez and her team at the Latino Pastoral Action Center for over a year as we have planned our two schools. I have every confidence that they will be able to create a high quality elementary school in a neighborhood that is so in need of good schools.

Their commitment to high standards and their frustration with the current options for Bronx schoolchildren mirrors our own, and we would enjoy working in partnership to serve slightly different niches in our community. I believe strongly in the power of a few good schools in a community and to become real, as opposed to just symbolic, competition to the other schools in the neighborhood and to have a genuine revitalizing effect. The Bronx is on the rebound, and more charter schools could accelerate that process dramatically.

Isabel and her colleagues were tremendously helpful in getting the word out to parents about the opening of the Bronx Preparatory Charter School, and we intend to play a similarly supportive role in the community if they are able to open a charter school next year. We hope you will give us the opportunity to do so.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kristin Kearns Jordan'. The signature is fluid and cursive, with a long, sweeping tail at the end.

Kristin Kearns Jordan
Director



August 1, 2000

Ms. Isabel Gutierrez
The Family Life Academy Charter School
14 West 170th Street
Bronx, NY 10452

Dear Ms. Gutierrez:

I have been informed of your application to operate The Family Life Academy Charter School in the Bronx and am receptive to the possibility of a collaboration between Everybody Wins and the school.

Everybody Wins is a non-profit children's literacy and mentoring organization. We are currently operating in public schools in the tri-state area and have affiliates nation-wide. We recruit volunteers from companies and organizations and match them with elementary school students to meet once a week during lunchtime to eat together, read a book and share good conversation. We also have a program called "Readers Are Leaders," in which we match older students and younger ones to read together.

I am looking forward to learning more about your plans and to the possibility of our working together.

Sincerely,

A handwritten signature in cursive script that reads 'Arthur Tannenbaum'.

Arthur Tannenbaum
President and Founder

AT/pc



July 31, 2000

To whom it may concern at the Charter Schools Institute:

I write this letter in support of the Family Life Academy Charter School. I have had a lot of experience with charter schools over the past several years. I sat on the board of the Proctor Academy, a residential charter school, and I am currently the President of the Board of Directors of the Amber Charter School set to open this fall. I have had the opportunity to witness first-hand the positive difference charter schools can make in the lives of children, particularly urban youth.

I am familiar with the Highbridge area of the South Bronx and believe that it is in dire need of an institution such as this one. A program, especially an English as a second language program, can only be beneficial to that particular area of New York City that is comprised of a mainly Latino immigrant population. That neighborhood is notorious for its overcrowded school buildings and embarrassingly low standardized test scores. A charter school in Highbridge is certainly needed as soon as possible.

I have also had the opportunity to work with the Latino Pastoral Action Center, the sponsor of the Family Life Academy. I think very highly of the organization and have faith that it is qualified for a task such as this one.

Sincerely,

Luis A. Miranda, Jr.



ASPIRA of New York, Inc.

An Investment In Latino Youth

Joseph Gonzalez
Executive Director

Margie N. Eberly
Chairperson



September 28, 2005

To Whom It May Concern

Aspira of NYC is pleased to support the application of the Latino Pastoral Action Center and the Center for Educational Outreach and Intervention at Teachers College, Columbia University, for the establishment of the Family Life Academy Charter School, in Community School District 9.

As the leading Latino educational youth agency we are strong proponents of quality education for all youth and families. The FLACS partnership holds that promise, given its unique philosophy and educational vision.

We trust that you will support this proposal in view of the well-documented high-risk conditions and low school achievement for youth in the targeted community.

If you need additional information please feel free to call me at (212) 564-8880, ext. 104.

Respectfully,

Alexander Betancourt
Deputy Director of Programs

Teachers College New Teacher Institute

in partnership to create a rising tide of excellence, one teacher at a time.

Katharine A. Unger
Director, New Teacher Institute
Box 132 107 Main Hall
212-678-4192 email: kau2@columbia.edu

July 7, 2000

Dr. Isabel Gutierrez

[REDACTED]
Bronx, New York [REDACTED]

Dear Dr. Gutierrez,

Congratulations on your plan to create a new learning alternative for children in your community! I understand that the Family Life Academy Charter School will meet the needs of those learners for whom English is a second language by helping them achieve rigorous educational standards while keeping their own language.

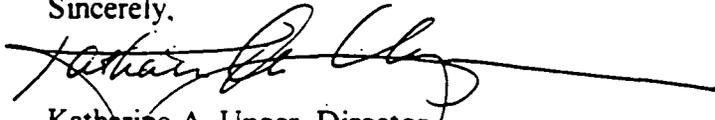
In support of your efforts, first, I would like to offer you the services of the Teachers College New Teacher Institute. The Institute, beginning its third year during this upcoming school year, provides ongoing educational and professional development services to teachers entering the profession. Through on-site mentors and bi-weekly interactive seminars, new teachers focus on leadership, standards, and literacy through wide-ranging learning opportunities.

Second, I would like to offer my own services as an educational consultant in curriculum, teaching, professional development, and leadership.

As you have described it, your school will be a rich learning community linking parents, students, and teachers in sustained inquiry and growth. While the students in your school may not bring great monetary wealth to the table, their families and communities can provide them with resources that are far more important – the caring, nurturing, and loving support needed to thrive in this new century.

I am looking forward to supporting you in this critical and much-needed endeavor!

Sincerely,


Katharine A. Unger, Director
Teachers College New Teacher Institute

REDACTED



563

September 27, 2000

Ms Isabel Gutierrez, Ed. D

[REDACTED]
Bronx, New York [REDACTED]

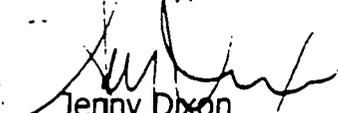
Dear Ms Gutierrez:

The Bronx Museum of the Arts is pleased to submit this letter of support for the Family Life Academy Charter School application to the Charter School Institute. Our Curator of Education, Eathon Hall shared with me your Education Plan for the Family Life Academy. The initiative you are developing is a very exciting one and we would welcome the opportunity to partner with you. Mr. Hall has prepared a brief overview of Education Programs at the Bronx Museum, which you will find attached. A talented and committed educator, Mr. Hall helped to develop a charter school/museum partnership in Newark, New Jersey, while at the Newark Museum.

We look forward to continuing dialogue on how the Family Life Academy Charter School and the Museum might collaboratively work together towards a shared arts education vision. We believe that the Bronx Museum's mission to serve the culturally diverse populations of the Bronx by stimulating participation in the visual arts compliments your objective to deliver a high quality, values-based education. An educational strategy that is critically enhanced by comprehensive community support services and professional collaborations. Our existing programs, as outlined by Mr. Hall, are one direction to pursue as is designing a program that will meet with the educational goals of the Bronx Museum and the Family Life Academy Charter School.

We wish you all the best for a successful charter school application, and if you require further information please do not hesitate to contact me at 718. 681. 6000, extension 131 or Eathon Hall at extension 165. We look forward to working with you.

Sincerely,


Jenny Dixon
Executive Director

cc: Eathon G. Hall, Jr. and Department Files

REDACTED

184

Petition Letter for a New K-5 Charter School
Carta de Peticion para una Escuela Charter Nueva

I would be very interested in applying for my child to be admitted into the new K-5 Family Life Academy Charter School which is going to be sponsored by the Latino Pastoral Action Center at 14 West, 170 Street, Bronx, NY 10452.

Estaría muy interesado in aplicar para que mi hijo a sea admitido en la Academia de Vida Familiar Escuela Charter (K-5) que va ser patrocinada por el Centro de Accion Cultural en el 14 West de la calle 170, Bronx, NY 10452.

[REDACTED]

REDACTED

Petition Letter for a New K-5 Charter School
Carta de Peticion para una Escuela Charter Nueva

I would be very interested in applying for my child to be admitted into the new K-5 Family Life Academy Charter School which is going to be sponsored by the Latino Pastoral Action Center at 14 West, 170 Street, Bronx, NY 10452.

Estaria muy interesado in aplicar para que mi hijo a sea admitido en la Academia de Vida Familiar Escuela Charter (K-5) que va ser patrocinada por el Centro de Accion Cultural en el 14 West de la calle 170, Bronx, NY 10452.

[REDACTED]

REDACTED

Petition Letter for a New K-5 Charter School
Carta de Peticion para una Escuela Charter Nueva

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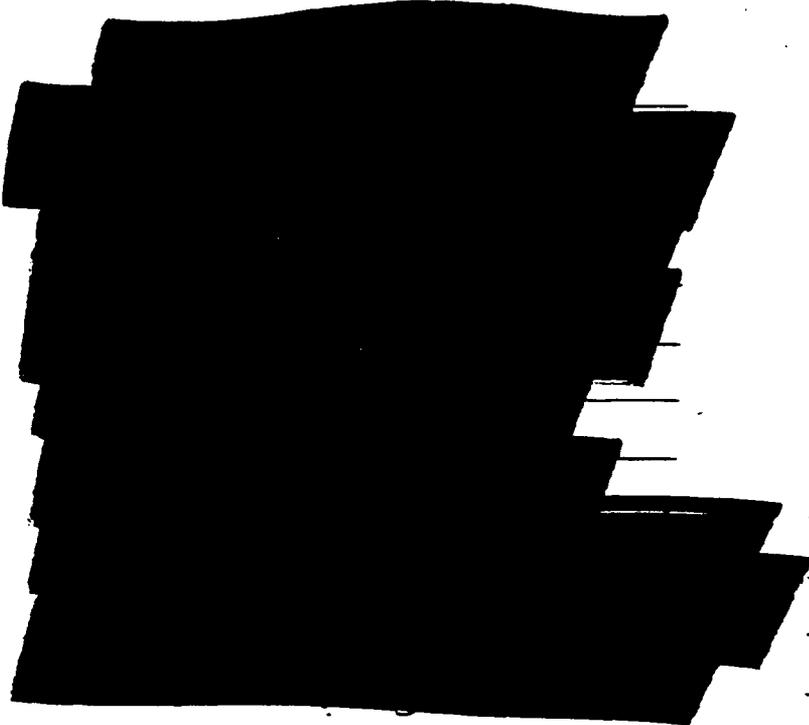
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Petition Letter for a New K-5 Charter School
Carta de Peticion para una Escuela Charter Nueva

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REDACTED

Attachment V-27: Impact on the Area's Existing Public and Nonpublic Schools

FLACS will provide a model of quality education in a district that is not adequately meeting the needs of its children. Since FLACS' programs are designed specifically to address the educational needs of these children, we hope to inspire enthusiasm and replication in schools throughout the Bronx. As evidenced by full enrollment in local private schools, there is extremely high demand for educational alternatives, despite the poverty that characterizes the neighborhood. We believe that the creation of FLACS will provide parents and children better options, and this will exert a healthy influence on existing schools in the community.

