FULL APPLICATION COVER PAGE

Last updated: 03/14/2018

PROPOSED CHARTER SCHOOL NAME: Bridge Preparatory Charter School

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?	N/A
2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?	N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Rose Kerr	[redacted]	

	Public Contact Name	[redacted]
	Timothy Castanza	

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 31 (Staten Island)		

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 08/29/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K						
1st	6-7	40	40	40	40	40
2nd	7-8	46	46	46	46	46
3rd	8-9		52	52	52	52
4th	9-10			52	52	52
5th	10-11				52	52
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		86.0	138.0	190.0	242.0	242.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

The mission of Bridge Preparatory Charter School is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.

The schools that children attend make a difference in their reading and academic achievement. Research shows that without early intervention, the reading gap between struggling readers and their peers will continue to widen over time. The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. In order to assure that students struggling with literacy are able to catch up with their peers, they must be fully immersed in an academic environment designed to meet their needs.

With increased emphasis on literacy in early-childhood programs locally and nationwide, students are being exposed to literacy at an earlier age, which often times brings to light the struggles students will face with literacy earlier than ever before. BPCS will open with grades 1-2 and will grow to serve 242 students across grades 1-5, with the goal of graduating students who are confident and creative learners, prepared for secondary school and beyond.

BPCS will provide a unique and rigorous educational option for students in NYC's Community School District 31 (CSD 31), where many students remain at risk of academic failure as a result of their continued struggles with literacy. In order to put our students on a path of expanded opportunity, we will offer a school community where all students, family and school staff feel valued, safe, and respected. Our students will range across all subgroups and will reflect the demographics of CSD 31 and, while we anticipate many students will enter BPCS below grade level, our curriculum and instructional diversity is structured to serve all levels of learners. We are aware of our obligation to remain faithful to our charter and to meet the benchmarks set forth in the Performance Framework, and believe our ambitious, but attainable goals will provide evidence of the transformational impact that BPCS has for students in CSD 31.

Our mission driven, student-centered design includes an academic and operational model guided by a culture of achievement that is aligned with and will accomplish the objectives set forth in the Charter Schools Act of 1998 (as amended.) BPCS will:

- **Offer** Staten Island families and their children a unique educational choice, especially for those students struggling with literacy who are at risk for academic failure, including students with LBLDs like dyslexia and ELLs.
- **Provide** rigorous classroom instruction based on a balanced, cross-cultural and multisensory instructional approach to improve academic outcomes for all students, including a needs-based support structure, expanded learning opportunities through community partnerships and creative educational experiences.
- **Create** a caring school community that builds student's resiliency and fosters their social and emotional growth; forges collaborative relationships between school leadership and school staff; establishes strong family-school partnerships; and engages school staff in continuous professional development to expand their capacity to serve students.

We will use the following key design elements to offer a broad, balanced educational experience that emphasizes holistic student development, offers engagement in rigorous and meaningful content and provides support in developing sustained success:

A Multisensory, Cross-Curricular Instructional Design: The research is clear that explicit and structured language instruction is valuable for all students, especially students with language-based learning disabilities, such as dyslexia, and for ELLs. A foundational component of our

design is the use of the highly structured Orton-Gillingham approach (OG) to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our curriculum will allow students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words; multisensory instruction will be interwoven across all subjects. As writing competency is closely aligned with reading, we will utilize the results-proven, research-based writing program *The Writing Revolution*.

A Balanced Approach to Interdisciplinary Literacy: Our approach to literacy will be aligned to the NGLS and grounded in the Core Knowledge Sequence for ELA, science, social studies, as well as Singapore Math. The consistent reinforcement of these skills by teachers in all subject areas will assure that students learn to think and write with greater precision and confidence, no matter the content. This level of programming will be embedded into the daily curriculum, across all content and disciplines. Students engage in thematic Creative Learning Extensions which are extensions of the regular curriculum designed to promote students' imaginative growth.

A Student-Centered School Structure: A key component of our work is to develop students as self-advocates by supporting them in identifying the lifelong strategies needed to maximize their strengths and achieve success. Through a combination of our instructional approach, which allows students to use their individual strengths to make connections to instruction, and our school culture via *The Leader in Me,* we will build confidence, grow self-esteem and inspire our students. Our collaborative Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios- all designed to meet the needs at all student levels. Our daily schedule provides students with sufficient time to engage in cadre of additional programming that supports whole child development such as a dedicated class for Social Emotional Learning, using the *4Rs program*, Executive Functioning and a *SPARK* fitness program.

A Supportive Network for Families: Families are a student's first teachers and strongest advocates. In order to make decisions for, and with their student, they must be well informed and involved. At BPCS, we believe a true partnership and trusting relationship with our families will result in increased achievement for our students and we aim to incorporate the school-home connection intentionally in our structure.

Extensive, Supportive Staff Development: Teachers and staff are critical to achieving a culture of achievement and BPCS will provide staff with an extensive and balanced approach to professional development. The following support structures will result in a highly qualified staff, prepared to work with all student levels, and further our mission and ability to meet our goals: pre-service and in-service staff development; daily supports and observations; dedicated collaborative planning time; access to on-site staff developers and mentors; and hands-on practical experiences.

Connections to the Larger Community: Using our already- developed relationships within the district and charter school communities, we will form individual school-to-school partnerships for the sharing of best practices and professional development with schools in CSD 31 and across NYC. We have been in contact with several community and citywide organizations to develop partnerships which will supplement our school design and will further our mission

The ability to read is not one that comes naturally to anyone and many children and adults have had their lives altered by reading difficulties, which know no class, race or intelligence level. This makes BPCS exactly the type of school that New York State aims to offer, one that is **truly** designed to serve all students.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Bridge Preparatory Charter School
Proposed School Locations (District):	CSD 31
Name of Exiting Ed. Corporation (If applicable):	N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

[1] N.Y. Education Law § 2854(2)(a)
[2] 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Rose Kerr, hereby certify that the information submitted in this Full Application to establish Bridge Preparatory Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chair: Rose Kerr
Date: 3/14/18

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

Proposal to the New York State Education Department

Bridge Preparatory Charter School
Community School District 31

Submitted by Timothy Castanza & Rose Kerr

March 2018

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*** Excluded from page count**

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement, Objectives and Goals

Mission Statement: The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.

Vision: BPCS will provide a unique and rigorous educational option for students in Community School District 31 (CSD 31) many of whom are at-risk because of their struggles with literacy. BPCS will position these students for long-term and sustained academic success. In order to put our students on a path of expanded opportunity, we will create a caring school community where all students, family and school staff feel valued, safe, and respected. We will have high behavioral and academic standards for all students, encourage family engagement, and our faculty and staff will serve our students with our mission in mind.

Objectives: Our mission driven, student-centered school design includes an academic and operational model guided by a culture of achievement and is aligned with and will accomplish the objectives set forth in the Charter Schools Act of 1998 (as amended.)[1] BPCS will:

> **Offer** Staten Island families and their children a unique educational choice, especially for those children struggling with literacy, LBLDs like dyslexia and who are at risk for academic failure.
> **Provide** rigorous classroom instruction based on a balanced, cross-cultural and multi-sensory instructional approach to improve academic outcomes for all students, including a needs-based support structure and expanded learning opportunities through community partnerships and innovative and creative educational experiences that promote social and academic growth and achievement.
> **Create** a caring school community that: builds student's resiliency and fosters their social and emotional growth; forges collaborative relationships between school leadership and school staff; establishes strong family-school partnerships; and engages school staff in continuous professional development to expand their capacity to serve students.

Goals: We have developed goals aligned to each Benchmark in the Charter Schools Performance Framework, to measure our success and evaluate our efficiency in the delivery of our mission.

Academic: We are aware of our obligation to remain faithful to our charter and to meet the benchmarks set forth in the Performance Framework, especially Benchmark 1 (*Student Performance*), which will determine if we have met or exceed progress in achievement goals based on New York State (NYS) assessments in testing years (3-8 ELA and math and Grade 4 Science), for all accountability subgroups.

[1] New York Education Law §2850(2)

Additionally, we have included academic goals that align to our mission of improving academic outcomes for students struggling with literacy in CSD 31 and reflect growth and progress from trimester to trimester, as well as goals for each subject in non-testing years. We believe these goals are ambitious, but attainable and will provide evidence of the transformational impact that our instructional program and school design have on our students. Our Board of Trustees (BOT) will monitor progress towards each goal.

Reading, ELA and Math:

- 75% of all students will increase their score on MAP Growth Reading and math assessments[2], from one trimester to the next.
- Each year, 75% of students in non-NYS testing grades, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Primary Grade (MPG) Reading and math assessment.
- Each year, 75% of students, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Reading and math assessment.

Science:

- Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Science Investigation Portfolio, according to a differentiated, school-created rubric, aligned to NYS Next Generation Science Standards.