Given that Bronx drop out rates are among the highest in the tri-state area, FLACS hopes to actually increase the number of public school attendees by producing individuals much less likely to leave school. Many of the goals outlined in the FLACS design are aligned with criteria The National Drop Out Prevention Center considers important to successful drop out prevention. FLACS' program also emphasizes community-building and responsible citizenship, so that its graduates eventually become responsible members of society, who contribute to their community.

Public Schools. As described in Attachments IV-22 and IV-23, FLACS plans to reverse the consistently low performance of District Nine's public schools. Raising student achievement at FLACS will inspire healthy competitive pressure on the schools in the community, while providing parents with viable educational choices. In particular, FLACS will dramatically increase the educational opportunities currently available to meet the needs of English Language Learners whose native language is Spanish. As FLACS is budgeted to serve students at about two-thirds the cost of the area's public schools, the charter school will provide the district with cost-saving models as well.

Since public school facilities in District Nine are currently overcrowded, FLACS does not anticipate having a negative financial impact on the district. On the contrary, FLACS intends to help alleviate this overcrowding. Most of District Nine's school buildings are almost one hundred years old and were intended for a maximum use of 1,000 students each. Today they house an average of 1,400, making the utilization rate 140 percent. The age and extremely high utilization rate of the buildings lead to serious maintenance and custodial problems. The dilapidated buildings are frequently overrun with vermin. Children's lavatories, classrooms, windows, auditorium seats, floors, and heating systems are constantly in need of repair. As there are not enough resources to meet the overwhelming maintenance demands, these repairs can take months or years to complete. What is more, the lunchrooms were not constructed to accommodate the large number of students that are served today. Staggered lunch periods are a highly orchestrated feat that is often difficult to implement, placing undue stress on children and teachers.

Private Schools. The eleven Catholic elementary schools closest to the proposed FLACS site are essentially enrolled to capacity through the fifth and sixth grade levels, and regularly turn away students because of a lack of classroom space. There is considerable unmet demand for quality education in the community, and we do not expect that the presence of a small charter school will threaten the viability of the neighboring private schools.



*Family Life Academy
Charter School*

SECTION VI

School Governance

Attachment VI-28: Members of the founding Board of Trustees

The founding Board of Trustees will consist of eleven members and nine of them are on the founding team. Their resumes follow.

- Tracy L. Brisson
- Peter Comeau
- Katty Fernandez
- Paul T. O'Neill
- Thomas Reardon
- Reverend Raymond Rivera
- Ronald Rudolf
- Maria Sarro
- Tatiana G. Tresca

In addition, two parent members will be nominated by the FLACS Parent Association (PA). Initially, Barbara Reyes will be one of the parent members, since she is the parent representative for the founding team.

FLACS lead founder, who will serve as its first Director, will also serve as a non-voting member and will represent the teachers and the staff on the Board of Trustees.

Tracy L. Brisson

New York, NY

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Summary

- A dynamic and experienced individual with excellent analytical, management, and people skills.

Education

New York University, Wagner Graduate School of Public Service, New York, NY

Master of Public Administration, May 2001 (G.P.A.: 3.6)

Major: Finance

Honors: Public Service Scholar

Syracuse University, Maxwell School of Citizenship and Public Affairs, Syracuse, NY

Bachelor of Arts, Summa Cum Laude, May 1997 (G.P.A.: 3.8)

Major: Public Affairs Minors: Information Management and Technology; Psychology

Honors: Chancellor's Scholar, Golden Key, Phi Kappa Phi, and Phi Beta Kappa

Leadership: Public Affairs Teaching Assistant, Vice-President of Student Voter Coalition, Rush Coordinator of Panhellenic Council, and Co-Founder of Coalition to Improve Advising

Professional Experience

Analyst

September 1999- present

Central Operations and Administrative Support Unit, Division of Budget Operations and Review

New York City Board of Education, Brooklyn, New York

- Monitor and analyze \$1.8 billion operational budget for Facilities, Transportation, Food Services and Human Resources, participate in the production of the Chancellor's Budget Request and other budget publications, and assist in budget reporting to the Board's various oversight agencies.

Teach for America Corps Member

August 1997- August 1999

Lead Technology Teacher/Fourth and Sixth Grade Laptop Teacher

Bea Fuller Rodgers School, P.S. 528M, New York, NY

- Planned technology program in Washington Heights elementary school, taught all subjects and developed projects for laptop class, and served as chairperson of 1998 Comprehension Education Plan team.

Research Assistant/Intern

May 1996- August 1996

National Academy Foundation, New York, NY

- Assisted in preparing a conference on school-to-work curriculum and a teacher technology guide.

Constituent Affairs Intern

May 1995- August 1995

State Senator Mark Montigny, Boston, MA

- Developed a constituent database and researched bills for health insurance committee.

Research Assistant/Intern

May 1994- August 1994

United Way of Greater New Bedford, New Bedford, MA

- Worked with the "FOCUS Greater New Bedford" research project and referred people to human services.

Technical Skills

Microsoft Office 2000, SPSS, Adobe PhotoShop, and some HTML.

Awards

- Project Smart Schools 1999 Exemplary Technology Practice Teaching Award

REDACTED

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[Redacted]
Irvington, NY [Redacted]

[Redacted] Home)
[Redacted] (Office)
[Redacted]

EDUCATION

Ed.D. in Educational Administration, Teachers College – Columbia University, New York, May 1995.

M.A. in Public Policy, New School for Social Research, New York, New York, June 1978.

B.A. in History, State University of New York, Binghamton, New York, June 1975.

EXPERIENCE

Teachers College - Columbia University 1994 to Present
Co-Director, Principals Leadership Institute
Associate Director, Center for Educational Outreach and Innovation
Director, Project Plowshares

Create new educational programs for school leaders including board members, principals and school directors, teachers and college faculty. New programs I have initiated include:

- **Principals Leadership Institute**

The Principals Leadership Institute is a ten month, 2½ day per month program that helps school leaders understand the emerging designs of modern schools. The Institute prepares school leaders to engage their communities in structured discourse about student achievement, instruction, organization, governance and accountability using national reform models as the framework for discussion. The program emphasizes technology as a tool for leadership and utilizes technology extensively in program operations. The Leadership Institute website can be found at <http://www.tc.columbia.edu/ceoi/eli/>

- **First Year Teacher Program**

The First Year Teacher Program works in one of Brooklyn’s most isolated and resource-poor community school districts to help new teachers develop communities in support of student learning. After its first year of operation 18 of the 20 participants returned to teach a second year. Several have begun mentoring “newer” teachers in their schools.

REDACTED

EXPERIENCE

Teachers College - Columbia University (Cont'd)

- **Replications**

Replications, a partnership between Replications, Inc. and Teachers College, builds on the successes of previous reform initiatives by creating "clones" of the successful schools that emerged from those earlier efforts. In New York City we are replicating the Knowledge is Power Program (KIPP), the Mott Hall School, the Frederick Douglass Academy and International High School. We do this by placing a team of school developers onsite to study and learn the culture and school practices of the successful school while we find a site for the new school. After a year of study, the team opens up the new school at the new site, thereby creating a new successful school and crowding out a failing one.

- **Institute for School Board Leadership**

School board members are one of education's neglected constituencies and reform proposals tend to focus on the question, "Should we keep them or get rid of them?" The Institute for School Board Leadership believes that school boards are the key in retaining the public's commitment to public education. We have created a program for community engagement and are now seeking funding to test the model.

- **School Leadership Team training**

School leadership teams have assumed greater responsibilities for developing school programs and budgets. In New York City, policy requires that parents make up at least half the team membership and that the team operate by consensus. However, the negative stereotypes that each group holds of the other and the blaming, mistrustful and uncooperative interactions that stem from those negative beliefs can make consensus almost impossible to reach on substantive issues. The school leadership team training program is a joint effort of the Principals Leadership Institute and the International Center for Cooperation and Conflict Resolution that helps parents and school staff overcome that history of mistrust.

EXPERIENCE

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Teachers College - Columbia University (Cont'd)

- **Federal Policy Institute**

The conditions of schooling and teaching are strongly influenced by political discussions in Washington, D.C., and yet teachers and school leaders are often unprepared to participate in those discussions. The Federal Policy Institute is a collaborative program with the Institute for Educational Leadership that immerses students for a week in the policy environment of the federal government.

Other accomplishments include:

Directed the Center's first summer school program. Solicited new course proposals, negotiated budgets, and created and implemented a marketing campaign. Increased revenues by 50%.

Represent the College to foreign governments. Negotiated memorandum of understanding with the Government of Chile to conduct joint program development, plan faculty and student exchanges, and develop distance learning programs.

Organized and presented a national conference on school design for charter school developers under contract to the United States Department of Education. Serve on the Charter Schools Task Force of the New Jersey State Legislature's Commission on Business Efficiency of the Public Schools.

Developed the Center's first web site. Apply web-based technologies to education issues and needs. (see also <http://www.tc.columbia.edu/edpartners/>)

Teach Policy Seminar I in Department of Human Development; course associate for Designing Charter Schools in the Department of Organization & Leadership; course assistant to Prof. Frank Newman for Higher Education and the States. Co-directed conference on school violence with noted psychiatrist Robert Jay Lifton as the keynote speaker.

Serve on advisory board for the New York City Board of Education's Executive Leadership Academy. Assist in the design and delivery of training and education programs for the Board of Education's senior staff.

EXPERIENCE (Cont'd)

New York City Board of Education 1985 to 1991
Positions of responsibility including Director of Career and Occupational Education

Responsible for curriculum and staff development functions in occupational education for grades 5 through 12 in a school district of 1 million students. Supervised the writing and production of over 50 curriculum documents in automotive technologies, nurse and dental assisting, business and computer studies, employability skills development, etc.

Managed a budget of \$15 million and a staff of ninety. Successfully effected a major reduction of the office, including a staff reallocation of 50 per cent (from 90 to 45) and a budget reassignment of 40 per cent. Accomplished the reorganization with no personnel grievances filed.