Social Studies:

- Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Social Studies Portfolio, according to a differentiated, school-created rubric, aligned to NYS Social Studies Framework.

Teaching and Learning: Benchmark 2 (*Teaching and Learning*) is essential to achieving our overarching goals of improving literacy outcomes for our students, increasing their proficiency and bringing as many as possible to mastery of the Next Generation Learning Standards(NGLS) in ELA, math, science and social studies. Our school design is embedded with a multitude of key features that support our instructional staff as they work with students daily.[3] At BPCS, the following goals should be met in order to assure our curriculum and instruction remains effective for all students:

- **Curriculum:** BPCS's rigorous curriculum and various assessments will be aligned to the NYS NGLS for all students and will be aligned horizontally across triad classrooms at the same grade level and vertically between grades. BPCS's curriculum will be systematically reviewed and revised by the DTL as needed.
- **Supports for Diverse Learners:** As a school designed to serve at-risk students in our community, BPCS will provide targeted supports to meet the academic and social-emotional needs for all students, including Students with Disabilities (SWDs), English Language Learners (ELLs), and economically disadvantaged students and will assure that all SWDs are meeting their individual goals listed on their IEPs.

Culture, Climate and Family Engagement: We strive to assure BPCS is a place where students, families and staff are immersed in a culture of achievement. We believe the following

[2] For more information about Measures of Academic Progress (MAP) Growth assessments, visit: www.nwea.org/map-growth/
[3] For more information about staff support and professional development, see Section III.D.

goals from Benchmark 3 (*Culture, Climate and Family Engagement*) indicate success in creating a school community aligned with our mission and a shared responsibility for student growth[4]:

- **Student Attendance:** Each year, BPCS will have a 95% average daily student attendance rate.
- **Student Behavior:** Each year, BPCS will see a decrease in the number of student disciplinary referrals and/or a decrease in the severity of incidents and suspensions from the year prior.
- **Family Involvement:** Each year, BPCS will have a 90% completion rate on our annual family survey and will show annual increases in the family attendance rate at school-sponsored events.
- **Family Satisfaction:** Each year, 85% of families that responded to our annual family survey will indicate their satisfaction with BPCS's school program.
- **Staff Retention:** Each year, BPCS will retain 90% of administrative, instructional and operational staff members who received positive end of year evaluations, in order to provide continuity in success for all of our students.

Organizational Soundness: We are committed to assuring that we are achieving operational efficiency every day at BPCS; crucial to our ability to effectively alter the academic path for students, and as such strive to meet the following goals related to *organizational soundness* **(**Benchmarks 4-7***)*** and *legal compliance* (Benchmark 10):

- **Financial Operations and Accountability:** Each year, BPCS will have a balanced budget and meet the requirements of our annual financial audit. BPCS will operate in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices
- **Board Oversight and Governance:** The BOT will perform an annual self-evaluation, as well as annual reviews of overall school structures, policies, by-laws and the ED to determine efficiency and areas for growth.
- **Organizational Capacity:** BPCS will have an established, well-functioning organizational structure with clearly delineated roles for staff, administrators, and BOT members, as well as systems and protocols that allow for the successful implementation, evaluation, and improvement of our academic program and operations.
- **Legal Compliance:** BPCS will comply with the provisions of our charter and all applicable laws and regulations.

Enrollment, Recruitment and Retention: As a mission driven organization, we will remain committed to implementing our key design elements and believe that achieving the following goals, aligned to Benchmark 8 (*Commitment to Mission and Key Design***)** and Benchmark 9 *(Enrollment, Recruitment and Retention),* will assure faithfulness to our mission and charter.

- **Community Partnerships:** BPCS will demonstrate continued and expanded partnerships with organizations in the community for the enrichment of our students.
- **Collaborative and Professional Partnerships:** BPCS will join and maintain membership and partnerships within specific professional and mission-aligned groups,

[4] School-wide culture goals developed via recommendations from *The Leader in Me,* described further in Section II.G.

which will further advance our objectives and provide resources to better support our students, families and staff.

- **Overall Enrollment Projections:** Each year, BPCS will enroll and maintain cohorts of students equal to our projections.
- **Enrollment and retention of students in at-risk subgroups:** Each year, BPCS will meet our prescribed enrollment and retention targets, established by the Board of Regents.