Developed and staffed industry and occupational advisory boards to help develop career academies in high schools. Business leaders provided school staff with curriculum and equipment specifications that enabled educators to create programs leading to successful career entry for students.

Wrote the first comprehensive management plan for instruction and staff development functions at the New York City Board of Education, a \$9 billion education agency. Negotiated agreements with the Deputy Mayor for Finance and Economic Development to utilize high school vocational programs in support of New York City's economic development objectives.

Introduced school staff to computer-assisted instructional technology. Supervised the design of instructional labs based on emerging industrial and instructional technologies. Assisted staff in discovering how technology enhances human instruction rather than displacing it, thereby lessening their fears of job loss.

The Door 1983 to 1985
Supervisor, Career and Education Counseling Services

Managed a counseling program for inner city adolescents. Hired, trained and supervised staff. Managed the service's caseload of over 400 clients. Wrote grant proposals that raised over \$750,000.

Designed and implemented a profit-making food service business to serve as a training program for disadvantaged out-of-school youth. Designed a counseling program to support the trainees' transition from unemployment to employment. Wrote a business plan in consultation with an accounting firm, secured funding and reached an operating profit on schedule.

EXPERIENCE (Cont'd)

Manager, Job Training Programs 1979 to 1983
 1991 to 1993

Created a housing renovation company to serve as a training ground for entrepreneurs in Harlem, New York who lacked experience and business capital. Three new construction businesses owned by formerly unemployed construction workers subsequently received City contracts to renovate residential housing in New York City.

Designed occupational training programs for refugees from central and eastern Europe, including the former Soviet Union, taking into account the different values systems and learning styles of the trainees.

RELATED EXPERIENCE

Policy Analysis

Wrote the New York State Governor-Elect's position paper on education. Assisted legislative and transition team staff in the analysis of policy and financial issues related to the State's system of education. (1994)

Wrote the first study of truancy and dropping out in the New York City Public Schools. This report led to the formation of two legislative committees and to significant changes in education and dropout prevention programs. (1977)

Assistant to the President of the Economic Development Council, chaired by former Chase Manhattan Bank Chairman George Champion. (1977-79)

PUBLICATIONS AND PRESENTATIONS

American Education Annual (ed.), Gale Publishing, 1999.

Technology and the Future of the University, with Robert V. Steiner and Peter W. Cookson, Teachers College Record, forthcoming.

Schools in Communities; Schools as Communities, discussion paper for Charter Schools Working Group and Charter School Leadership Training, June 1996.

Using the Arts to Create School Communities, presentation to the annual conference of Business and Industry for the Arts in Education, May 1995.

PUBLICATIONS AND PRESENTATIONS (Cont'd)

578

Ohio's School-to-Work Pilot Programs, field research and contribution to the final report, Institute for Education and the Economy, Teachers College, March 1995.

Hearts That Will Use All This To Help Others: Educating Students For Work And Democracy, doctoral dissertation submitted to Teachers College, Columbia University, July 1993.

Classroom, Inc., a program evaluation prepared for Teachers College, Columbia University, March, 1992.

Mission, Goals and Objectives: A Management Plan for the Period September 1989 to August 1990, Office of the Deputy Chancellor for Instruction and Development, New York City Board of Education, 1989.

Supervised the development of fifty-four curriculum documents in occupational education, New York City Board of Education, September, 1987.

Getting Your Foot in the Door: An Employability Skills Development Program, New York City Board of Education, 1979.

Truancy in New York City's Public Schools: Its Nature, Causes, and Implications for the Future, Economic Development Council, New York, New York, 1977.

PERSONAL

[REDACTED]

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KATTY ISABEL FERNANDEZ[REDACTED] · Brooklyn, NY [REDACTED]
[REDACTED]**EDUCATION****HARVARD UNIVERSITY, Cambridge, MA.**
Ed.M., 1997**GEORGETOWN UNIVERSITY, Washington, DC**
B.S. French and Latin American Studies, 1991.**UNIVERSITÉ DE FRIBOURG, Switzerland.**
Studies in Francophone Culture and Literature, 1989-1990.**LANGUAGE:** Native speaker of Spanish and English, high fluency in French.**EXPERIENCE****NEW SETTLEMENT APARTMENTS, Brox, NY**
Director, The New Settlement After School Program at CES 64,
November 1999-Present

- Direct and evaluate literacy-based after school program.
- Hire, train and supervise over 25 part-time staff members.
- Liason with The After School Cooperation (TASC) and other funders.

FACING HISTORY AND OURSELVES, New York, NY
Program Associate, 1997-November, 1999

- Design and facilitate week-long institutes and after school workshops.
- Partner with teachers and schools throughout New York City to develop interdisciplinary curricula and to foster teacher leadership and educational reform.
- Provide on-going support to educators and document teacher/school progress.
- Co-Facilitate Student Leadership Group focused on issues of teen participation in community building.
- Outreach to and network with educators, schools and other non-profits.
- Assist with fundraising and grant writing, including serving as Program Director for Annual Benefit Dinner.

PROJECT ZERO, HARVARD UNIVERSITY, Cambridge, MA
Research Assistant/Intern, September 1996-May 1997

- Researched data pertaining to adult learning issues and other educational theories.

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- Partnered with Adult Education teachers throughout New England to further their research skills and pedagogical awareness.
- Assisted with planning and coordinating conferences.
- Served as a liason between World Education's *New England Literacy Resource Center*, *Project Zero*, a Multiple Intelligences Research and Development Think Tank, and the *National Center for the Study of Adult Learning and Literacy*.

**NEW SETTLEMENT APARTMENTS, COMMUNITY SERVICES,
Bronx, NY**

Program Associate for Education, 1993-1996.

- Developed programs for children, teenagers and adults to address community development issues.
- Directed and evaluated after school literacy program and multicultural summer day camp for disadvantaged children, ages 6-11.
- Conducted community and student needs-assessment surveys and workshops for parents.
- Led discussion groups centered on teen life issues.
- Collaborated in grant writing.
- Trained and supervised staff, work-study students, interns and volunteers.

**TEACH FOR AMERICA, PASADENA UNIFIED SCHOOL
DISTRICT, Pasadena, CA**

Teacher, 1991-1993:

- Taught Spanish, French and other subjects to over 150 urban high school students.
- Developed and implemented curriculum.
- Created a stimulating, nurturing and challenging learning environment.
- Coordinated student clubs and other extra-curricular activities.

INTERESTS/ACTIVITIES

Taught a humanities class for teenagers at risk of dropping out of school at the *Liberty Partnership Program* at Bank Street College of Education.

Co-Founder, *Forum on Education for International Development*, Harvard University.

Contributor, *The New Press*, a feminist student journal.

Lived and traveled extensively in Latin America and Europe.

REDACTED²⁰¹

[REDACTED]

New York, N.Y. [REDACTED]

[REDACTED]

EDUCATION:

TEACHERS COLLEGE - COLUMBIA UNIVERSITY, New York, NY.
Doctor of Education - Educational Administration, 1998.
 Dissertation topic: *School-Family-Community Collaboration.*
Master of Education - Multi-cultural Educational Leadership, 1994.

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, New York, NY.
Master of Science in Education - Early Childhood Education, 1980.
Master of Science in Education - Bilingual Education, 1981.

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, New York, NY.
Bachelor of Arts - Spanish/Education, 1977.

MORAY HOUSE COLLEGE OF EDUCATION, Edinburgh, Great Britain.
Diploma - Teaching English to Students of Other Languages, 1968.

LICENSES:

Principal	Day Elementary - New York City
Assistant Principal	Day Elementary - New York City
School District Administrator	New York State Certificate
English as a Second Language	Day Elementary - New York City
English as a Second Language	Adults - New York City
Bilingual Common Branches	Spanish - New York City

EXPERIENCE:

1997-present

C.E.S.64 ANEX - DISTRICT NINE, The Bronx, NY.
Director.

- Was responsible for providing the instructional, operational, and administrative leadership necessary to assure the success of the annex.
- Organized, administered, supervised, and evaluated all aspects of the school program.
- Provided leadership, direction, and support to the implementation of the District's instructional and program plans.
- Recruited, selected and hired school staff, including teachers.
- Supervised and evaluated school instructional and support staff.

1996-1997

C.E.S. 104, DISTRICT NINE, The Bronx, NY.
Bilingual Program Coordinator.

- Implemented and monitored the bilingual program.
- Conducted staff development for teachers in this program.
- Held monthly meetings for bilingual staff.
- Coordinated the Language Assessment Battery (LAB) Testing
- Coordinated and integrated parental and community involvement activities.
- Started a school bookshop to be run by parents.
- Chaired the School-Based Management Team.
- Chaired the Technology Subcommittee.
- Was member of Principal's Cabinet. Assisted with various administrative work including the preparation of reports, scheduling, grant writing, and overall discipline.

1995-1996

P.S. 4 M. DISTRICT SIX, New York, NY.**English as a Second Language Teacher Trainer/Bilingual Coordinator.**

- Trained bilingual teachers on the different approaches to teach ESL.
- Prepared reports and forms for meeting the requirements of Part 154 Regulations.
- Participated in the registration of students and the coordination of the Language Assessment Battery (LAB) tests in English and Spanish.
- Distributed Spanish Reading and English as a Second Language materials to bilingual teachers, and maintained an inventory of all these materials.
- Assisted in the management of morning line-up and afternoon dismissal.

1993-1995

JERSEY CITY PUBLIC SCHOOLS DISTRICT, Jersey City, NJ.**Part-Time Consultant/Evaluator.** Participated in an external evaluation of the District's Early Childhood Program. The evaluation included the following areas:

- curriculum development and teacher training.
- implementation history.
- parent and community involvement.
- outcomes in terms of the immediate and long-term impacts on the health, social and cognitive development on children.

1986-1995

P.S. 132 M. DISTRICT SIX, New York, NY.**English as a Second Language (ESL) Teacher.**

- Designed and taught an ESL literature-based program as an enrichment ESL program.
- Applied for and received grant in support of P.S. 132 project "ESL Families and Reading" awarded by the DeWitt Wallace-Readers Digest Connecting Libraries and Schools Project. (CLASP).
- Conducted workshops for teachers using different approaches to teach ESL.
- Edited and formatted the P.S. 132 Parent Handbook in English and Spanish.
- Designed strategies to address issues such as dismissal, lunch duties, and school safety as member of the United Federation of Teachers Consultation Committee.
- Participated in P.S. 132 redesign plan as a member of the school-based planning team.