B. Key Design Elements: In order to establish a culture of achievement, we must offer students a broad, balanced educational experience that emphasizes holistic student development, offers engagement in rigorous and meaningful content and provides support in developing strategies for sustained success. At BPCS, each of our Key Design Elements align directly to our mission and reflect an intentional, student-centered approach. BPCS's Key Design Elements are:

A Multisensory, Cross-Curricular Instructional Design: The research is clear that explicit and structured language instruction is valuable for all students[5], especially students with language-based learning disabilities (LBLDs) such as dyslexia and for ELLs. A foundational component of our curricular design is the use of the highly structured Orton-Gillingham approach (OG) to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our curriculum will allow students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words; moreover, multisensory instruction based on the OG approach will be interwoven across all subjects. Multisensory education provides students with more ways to connect to what they are learning. Dr. Sally Shaywitz notes that in the classroom, no matter the subject, "reading is king." As writing competency is closely aligned with reading, we will also utilize the results-proven, research-based writing program, The Writing Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs.

A Balanced Approach to Interdisciplinary Literacy: Our approach to literacy using enhanced and individualized instruction through OG and TWR, will be aligned to the NGLS and grounded in the Core Knowledge (CK) Sequence for ELA, science, social studies as well as Singapore Math. The consistent reinforcement of these skills by teachers in all subject areas will assure that students learn to think and write with greater precision and confidence, no matter the content. This level of programming will be embedded into the daily curriculum, across all content and disciplines. Our curriculum will capture elements of curricula and approaches used in highly successful schools with similar student populations, including: GRASP Academy, Provident Charter School, P.S. 53, The Windward School, The Community School, P.S. 101 and Democracy Prep- *Pathways*.

During the school day, students will be engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students' imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.

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[5] Shaywitz, S. E. (2003). *Overcoming dyslexia: a new and complete science-based program for reading problems at any level*. New York:

A Student-Centered School Structure: A key component of our work is to develop students as self-advocates by supporting them in identifying the lifelong strategies needed to maximize their strengths and achieve success. Through a combination of our multisensory instructional approach, which allows students to use their individual strengths to make connections to instruction, and our supportive school culture we will build confidence, grow self-esteem and inspire our students. Our collaborative Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios all designed to meet the needs at all student levels. Our planned use of teacher looping, is aimed to minimize student anxiety as they transition between grades and provide much -needed consistency for students, family and staff

Our purposely-planned student schedule, which provides the equivalent of 843.5 extra hours and 50,580 extra minutes per year compared to the New York state average, provides students with sufficient time to engage in meaningful learning extensions and rigorous content, via a cadre of programming that supports the development of the whole child such as: a dedicated class period for Social Emotional Learning (SEL), using the Morningside Center's 4Rs program; set aside time for academic skills enrichment; Executive Functioning and organizational sequencing; and a *SPARK* fitness program.

A Supportive Network for Families: Families are a student's first teachers and strongest advocates. In order to make decisions for, and with their student, they must be well informed and involved. At BPCS, we believe a key factor in maintaining a culture of achievement is based on a true partnership and trusting relationship with our families, which will result in increased achievement for our students. We aim to incorporate the school-home connection intentionally in our structure and strategically dedicate a seat on the Board of Trustees (BOT) for a BPCS parent who will provide families with active voice in the decision-making body of the school.

Extensive, Supportive Staff Development: Teachers and staff are critical to achieving a culture of achievement at BPCS. Our Center for Staff Development is designed to provide staff with an extensive and balanced approach to professional development and an OG practicum, structured to increase their knowledge and skills in teaching literacy acquisition, leading to a preliminary certification credential in OG. The following staff support structures, will result in a highly qualified staff prepared to work with all student levels, and further our mission and ability to meet our goals:

- Pre-service and in-service staff development;
- Access to participation in content and practice-based Institutes and seminars;
- Daily supports and observations;
- Dedicated collaborative planning time;
- Access to on-site staff developers and mentors; and
- Hands-on practical experiences.

Connections to the Larger Community: We have been in contact with several community and citywide organizations to develop partnerships which will supplement our school design and will further our mission. Additionally, we will partner with several colleges and universities to develop a student-teacher pipeline program. We are especially excited about the ability to partner with CCNY and other CUNY institutions, who through their Dyslexia (Plus) Taskforce, have

been working with various stakeholders (including BPCS's founder and proposed ED) to support students with LBLDs in public schools. Using successes highlighted in *A Smarter Charter,* and our already- developed relationships within the district and charter school communities, we will form individual school-to-school partnerships for the sharing of best practices and professional development with schools in CSD 31 and across NYC. Specifically, we intend to join the NYCDOE's District-Charter Collaborative and the NYC Special Education Collaborative.