1977-1986

Bilingual Teacher (Spanish).

- Taught bilingual classes in kindergarten, first, second, and third grades.
- Addressed issues to improve the school climate as a member of the Comprehensive School Improvement Program (CSIP) committee.

1988-1991

ABE/HSE SERVICES, REGIONS 3 AND 4, New York, NY.**Per-session ESL Teacher.**

- Taught ESL to adults at different levels of proficiency.
- Participated in the registration of students and administration of a placement test.

SKILLS:

Fluent in Spanish and English, spoken and written.

Computer skills: Microsoft Excel, WordPerfect for Windows 8.0.

**PROFESSIONAL
HONORS/AWARDS
/MEMBERSHIPS:**

- Received a Scholarship to participate in the Multi-Cultural Educational Leadership program at Teachers College, 1990-92.
- Received a British Council scholarship for a one year study in Great Britain, 1967-68.
- Served as a member of the Board of Directors for Mobilization for Change: The Parents Voice for Schools in Manhattan Valley.

Paul T. O'Neill

[REDACTED]
Glen Ridge, NJ [REDACTED]
[REDACTED]
[REDACTED]

EXPERIENCE

[REDACTED], New York, NY
Staff Associate, 1998 - present

Environmental Insurance Coverage & Bankruptcy Litigation

As an attorney in the firm's Litigation Department, engage in all aspects of major environmental insurance litigation; duties include drafting motions, taking depositions, selecting and preparing expert witnesses, managing team of associates and support staff; also engage in all aspects of bankruptcy litigation on behalf of large commercial debtor in Chapter 11 proceeding

Education Law

Pro bono work:

- Provide legal and related advice to numerous groups attempting to found charter schools in New York City
- Through *Bright IDEA* pro bono project, provide advocacy services to New York City families seeking appropriate special educational services;
- Assisted the Churchill School, New York, NY, in their efforts to create New York City's only high school for children with learning disabilities.

THE NEWGRANGE SCHOOL & EDUCATIONAL OUTREACH CENTER, Princeton, NJ
Associate Director & Counsel, 1997 - 1998

Served as Associate-Director and Counsel for non-profit institution in central New Jersey with a school in Trenton and an educational outreach center in Princeton, both of which serve individuals with learning disabilities, their families and teachers. Supervised staff, directed fund development, marketing, public relations, grant and proposal writing, creation of newsletters and annual reports, creation of website, assessment and review of policies, laws and current education and special education legislation.

DEWEY BALLANTINE LLP, New York, NY
Associate, 1993-1997

As an attorney in the firm's Litigation Department, practiced in a range of areas, primarily Environmental Insurance Coverage, Antitrust and Contract; routinely drafted a wide variety of motions, legal briefs and memoranda; engaged in substantial client contact at the executive/general counsel level; supervised junior associates and staff on numerous large-scale, deadline-driven projects; participated in taking of expert and fact depositions. Created ongoing firm-wide Historic Preservation Law pro bono program in conjunction with the National Trust for Historic Preservation and the Preservation League of New York

REDACTED

EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY
Candidate for M.Ed. in Educational Administration with inter-disciplinary concentrations in Education Law, Education Policy and Learning Disabilities, 1998 - present

UNIVERSITY of VIRGINIA SCHOOL of LAW, Charlottesville, VA
J.D. , 1993

- Articles Editor, *Journal of Law & Politics*
- Researcher, Thomas Jefferson Center for the Protection of Free Expression; Center for National Security Law; Center for Oceans Law & Policy

OBERLIN COLLEGE, Oberlin OH
B.A. in English, 1986

PROFESSIONAL AFFILIATIONS & RELATED ACTIVITIES

- Admitted to Practice: New York State and the federal courts of the Southern and Eastern Districts of New York
- Board of Trustees, Learning Disabilities Association of New York City
- Member: Education Law Association; American Bar Association; Learning Disabilities Association of America
- Alumni Admissions Representative, Oberlin College

ARTICLES, PUBLICATIONS & SPEAKING ENGAGEMENTS

- "Is the Testing Legal? 5 Key Factors to Look for When High-Stakes Graduation Tests Are Imposed on Kids with LD," *LdOnline* (www.ldonline.org), June, 2000
- "Pass the Test or No Diploma: The Legality and Impact of Mandatory Testing for Graduation on High School Students with Learning Disabilities," address delivered to approx. 120 educators and parents at the Learning Disabilities Association of America International Convention, February 19, 2000 in Reno, Nevada; published on *LdOnline* (www.ldonline.org), June, 2000
- "Is My Preschooler at Risk for Learning Disabilities? A Resource Guide for New York City Families with Young Children," Learning Disabilities Association of New York City, 1999
- "A Week in the Life of an LD Outreach Center," *Their World*, National Center for Learning Disabilities, 1998-1999 (co-authored with Mary Ann Raymond and Lois Young)
- Federal and State Regulation of Commercial Speech, presented at "Commercial Speech & Public Policy: A National Conference on Advertising and the First Amendment," National Press Club, Washington, D.C., October 18, 1991

Biographical Statement of:

REV. RAYMOND RIVERA

For the last 30 years Rev. Raymond Rivera has been active in churches and community organizations in the city of New York. During this time, he has accomplished the following:

Pastor for two urban congregations one in the South Bronx and the other in Sunset Park, in Brooklyn. Both congregations developed holistic ministry in the areas of advocacy, community organizing and youth and housing programs. In Sunset Park, he was co-founder and chairperson of the Sunset Park Redevelopment Corporation, who spear-headed all re-development housing initiatives in Sunset Park during the late 60's and 70's. He was community coordinator of Lutheran Medical Center and developed community outreach programs for clergy and community based organization.

In the mid 70's he established civic action of the Evangelical Pentecostal churches in New York City. During the Beam Administration, this organization developed and provided a whole series of human services, ranging from employment services to survey senior citizens, youth and children.

In the mid 70's and early 80's was the president and founder of R.A.P. Foundation in the Sunset Park community in Brooklyn, which provided services to youth and children in the areas of employment training, recreational programs, group homes for delinquents, youth after school and evening centers.

From 1975-1984, Rev. Rivera was the National Executive for the Hispanic Council of the Reform Church in America. In this position he empowered churches to serve as catalysts for change in their communities in the USA and parts of Latin America. He also served during this time on the Board of Trustees of the New York Theological Seminary and helped develop training programs for Latino and Black clergy and laity that helped them to equip and empower to better serve their community.

From the Mid 80's and early 90's, he worked as an educational advocate and trainer in school districts, particularly in School Districts One and Four, empowering parents to become partners in the educational process. This resulted in parents getting elected into school boards, school based management teams, and other policy committees with educational systems.

Since 1992, he became the founder and CEO of the Latino Pastoral Action Center (LPAC), an organization which empowers Latino churches to develop community development programs and also develop leadership programs that equip clergy and laity to implement these programs. Since its inception the Center has received funding from Pew Charitable Trusts, New York Foundation, Aaron Diamond Foundation, The Rockefeller Bros., The Lilly Endowment, and New York Community Trust. This funding has enabled programs to be developed in areas of youth, housing, women, counseling, technical assistance and leadership development, parents and urban theological institutions.

THOMAS J. REARDON, CMA

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River Edge, New Jersey

PROFESSIONAL EXPERIENCE

NEW YORK CITY MISSION SOCIETY - NY, NY

1996 - PRESENT

INTERIM DIRECTOR OF FINANCE AND ADMINISTRATION

Well established, New York City not-for-profit with operations in Harlem, the South Bronx and an upstate camp complex. Responsible for all finance, accounting and administrative functions during a period of reorganization and centralization. Major day to day specific utilization of expertise in cash flow, banking relations, budgeting, internal control and account analysis.

PRIVATE INDUSTRY COUNCIL OF THE CITY OF NEW YORK, INC. - NY, NY

1989-1996

DIRECTOR OF FINANCE AND ADMINISTRATION

Private 501-C-3 not-for-profit corporation with revenues in the \$6 million range. Provided employment training and job search activities for disadvantaged residents of New York City (both citizens and refugees), as well as train-the-trainer training to other not-for-profit agencies. Responsible for most corporate functions, other than program operations, including finance, accounting, human resources, office services and general administration. Primary officer for contract negotiations, performance oversight, financial liaison, government compliance, audit and control, as well as day to day administration.

INSURANCE BROKERS' ASSOCIATION OF THE STATE OF NEW YORK - NY, NY

1988-1989

CONSULTANT/BUSINESS MANAGER

Privately incorporated 501-C-3 not-for-profit association providing trade, legislative and regulatory services to major insurance brokers in New York State on an annual budget of approximately \$1 million. Completed an assignment, which encompassed a complete analysis, revision, and implementation of business systems for this major trade association. Project included all phases of finance and administration, with special emphasis on budgeting, reporting, controlling cash flow, and banking relations.

A.J. ROSS LOGISTICS, INC. - Keasbey, NJ

1985-1988

VICE PRESIDENT AND CONTROLLER

Publicly traded steel fabricator and transporter of structural steel and steel reinforcing bars in the metro New York City area with revenues of \$40 million. Heavy involvement with cash flow, credit/collection and bank financing. Involved with initial public offering of stock and requisite SEC filings.

THE HARLAN COMPANY, INC. - NY, NY

1980-1985

VICE PRESIDENT AND CONTROLLER

Boutique real estate consulting and development firm specializing in strategic planning for companies with real estate holdings; banks and financial institutions servicing the real estate industry; and creation and running of limited partnerships to refurbish and upgrade commercial buildings throughout the eastern USA. Responsible for oversight of commercial leasing, and management of owned buildings. Involved in design and implementation of investment offering memoranda, financial and tax reporting systems for the parent company and its 11 affiliated limited partnerships and, short-term cash investment and borrowing strategies.

REDACTED

ADDITIONAL INFORMATION

Held managerial positions with 2 companies, over a 20 year period: H.P. Hood & Company (major food and dairy business in New England; 11 years); Westchester Concrete (large ready-mixed concrete firm in metro New York City; 7 years). Spent two years developing proprietary publications for the National Association of Accountants. Projects included research, authorship, and editorial responsibilities. (1961-1980)

PUBLICATIONS**Financial Planning and Evaluation for the Non-Profit Organization**

Authored a chapter in the Attorney's Handbook of Accounting: "Accounting for a Real Estate Business"

EDUCATION & PROFESSIONAL DESIGNATIONS

CERTIFIED MANAGEMENT ACCOUNTANT, 1982
FAIRLEIGH DICKINSON UNIVERSITY, 1972 M.B.A. in Finance (Cum Laude)
BOSTON COLLEGE, 1961 B.S.B.A. -Accounting (Dean's List)

KEY SELECTED ACHIEVEMENTS

- Assumed responsibility and control over a finance department that was understaffed, overworked, behind in assignments and incorrect/incomplete in much of its duties. Established direction, controls, process, procedure and morale; which now allow the department to function in a timely, complete and correct basis.
- Specific attention to, and collection of overdue grant and contract receivables allowed the organization to go over 7 months without necessitating an endowment drawdown - something that had not happened previously.
- Responsible for a complete rehabilitation and remodeling of the corporate headquarters space which not only provided needed refurbishment, but actually provided additional space to be sublet to subtenants.
- Nurtured a banking relationship with Chase Manhattan Bank which allowed an increase in a Line of Credit from \$200,000 to \$400,000 based on communication, trust and fiscal control during a period of corporate restructuring.
- Implemented yearly reviews of both General Insurance and Employee Benefits/Major Medical Coverage. Audited costs associated with various coverage vs. coverage benefits provided. Reduced cost increases while enabling benefit coverage to meet or exceed average industry coverage provided.
- Revised the budgeting process, whereby revenues to be earned could be more directly tracked. Structured the overall contracts to attain corporate cash flow objectives while not over-weighting early payment points. Involved other managers in the process so that the Budget became their own.
- Established and maintained relationships with individuals in the Government sector in order to secure and maintain on-going contracts and grants.
- Responsible for all aspects of a corporate move from two locations to one, involving over 100 employees and 30,000 sq. ft. of space. Daily interface with old and new landlords on a logistical as well as financial basis.
- Financially, brought the entire project in under budget. Worked within a tenant improvement package to both finalize accommodations and pay for all ancillary costs, including moving, telephones, architectural and furniture/fixtures. Negotiated 14 months free rent totaling approximately \$775,000, thus freeing up monies allocated for rent to be used elsewhere.
- Successfully negotiated and amended the prime lease on two different occasions to provide needed relief (fiscal and space) for periods when downsizing would not allow full rental costs to be borne.
- Played a major role in a corporate downsizing which reduced staff from 115 to 40. Helped develop and implement a severance program which was fair in its administration, acceptable under EEO requirements and financially friendly to the corporation.
- Increased personal professional education and standing by sitting for and passing the CMA examination and, becoming a Regent over the same certification program administered by the Institute of Management Accountants. Long time involvement with the IMA on the national level in areas of finance, professional education, certification and academic relations.

Ronald J. Rudolf

New York, NY

PROFESSIONAL EXPERIENCE

ASSISTANT TO THE DIRECTOR FOR SPECIAL PROJECTS (6/80-present)

Office of Budget Operations and Review

New York City Public Schools, Brooklyn, NY

- Ongoing responsibility for representing the budget office during contract negotiations with various unions including teachers, supervisors and administrators, custodians, and custodial helpers.
- Liaison to the Office of Management and Budget and the Office of Labor Relations of the City of New York concerning financial matters i.e. reimbursement for contract changes, state legislated mandates, and mutually agreed on changes to educational programs.
- Responsible for the conceptual design and implementation of a computer model used during teacher contract negotiations for costing purposes.
- Worked with the City's Office of Management and Budget to develop a methodology for determining the inherent costs and savings involved in providing an early retirement incentive plan to teachers and to supervisors and administrators.
- Responsible for developing a computer model to project the number of pupils in special education.
- Analyzed utilization rates and database systems in the contract bus system (used to transport pupils to school) with recommendations for improvement.
- Analyzed compensation time (non teaching assignments in lieu of teaching periods) in the high schools with a view toward saving money.
- Provided evidence in the form of statistical data and testimony in court cases brought against the Board of Education involving (1)sex discrimination against women and (2)register projections with respect to the adequacy of special education services.

REDACTED

ASSOCIATE STAFF ANALYST (12/74-6/80)

Office of the Deputy Chancellor
New York City Public Schools, Brooklyn, NY

- Senior analyst on research staff assisting the Deputy Chancellor on major policy decisions.
- Manager of professional team in charge of all phases of teacher salary cost projections for the 1975 contract negotiations.
- Responsible for analyzing and improving the school systems resource allocation formula.
- Staff coordinator and principal investigator in research efforts on the New York State aid-to-education formula relating to litigation.

ECONOMIST (4/72-12/74)

Office of Program Analysis, Planning, and Budgeting
Health Services Administration of the City of New York

- Senior researcher responsible for analyzing the distribution of health, medical care, and out-of-pocket costs among New York City residents and the effectiveness of various government programs in equalizing the distribution of care.

OTHER PROFESSIONAL EXPERIENCE

- Instructor, Department of Economics, Rutgers University, New Brunswick, NJ (9/70-1/72)
- Consultant to the New Jersey Tax Advisory Commission (1971)
- Teaching Assistant, Department of Economics, Rutgers University, New Brunswick, NJ (9/66-9/68)
- Research Assistant, Department of Economics, Rutgers University, New Brunswick, NJ (9/68-9/70)

EDUCATION

- Ph.D. (Economics) Rutgers University, New Brunswick, NJ 1976
- B.A. (Economics) Queens College, City University of NY 1965

SPECIAL SKILLS

- Knowledge of Excel and WordPerfect
- Knowledge of SAS for the mainframe

Maria Rose Sarro

Tel: [REDACTED]

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[REDACTED]
Forest Hills, NY [REDACTED]

Highlighted
Experience:

Consultant - Data Conversion Team Member [REDACTED] (1996 - present)

DB Trader 4.0 Project: An effort to migrate all Deutsche Bank trading operations from a Wang to a UNIX platform

- develop and implement procedures to port and convert data from the Wang environment to the UNIX environment
- document and report on these procedures
- manage communication of and processing of numerous data requests
- maintain the file information which feeds the process

Consultant - Business Analyst, Morgan Stanley/EDS (1996)

Year 2000 Project: An effort to identify, assess, and remediate all products and services at Morgan Stanley for year 2000 issues

- helped define information gathering process
- outlined communication plan for a survey process
- defined requirements for a year 2000 inventory tracking database
- documented a vendor tracking database

Experienced Senior, Andersen Consulting (1993 -1995)

The Technology Organization Delphi Study: An iterative electronic survey to obtain feedback from the partners on issues impacting the direction of Andersen Consulting's Technology Organization

- used partner input to develop survey content
- negotiated avenues necessary to insure that survey was politically appropriate
- designed survey format
- developed the electronic round 1 and round 2 surveys in Lotus Notes
- oversaw tabulation of survey results

Research Papers:

'The Value Proposition of Multimedia Kiosks' - developed this "white paper" as a resource for partners selling work in this area

'Multimedia Technology Basics' - developed this 25 page document as a reference for consultants working on projects in this area. The document has become part of Andersen Consulting's core multimedia training.

Client Demonstrations:

- performed numerous demonstrations and presentations to very high profile clients (ex. CEO of the largest bank in Sweden)

Andersen Consulting Internal Training Delivery:

- presented at numerous Andersen Consulting schools on the subject of multimedia

Personnel Development:

- generated and communicated detailed evaluations for various team members
- interviewed potential employees according to Andersen Consulting guidelines
- developed and conducted orientation procedures for both new group members and new project team members

Media Technologies Workshop: An internal Andersen Consulting conference (about 100 attendees) on multimedia technologies and the firm's activities in this area

- delivered a one hour presentation based on my 'Multimedia Technology Basics' paper
- coordinated conference: created agenda, marketed conference, reserved facilities, coordinated equipment and speakers

CORE Project: An interactive multimedia training application for a large financial corp.

- designed and coded portions of the training application
- led teams dedicated to testing the application and to upholding project standards
- presented status to the client; helped the client gain buy-in for this project at very high levels within the organization; helped manage the client expectations and the scope of the project
- created work plans and timelines and insured that they were followed

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- established development environment for a team of 30; made all hardware and software purchasing decisions; researched appropriate products, made contact with appropriate vendors; learned how to navigate through client's purchasing avenues
- located, hired, and supervised personnel including temporary help, graphic artists, and video production/post production professionals
- managed equipment, facility, and space needs of the team
- BRAIN Project:** An automated resource desk (involves storage and retrieval from a database of scanned images) for internal Andersen use
- led development team; produced work plans, scheduled, assigned, and monitored various programming tasks; kept management informed

Product Group Manager, Video Images (1992-1993)

- responsible for over 70 computer-based video, graphics, and multimedia products
- interviewed customers to determine their needs and directed them to the most appropriate products
- performed numerous product demonstrations and client presentations (over 80) to groups ranging in size from 1 to 30
- established excellent relationships with large network of clients and vendors; developed system to track numerous daily contacts
- conducted on-site client training
- coordinated and hosted client events including showroom openings, product demonstration days, educational events (with a sales angle), and conferences
- managed, and maintained a large (750 square foot) showroom of multimedia products

**Other
Experience:**

Freelance Developer, TVO Inc. (1995-1996)
Alternative Media System Supervisor, Communication Technologies (1991)
Freelance Editor, Laser Edit East (1991)
Founder, Ratequest Inc. (1988-1989)
Engineer, Raytheon, Inc. (1987-1988)
Sales Assistant, Kidder, Peabody, & Co. (1987)
Teaching Assistant, Boston University College of Engineering (1986)

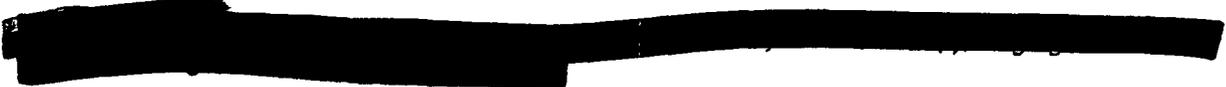
Education:

Boston University, College of Engineering, Boston, MA
 Bachelor of Science in Computer Engineering, May 1987
 - GPA: 3.35 Cum Laude; Dean's List 6 semesters
 - member, Tau Beta Pi Engineering Honor Society

**Andersen
Consulting
Training:
(450 hours)**

Effective Presentations, Effective Business Writing, Effective Communication Through Listening, Project Management Fundamentals School, New Senior School, Team Leadership Through Supervision, Business Practices Course, Implementing Business Solutions School, Enhancing Self Management, Managing Personal Growth, Controlling Time and Stress, Client/Server Technical Architecture School, Hypermedia Workshop, Network Solutions Workshop, Lotus Notes Application Language Programming, Visual Basic Development

Interests:



REDACTED

New York, N.Y.