C. Community and Students to Be Served: CSD 31 represents the entire borough of Staten Island, one of the five boroughs of NYC, and is home to nearly half a million residents, including approximately 61,783 students enrolled in public schools across grades K-12 in 2016-17.[6] CSD 31 is home to families that span a broad range of socio-economic status, religions, cultures and backgrounds across many different community neighborhoods. A very family-oriented community, families on "the Island" have strong values, notably independence, respect, equity and a sense of partnership and service. A demographic breakdown of K-12 public school students in CSD 31, by ethnicity and student subgroup is as follows:[7]

	SWD	FRL	ELL	White	Hispanic	Black	Asian	Other races
Percentage	25.3%	58.8%	5.8%	46.8%	28.6%	13.7%	8.8%	2.1%
Total Students	16,652	38,767	3,804	30,822	18,830	9,044	5,832	1,396

In CSD 31, there are 50 NYCDOE elementary schools, of which 46 are zoned schools (91%) and four are choice schools, which served a total of 27,835 students in grades K-5 in 2016-2017.[8] There is currently only one charter school operating in CSD 31 that offers some elementary school grades[9], amongst the lowest of any CSD in NYC.[10] As such, CSD 31 has limited charter elementary school seats offered to students and families. As of the 2018-2019 school year, no charter school, including any expanding schools, will exclusively serve elementary school grades. As a community with high numbers of families that choose to enroll their children in private school or send their students to schools outside the borough, families in CSD 31 value choice. Of the 35 non-public K-5 schools on Staten Island: 21 are Catholic schools, five are Jewish schools, three are independent, two are Lutheran, two are other Christian, and one is an Islamic school, serving a total of 4,987 students in grades K-5.

Rationale for selecting CSD 31: CSD 31 represents a significantly underserved community with regards to academic supports for at-risk student subgroups. Based on 2017 NYS Assessment data[7], overall ELA and math proficiency rates for tested elementary school students in CSD 31 were 46% respectively. Comparatively, ELA and math performance for tested students in at risk subgroups was as follows:

[6] According to the NYCDOE's Demographic Snapshot: http://schools.nyc.gov/Accountability/data/default.htm
[7] Data provided by the NYCDOE's Demographic Snapshot.
[8] According to the NYCDOE's Demographic Snapshot.
[9] Lavelle Prep currently offers grades 3-5 in their elementary school, and grades 6-8 at middle school.
[10] This statement does not account for any existing school grade expansions approved during the 2017-2018 school year.

CSD 31 2017 Proficiency Rates At Risk Student Subgroups[11]		
Subgroup	**ELA**	**Math**
SWDs	14%	18%
ELLs	7%	16%
ED	36%	35%

We believe the performance of students in the subgroups above is directly related to these students not being offered educational programming with the level of focus and customized instruction they require, as evidenced by the vast difference in academic outcomes when compared to their peers in the district. This trend is aligned to national trends that show, despite improvements in reading proficiency, disparities remain across the same at-risk subgroups.[12]

Target Students: Many students struggling with literacy in CSD 31 face the choice of staying at their existing school, continuing to struggle or leaving the borough, city and state to find a school that best meets their needs, often times at a high financial cost. Our founding team designed BPCS so that these students and families are offered the choice to stay within their own community to be educated in a specially designed environment; a choice we believe is more equitable. Children who read proficiently by the end of third grade are more likely to graduate high school and be successful into adulthood[13], which is highlighted by NYS's focus on improving literacy outcomes for all students. With reading serving as the foundation upon which all learning is based, many students in CSD 31 remain at risk of academic failure as a result of their continued struggles with literacy. Although our school will welcome all students from CSD 31, our target recruitment will be for students with reading and language development.[14] Since reading difficulties know no class, race or intelligence level our students will range across all subgroups and neighborhoods and will reflect the demographics of CSD 31, as per the demographic chart above. Moreover, given our mission and focused outreach, a majority of our students will enter BPCS below grade level, however, our curriculum and instructional diversity is structured to serve all levels of learners.