H: [REDACTED] W: [REDACTED]

EXPERIENCE:

- June, 2000 to the present

NYC Board of Education, Division of Budget Operations and Review
Unit Supervisor, Decentralized Instructional Programs Budget Unit

 - Supervise team of analysts in monitoring 16 community school district budgets.
 - Prepare instructions on budgeting and conduct training for districts, provide technical assistance.

- July 1997 to June, 2000

Executive Assistant.

 - Assisted Director in administrative duties; prepared written communication, testimony and narratives for budget documents; coordinated special analyses.
 - Prepared cost analyses; assisted in the preparation of budget requests, researched use of funds.
 - Developed and maintained databases of financial information, generated four-year plan reports.

- June, 1995 to June, 1997

Bronx Borough President's Office, Bureau of Management and Budget,
Budget Analyst, Associate Director.

 - Conducted analyses of the City's expense, capital and revenue budgets.
 - Administered \$1.2 million education technology grant to local public schools.
 - Managed Borough President's capital and expense budget for education and social services.

- May, 1994 - June, 1995

Westside Crime Prevention Program,
Community Organizer.

 - Implemented Mentoring Program, educated community groups on strategies to combat crime

- June, 1993 - May, 1994

Lehrman Institute
Intern.

 - Researched factors of success for development organizations in Cali, Colombia
 - Hosted a two-day international conference, "Cali, the Entrepreneurial Spirit" at Columbia University. Presented papers on leadership and on collaboration at the conference.

- Feb. - June, 1993

NYC Human Resources Administration, Division of AIDS Services,
Case Manager.

 - Maintained a caseload of 36 clients, assessed clients for service needs.

- June, 1992 - Jan., 1993

Social Science Research Council-MacArthur Foundation,
Program Assistant-Program on International Peace and Security

 - Organized conferences and panels, developed budgets and databases for Council projects.

EDUCATION:

School of International and Public Affairs, Columbia University, New York, NY. Masters in Public Administration received in 1996.

Pomona College, Claremont, CA. B. A. in 1992. Majors in Anthropology and Economics.

ACTIVITIES:

Member, Board of Directors, Westside Crime Prevention Program; Volunteer, Everybody Wins

SKILLS:

Computer skills: Excel, Access, WordPerfect, and Focus; Bilingual in English and Spanish.

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Attachment VI-29: Appointment/Election of Trustees and Terms Established

The Board will consist of eleven voting members, all of whom will share a commitment to the mission of the school and will collectively provide varied experiences and expertise. The initial trustees, listed in Attachment VI-28, will be drawn from the founding group, and, in addition, will include two parent members, who will be nominated by FLACS Parent Association (PA).

In addition, the Director shall serve as a non-voting member of the board. (See also Attachment VI-32.) The Director shall serve on the board throughout his or her tenure as Director.

The parent members of the Board of Trustees who serve as Trustees as part of their presidency and vice presidency of the PA will serve terms of one year, renewable upon a majority vote of the entire Board or they are re-elected President and Vice President of the Parents Association. There will be at least two parent Board Members at all times. When vacancies occur, the PA will nominate a candidate. All parent members of the Board will be voting Board Members.

With the exception of parent members and the Director, subsequent Board Members will be selected by a majority vote at the annual meeting of the Board of Trustees by a majority of the entire Board. With the exception of parent members and the Director, each Board Member shall serve a three-year term, renewable upon a majority vote of the entire Board.

Officer positions on the Board will include Chairperson, Vice Chairperson, Treasurer, and Secretary. Each officer will be elected for a one-year term. The Director is not eligible to serve as Board officers.

Trustees may be removed at any time by the action of not less than a majority of the entire Board.

The Board may, at its discretion, create and appoint individuals to serve on an Advisory Board, which shall, if empaneled, assist the board in performing its duties. Individuals chosen for service on this Advisory Board will offer expertise and/or experience deemed to be of value to the Board, but will not participate in any voting capacity. Advisory Board members will be chosen by a simple majority of the entire Board. The Advisory Board will consist of not more than six members, each of which will serve at the pleasure of the Board. Advisory Board members may be removed at any time by action of not less than a majority of the entire Board.

Attachment VI-30: Policy for Qualifications of Board of Trustees Members

Members of the FLACS board of trustees will be expected to serve the school in three respects:

- 1.) Each member will support and foster the mission of the school and ensure that it remains true to the values which define it.
- 2.) Each member will be responsible for the general oversight of the school, ensuring that the school is fulfilling the mandates of its charter, monitoring the fiscal integrity of the school, and overseeing the performance and evaluation of the school's Director.
- 3.) Either directly or indirectly, each member will provide the school with resources needed to carry out its mission. To bring this about, each member will be deemed qualified to serve on the Board by possessing knowledge and skills in at least one of the following areas:
 - education (elementary; educational assessment, special education, bilingual education, and/or other relevant areas);
 - finance;
 - law (school law, labor law, contract law, and/or other relevant areas)
 - public relations;
 - fund development;
 - management;
 - education reform issues (charter school design, school governance, and/or other relevant areas);
 - school issues (parent concerns, teacher concerns, administrator concerns, student concerns, and/or other relevant areas); and
 - Bronx community issues.

Attachment VI-31: Responsibilities and Obligations of the Board of Trustees

The Board of Trustees of the Family Life Academy Charter School will be responsible for setting overall policy for the school in all areas, including but not limited to policies regarding the school's finances, educational programs, enrollment, public relations, personnel, and general management.

The Board of Trustees, which will report to the State University of New York Charter Schools Institute, will also be responsible for oversight of all aspects of the school, including the use of public and private funds. The Board will conduct programmatic and fiscal audits of the school, and will adopt any additional measures it or the SUNY Charter Schools Institute deems necessary to ensure that the school's fiscal and educational practices are sound.

Following are additional specific responsibilities and obligations of the FLACS Board of Trustees:

- Coordinating efforts to raise private funds for the school from foundation, corporate, and individual sources;
- Overseeing the long-term planning of the school;
- Advocating on behalf of the school to individuals and organizations involved with school reform and to individuals and organizations in the wider New York community;
- Providing the school staff with access to information and other non-financial resources;
- Overseeing the legal strategy of the school and its response to legal issues;
- Supervising the FLACS Director; hiring subsequent Directors;
- Responding to and making decisions regarding grievances brought before the Board;
- Overseeing the school's communications strategy with parents, press, and other members of the community; and
- Designating a discipline committee of the Board to run hearings regarding staff recommendations for a student's suspension of four or more days, or for a student's expulsion;

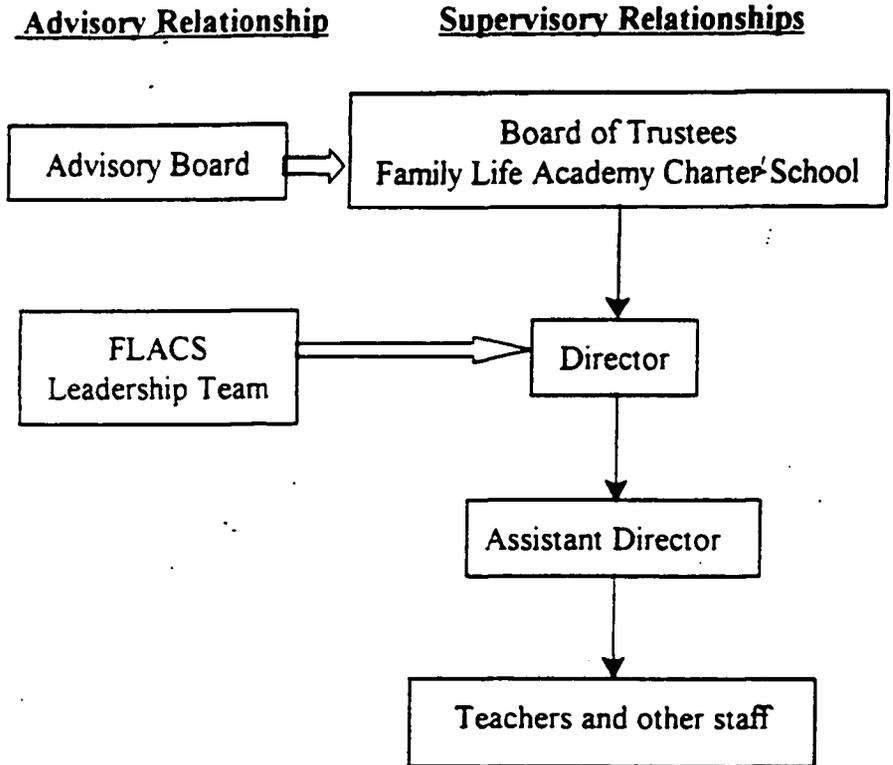
Attachment VI-32: Reporting Structure

The Director will report to the Board of Trustees. The Trustees will delegate the management of other school staff to the Director, who will carry out the school's performance-based assessment policies.

The Director will delegate such managerial tasks as he or she deems appropriate.

The Director will serve as a non-voting member of the Board of Trustees.

Should the Board choose to empanel an Advisory board, the Advisory board will report to the board of Trustees.



Attachment VI-33: Code of Ethics Applicable to the Board of Trustees

All trustees, officers, and employees of the Family Life Academy Charter School are expected to hold themselves to the highest level of professional standards and ethics.

No trustee may participate in Board deliberations regarding matters in which he or she has a financial interest, whether direct or indirect. Participation is defined to include the discussion or review of a proposed contract or project. Financial interests are defined as situations where a the trustee or any member of his or her family is an employee, owner, partner, stockholder, director, or trustee of any company with business before the Board. In order to serve on the Board, all FLACS trustees must submit a complete financial disclosure form.

Trustees must avoid at all times engaging in activities which would appear to be unduly influenced by other persons who have a special interest in matters under consideration of the Board. If this occurs, the trustees must write a letter disclosing all known facts prior to participating in a board discussion of these matters. The trustee must file a disclosure in a way which has his or her interest formally noted in the FLACS Board minutes.

No FLACS trustee may use his or her position to acquire any gift or privilege, disclose confidential information acquired during tenure on the board, or use such information to further his or her own personal interests.

SECTION VII

School Policies

Attachment VII-34: Admission Policy and Procedures

Required Anti-Discrimination Criteria and Allowable Admission Preferences

The Family Life Academy Charter School, a nonsectarian K through 5 elementary public school, will welcome all students who are eligible under the existing statutes of the New York State Charter Law. Admission to kindergarten will be open each year to children residing in New York State. No new children will be admitted to the school in grades above kindergarten after the first year.

As stated in §2854(2) of the Charter School Law, enrollment at FLACS will not be determined on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry district. FLACS shall not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. As a public school, FLACS does not charge tuition.

Enrollment Period and Procedures

The Family Life Academy Charter School will admit each eligible student who is interested in becoming a student at FLACS and submits a timely application, unless the number of applications exceeds the capacity of the grade level. The school will admit no more than 25 students per class, and in most cases the school will have two classes of students per grade level.

All of the following activities are required steps, but none of them will be used to screen students for admission. The application process will occur as follows:

- Spanish/English Invitations to 4-6 open houses at the school will be distributed to families in the Bronx in the spring through a vigorous outreach effort which includes flyers posted in the community, informational letters, and widespread media coverage in the local newspaper, radio station, and television.
- At the open houses, the Director will provide a presentation to parent/guardians on the school including a description of the school's bilingual immersion program, the required extended day and year, and norms for student behavior.
- Once parents hear the presentation and understand the values of the school and its expectations, they will make a decision to enroll their child for which they will complete a simple application card providing basic biographical and contact information for the student and his or her parent/guardian.
- As parents turn in their cards, they will be scheduled for a small-group meeting at the school with the school's director to address specific questions parents may have. In years after 2001, parents will also be invited to spend two hours at the school during a real

school day, to give them further help in visualizing whether this school is right for their child(ren.)

- If, after the small group meeting, the parent/guardians choose to enroll their young child in the school, his/her child's name will be entered into the enrollment pool. Once parent/guardians complete these steps and elect to continue with the enrollment process, their children will be admitted to the school, unless applicants exceed school capacity at their grade level.

Process if the Number of applications Exceeds School Capacity

If the number of timely applications to the school exceeds capacity, first priority will be given to students returning to the school. Second priority will be given to siblings of pupils already enrolled in the charter school. The remaining offers of admission will be made via a lottery for all students residing in New York City. A separate drawing will be made for each grade level, with children's names drawn at random. Students residing in school districts outside of New York City will only be admitted if there is insufficient enrollment of children from New York City.

Once capacity is filled, a wait list will be compiled of all remaining applicants. Places on the wait list will be determined by the priorities outlined above and, if necessary, by a separate lottery held on the same day as the lottery described above. The wait list will be active until the end of the first month of school. To ensure honesty and transparency in the lottery process, the lottery will be held as a public event.

Admission will be restricted to kindergarten only, to ensure steady and continual progression toward achievement goals in Spanish and English. As indicated in Attachment I-6, we anticipate a five-ten percent attrition rate, but if this should prove not to be the case, FLACS will begin to admit a small number of children in the upper grades to ensure sufficient enrollment.

After children are selected, they will be notified and matriculated immediately, so they are ready to attend FLACS in September.

Once selected, families will be requested to attend an orientation session prior to the start of the school year. The orientation will clearly define procedures, expectations, opportunities for involvement and founding school principles and philosophies. Parents and students will be welcomed into the FLACS school community and will understand that they are a major part of the FLACS school culture and play a crucial role in a successful realization of the vision.

Procedures for Voluntary Student Withdrawal from the School

FLACS is a school of choice, and it is critical that all parents examine the school closely before deciding to enroll their children. We hope that the information gathering/application process described above will help ensure that families will make a good choice.

FLACS expects, however, that a limited number of families will find that the program does not meet their needs. All parents or care-givers who wish to withdraw their children must meet with the Director and classroom teachers in question. At that time, the parties involved will discuss the issues at hand and ensure that FLACS truly cannot meet the child's needs. If the family is moving or it is agreed that FLACS is not the place for the child, all records will be transferred to the new school where the child matriculates and the student will be taken off of the Family Life Academy Charter School roster.

Attachment VII-35: Student Discipline Rules and Procedures

Principles

Students and teachers will be required to participate fully in creating and maintaining the school's vision of an orderly, safe, and supportive learning environment conducive to achieving high standards.

To this end, the rights and responsibilities listed below will be adopted for the entire school. In order for each individual to insure that their own rights get respected, they must take responsibility for protecting and respecting the rights of those around them.

- I have a right to work and play in a safe organized environment.
- I have a right to be happy and to be treated with kindness and respect.
- I have a right to learn new things.
- I have a right to be myself and express my opinions.
- I have a right to hear and to be heard.

A supportive school culture, a strong character education program, and a relevant curriculum, with engaging, appropriate, and academically challenging activities should reduce discipline issues, improve social achievement, and foster good citizenship. These strategies should also provide additional tools for dealing with the issues that do arise.

In addition, each child's education and potential discipline issues are viewed in relation to his or her family and community. Frequent communication with parents and guardians will facilitate early intervention as problems become apparent. Through the Latino Pastoral Action Center, the school's students and their families will gain access to a social service counselor as well as a variety of social services. Conflict resolution coaching and peer mediation are examples of other methods to be explored.

Teachers will help develop and implement classroom rules that respect the social, emotional, and intellectual safety of all parties. All students will come prepared to learn, and will show respect for others and the school environment at all times.

School-Wide Rules

Specific school-wide rules will be implemented. Examples of consequences for violating these rules follow. Teachers will implement more specific rules for their own classrooms, but these rules must reflect the school-wide rules.

<u>Violations</u>	<u>Possible Consequence</u>
<ul style="list-style-type: none"> • Not following classroom rules • Wearing hats or jackets inside the building • Eating candy or chewing gum in the building • Using inappropriate language 	<ul style="list-style-type: none"> • Redirection and/or verbal warning • In-class time-out • Loss of privilege
<u>Violations</u>	<u>Possible Consequence</u>
<ul style="list-style-type: none"> • Disobeying and/or disrespecting a staff member or visitor • Teasing, harassing, or bullying another student • Disrupting the hallways • Refusing to leave a classroom when asked 	<ul style="list-style-type: none"> • Phone call home Referred for mandatory session with a guidance counselor • Out-of-class time-out • Writing an apology • Behavior Modification Plan • Parent visit and/or conference
<u>Violations</u>	<u>Possible Consequences</u>
<ul style="list-style-type: none"> • Threatening a student or staff member • Setting off false alarms • Theft or destruction of property 	<ul style="list-style-type: none"> • Out-of School Suspension
<u>Violations</u>	<u>Possible Consequence</u>
<ul style="list-style-type: none"> • Use or possession of a weapon • Possession of drugs or alcohol Assault 	<ul style="list-style-type: none"> • Expulsion

These rules will be explained to students and their families at the orientation session to be held at the beginning of each school year. They will also be listed in the *Family Handbook to FLACS*, which is currently being developed. If a student or parent believes that a student is being punished unfairly, or does not understand why a consequence was applied, he or she has the right to schedule a conference with the teacher, staff member, and/or School Director.

Definitions of Consequences

Out-of-School Suspensions

An out-of-school suspension will result in the immediate removal from school of the student in question. Suspension will begin at the moment of infraction; parents will be notified and asked to retrieve the child from the school immediately. The suspension will continue until

the school, the student, and his or her parent(s) or guardian(s) meet to agree upon appropriate behavioral conditions for the student's return to the community. This meeting will take place as quickly as possible after the student's suspension from school. In the case of very severe infractions, suspensions may be accompanied by other sanctions. During the time that the student is not in school, the school will provide or arrange alternative education programs to the extent required by law. If the out-of-school suspension is to last four or more days, this consequence will be determined in consultation with the FLACS Board of Trustees.

Expulsion

An expulsion will result in the immediate and permanent removal from school for the student in question. It occurs in response to conduct that poses an immediate danger to the health and welfare of the students and/or faculty, and may be accompanied by legal action. Because this is a very severe consequence, the Director will make this decision only after a formal hearing at which the student has been found guilty, and in consultation with the Board of Trustees. Students who engage in behaviors punishable by expulsion will be informed of their misconduct and asked to leave the class or activity in which they are participating immediately. Students should report to the Director's office where they will be given the opportunity to share their version of the events. Parents will be contacted and asked to pick the child up from school.

Right to Due Process

All students at FLACS have the right to due process within their school. This includes the right to be notified verbally of any charges against them that may result in disciplinary action; the right to be notified of the reasons for such actions; the right to an explanation of evidence against them in the case of disciplinary action; and the opportunity to explain their behavior to the Director.

Parent(s) or guardian(s) shall be notified immediately in writing of possible long-term suspension, 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. Such notice shall provide a description of the incident(s) which resulted in the recommended suspension, and shall indicate that a formal hearing will be held on the matter. 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 suspension proceeding has been initiated by the Director, the Director shall personally hear and determine the proceeding or may designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only, and the Director may accept or reject all or part of it.

Right to Appeal

If a student is suspended or expelled and the student and/or parent wishes to appeal, they

can do so first to the Director, then to the FLACS Board of Trustees, then to the State University of New York Charter Schools Institute, and finally to the New York State Board of Regents.

Provision of Alternate Education for Suspended Students

The school will provide an alternative education program to students who are suspended, to the extent required by law. Specifically, for suspensions of less than ten days, the school will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provision will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional written instructions, phone assistance, parent communications, home visits, and one-on-one tutoring.

For suspensions of ten days or longer, the school shall provide all of the above referenced services, with greater emphasis on tutoring and home visits. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessments as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by District Nine.

For students expelled from school, the school will provide the above-described services until the end of the school year or until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by District Nine, to the extent the provision of such services is required by law. The school may seek, where appropriate, to place the student in an alternative education program operated by District Nine either through agreement with the school district or by operation of law.

Non-handicapped students may be transferred involuntarily to another school by the FLACS Director, provided that the Director demonstrates that the student would receive an adequate and appropriate education in another school program, and that the Director provides written notice to the student and his or her parent(s) or guardian(s). Students who are recommended for transfer are entitled to a fair hearing, and are to be notified in writing in their dominant language of due procedures and their rights to a hearing with counsel.

Policies for Students with Disabilities

The school's disciplinary policy, as regards any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Act, including but not limited to the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. The school will work with the Committee on Special Education of the student's school district of residence to 1) design and implement an appropriate behavioral plan, and 2) ensure compliance with Part 300 and the IDEA.

Attachment VII-36: Dress Code Policy

The Family Life Academy Charter School will require a school uniform.

The policy will include the following:

Students must wear

- Solid, plain dark pants
- Solid, plain dark skirts that meet the knee or are longer
- Solid, plain shirt or blouse with collar
- Solid colored sweater or cardigan for cold weather
- Black or brown dress shoes and sneakers on physical education days

Students cannot wear

- Clothes with logos (other than the FLACS logo)
- T-shirts or shorts
- Clothes that do not fit properly (i.e., baggy pants, tight skirts)
- Opened-toed shoes or sneakers (on non-physical education days)
- Make-up
- Hats, caps, or jackets indoors
- Excessive jewelry

Many of the required items can be bought inexpensively at local stores in the South Bronx. We are also pursuing a plan to order uniforms through Longstreet Childrenswear, a local vendor. For families who cannot afford the uniform, the School Director will maintain a small fund. Families will be required to meet with the Director to explain the specific need.

Children will be encouraged to wear pants and sneakers on days that their class has physical education. Exceptions to the dress code may also be made for certain events or school trips. Families will be notified in a timely manner of such changes.

Students will not be admitted to class if their attire fails to meet the dress code. Students will be sent to the office, and parents will be called and asked to bring appropriate clothing.

Attachment VII-37: Food Services

The proposed school facility has a kitchen with a cold locker where food can be prepared. The school will work with the New York City Board of Education to provide food services. Such an arrangement is being successfully implemented in the John Reisenbach Charter School in Harlem. At the Reisenbach School, the Board of Education provides food and administers the federal lunch program reimbursement, reducing the administrative burden on the charter school. The school's role is to collect relevant income information from its students and to report free and reduced price eligibility based on that.

As the proposed school will be located in one of the lowest-income congressional districts in the country, all but a very small number of the students will be eligible for federal and state food subsidies. We will seek reimbursement from the federal government for these meals. The federal government has a higher-rate subsidy for "severe need" schools, in which more than 60 percent of students are eligible for free or reduced price meals. Since 90 percent of District Nine students are eligible for free lunch, FLACS will clearly meet these qualifications.

Since most of the students will qualify for free lunch, we plan to provide nutritional meals for all students at no charge. This equal treatment will prevent attention being drawn to those students who do not otherwise qualify for free lunch, and also reduces the administrative costs of the lunch program overall.

Attachment VII-38: Health Services

The Family Life Academy Charter School will facilitate the provision of comprehensive health services, including medical, dental, mental and nutritional services. This will include coordinating service delivery, providing referral mechanisms, and providing other related services for children and their families. Some of the services that will be implemented are as follows:

- **Health Coordinator:** A part-time nurse will help with sick or injured children, and make sure that the health records (comprehensive medical developmental history, current immunization, emergency information record) are updated and have all pertinent and required information. In addition, he/she will establish and maintain contact with community health care agencies to develop programs and resources to meet the health care needs of the children and their families.
- **Comprehensive Health Services:** Demographic data about our target population indicate almost all of our children will be eligible for government-sponsored health insurance, either Medicaid or Child Health Plus. We have established a relationship with Inwood Medical Practice to provide medical services, including comprehensive health screening and physical examinations at a reduced fee to those few who don't qualify for government assistance. In addition, all children will be able to obtain required shots, glasses, and eye and hearing examinations at the above facility.
- **Guidance Counselor:** Access will be provided to an on site full time counselor employed by LPAC.
- **A Cooperative Referral System in the Form of Case Management:** Referral services will be provided for children and their families to health, nutrition, and counseling services in the community.
- **Community Led Workshops:** In addition to utilizing relationships with LPAC and other qualified organizations or individuals, the Family Life Academy Charter School will establish a working relationship with community police and fire departments, hospitals, and medical clinics, to provide a series of workshops on violence, fire prevention, nutrition, child abuse prevention, and effective parenting to children and their families.

Attachment VII-39: Policies and Procedures Governing Access to School Records and for the Provision of Public Documents

The FLACS and its staff will comply fully with the requirements of New York State's Freedom of Information Law (FOIL). The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the School Director and members of the Board of Trustees. The School Director will serve as officer for the school. The School Director may authorize another employee to release such information.

School records will be available for inspection at the school's main office (14 East 170th Street) during normal business hours (9:00 AM to 3:30 PM) on school days. When the school receives a request for information that the School Director determines must be disclosed under FOIL, it will make that information available to the person requesting it within five business days. Generally, the school will respond to those requests by mail, although two parties may arrange a mutually convenient alternative. In cases where the school cannot provide the requested information within five business days, the school will provide a written acknowledgment of the request, along with an explanation of the reasons for the delay and an approximate date on which the information will be made available.

The school may decline the request to release a registered record for the following three reasons:

- to protect an individual against unwarranted invasion of personal privacy;
- to protect against such records being compiled for law enforcement purposes; or
- if the school determines it is the subject to a campaign of harassment due to repeated requests for information.

Appeals of the Board of Trustees decisions regarding the Freedom of Information Law shall follow the grievance procedure described in Attachment VII-41.

The school will maintain minutes of Board meetings, including a summary of all proposals, motions, resolutions, and any other matter formally voted upon. The minutes shall include a record of the final vote of each member on each agenda item, and will be available to the public two weeks after the meeting.

Protection of Students' Privacy

Upon enrollment of their children and at the beginning of each year, parents and guardians will be apprized of their rights under the Buckley Amendment regarding the access to and the confidentiality of student records. Information in the students' records will not be released without the written consent of the parent or as noted under Family Educational Rights and

Privacy Act (FERPA) requirements.

School employees will all share the responsibility to protect students' privacy. Attendance, academic and disciplinary information on students, as well as teachers' informal written comments and notes on conversations with parents, will be available only to school employees. This information shall not be transferred electronically from any school-owned computers. Any printouts of these records or copies thereof must be kept secure on school property. Permanent files will be stored in a locked file cabinet in the school administrative office. These files will not be removed from the school site.

A child's parent or guardian is entitled to review and inspect their child's permanent file, accompanied by an advocate/representative should they desire, and shall not be charged a fee to do so. Unless documentation from the courts mandates otherwise, both parents shall have this right. They shall be entitled to review and inspect their child's permanent file within 45 days of making a written request to do so.

Attachment VII-40: Policies and Procedures for Public Meetings and Executive Session

All meetings of the Family Life Academy Charter School will be open to the general public, subject to the exceptions described below, as required by the Open Meetings Law. For the purposes of this attachment a "meeting" shall be understood as any scheduled gathering of the school's Board of Trustees at which a quorum of the Trustees shall be present. This also includes meetings of committees and subcommittees of the Board of Trustees.

The School will publicize to the general public all meetings scheduled at least one week in advance by

- Providing an advisory to members of the media;
- Advising the president of the Parents Association in order that he or she might disseminate the information should he or she see fit; and
- Posting at one or more designated public locations at least 72 hours in advance.

Meetings scheduled less than a week in advance shall still be publicized by providing an advisory to the media, and by publicly posting information to the extent practicable and in the fastest possible time frame after the meeting has been scheduled.

Meeting advisories and postings will include the time and location of the scheduled meeting. They may, but are not required to include the purpose the meeting and topics of discussions.

Exceptions to the Open Meetings Law

The Board of Trustees may hold closed meetings to discuss the following topics:

- Judicial or quasi-judicial proceedings, such as student disciplinary hearings and employee grievance hearings; and
- Any matter that is confidential under New York State or federal law, such as the discussion of a student's individual handicapping conditions or academic records.

The Trustees may not discuss any other school/public business at closed meetings.

Executive Sessions

Executive Sessions may be conducted for the following purposes only:

- Matters that would imperil the public safety if disclosed;
- Any matter that may disclose the identity of a law enforcement agent or informers;
- 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;

- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, administration or grading 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 a public body, but only when publicity would substantially affect the value thereof.

The Board of Trustees will not vote to appropriate public monies during an Executive Session. Executive Sessions must be conducted as part of an open meeting and may not be considered a separate meeting. The following steps must be taken in order to enter into an Executive Session:

- A motion for an Executive Session must be made at an open meeting, specifically identifying the general area of the subjects to be considered or the subject themselves; and
- The motion to conduct an executive session must be carried by a majority vote of the Board of Trustees' total membership.

Minutes

Minutes will be taken at all open meetings and made available to the public within two weeks of the meeting. Minutes shall include a summary of all motions, proposals, resolutions and other matters voted upon, as well as the vote thereon. The minutes need not include any matter not required to be disclosed to the general public.

Minutes will also be taken at Executive Sessions and made available to the public within a week after the session in a form that does not compromise any of the safety or confidentiality the session was held to protect. The minutes shall record, if appropriate, each action taken by formal vote and include the date, the final determination of each action and the vote thereon.

Grievance Procedure

Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by initiating an "Article 78 Proceeding." In any such proceeding a court of law may, in its sole discretion and upon a showing of good cause, declare an action taken in violation of the Open Meetings Law void in the whole or in part.

Attachment VII- 41: Process by Which Individuals May Bring Complaints to the Charter School's Board of Trustees

Each Board meeting will have designated time for public speaking.

Individuals with grievances will be directed to speak with the appropriate school personnel (i.e., teacher, staff member). If the matter is not resolved, the matter will be referred to the School Director. In the event that the School Director cannot resolve the situation, the following grievance procedures will be followed:

- A Grievance Committee will be established. Individuals should address their issue in writing to the chair of the grievance committee.
- Once the committee reviews the issues, the matter will be referred to the appropriate person, cluster or committee for further investigation, mediation, action and/or recommendations. A report will be generated back to the Board's Grievance Committee for final resolution or referral to the full Board.

Grievance Committee

The Family Life Academy Charter School will establish a Grievance Committee to address complaints brought against the school by any individual or organization for alleged violations of the law or the school's charter regarding the management and operation of the school. The Grievance Committee shall be comprised of two Trustees elected by the Board of Trustees, two parents elected by the Parents Association and two teachers elected by the entire teaching staff.

All complaints for alleged violations of the law or the school's charter regarding the management and operation of the school shall be brought first to the Board of Trustees, who shall be required to submit them in a timely manner to the Grievance Committee. The Grievance Committee shall consider the allegations and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken.

Appeals of the Board of Trustees' decision may be made to the SUNY Charter School Institute.