Given our commitment to our mission and our targeted recruitment strategies, two groups who will *especially* benefit from a structured literacy approach and a multisensory curriculum are SWDs (24% of total CSD 31 students), and ELLs (9% of total CSD 31 students). As such we expect our actual enrollment percentage of students from these subgroups will exceed the district average, reflected in budgetary, staffing and programmatic decisions. Research shows that roughly 20% of the school-aged population has a language-based learning disability, which equates to potentially thousands of students in CSD 31. ELLs, in particular are "one of the few groups for whom reading proficiency rates did not improve over the past 10 years."[9] We are aware that achieving academic success for our students will not be an overnight experience and will take time and continuity. With proper instructional interventions and an appropriate academic environment, all of our students can learn to read and write proficiently. Our team at

[11] According to 2017 NYS Assessment Data found at: http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults

[12] Urban Education Institute. *New Knowledge*. Chicago, The University of Chicago, 2017. https://www.ueiknowledge.org/newknowledgereport.

[13] The Annie E. Casey Foundation. *Early Reading Proficiency in the United States.* Baltimore: The Annie E. Casey Foundation, 2014. http://www.aecf.org/m/resourcedoc/aecf-EarlyReadingProficiency-2014.pdf

[14] See Section I.F for further explanation of our enrollment plan and for a more specific description of student recruitment strategies.

BPCS relishes the chance to begin addressing existing inequity and rewriting the equation of opportunity for students in CSD 31.

Our unique offering to CSD 31: BPCS's approach is unique. Our all day, cross curricular programming for students is designed as the foundation of our culture of achievement, not as a service provided at designated times of the day. BPCS's comprehensive and continual PD design represents our commitment to effective implementation of multisensory instruction not currently offered to teachers and staff in the district. Additionally, BPCS's enrollment and staffing plan allows students to be served in Triad classrooms that are significantly smaller in size than the average elementary school class, which provides a significantly different commitment to support and individualized attention.

The Need for BPCS in CSD 31: BPCS is being founded so all students in CSD 31 can receive an option currently not available for Staten Island students, but is one that is found in all other boroughs. As we visited schools such as P.S. 101 in Brooklyn, Democracy Prep Pathways in East Harlem and Morningside Elementary School (Morningside) in Atlanta, Georgia, we found compelling evidence that their approaches are successful for students of all ability levels and are essential to improve achievement for students struggling with literacy. At P.S. 101, all K-2 students receive daily lessons in OG instruction rendering high-level results in their early childhood reading acquisition. Democracy Prep Pathways has a similar instructional model and support structures and target students similar to BPCS. Both schools have seen their data improve school-wide based on implementation of these curricular choices. The other successful model upon which we have based our design is Morningside, a National Blue Ribbon school with an innovative, reading- focused curriculum which places an intensive emphasis on improving academic outcomes for students struggling with literacy, specifically those with dyslexia and LBLDs. Since implementing this approach, overall student achievement has increased significantly at Morningside, reflected by improved proficiency on Georgia's Criterion-Referenced Competency Tests, over the course of two years.

Evidence of Support: Over the past two years,[15] we've held multiple public meetings and several public presentations across CSD 31 to assess support for BPCS.[16] We conducted two surveys sent to thousands of parents, educators, students and community members to determine interest in a school like ours opening in CSD 31. To date, we have received over 540 completed surveys. Respondents overwhelmingly (97+%) thought BPCS would be of value to the CSD 31 community and 92% of respondents said they had or knew of a child in CSD 31 who struggled with reading. BPCS has widespread community support. We have received the support of our Borough President, our entire New York State Assembly and Senate delegation, New York City Council delegation, our US Representative, all three Community Boards, the Federation of PTAs, Community Education Council 31 (CEC 31)[17] and Staten Island's representative on the Board of Regents. Community members continue to offer their support and willingness to help and the Staten Island Federation of PTAs has already invited BPCS to join with all PTAs across CSD 31-symbolic of the level of community level buy-in that has already formed. Our founding team has strong relationships within the community among the various offices and leadership within the

[15] For samples of BPCS's community engagement, see Attachment 2a
[16] In accordance with Education Law § 2851(2)(q)
[17] Evidence of community support for BPCS can be found in Attachment 2c.

NYCDOE, NYSED, the Committee on Special Education and CEC 31. We will use our deep relationships within the community to reach parents and families and ensure we are able to effectively achieve academic excellence for our students aligned with our mission.

We do not anticipate opposition to our school given our specialized design and unique school model that we bring to CSD 31. On the contrary, the voices have been strong and specific that our community wants the option we offer for their children and constituents. We will continue our outreach to schools in CSD 31 serving elementary school students, to keep the flow of good will by sharing our instructional resources and provide opportunities for classroom observations and shared PD, a key element of our design.

D. Applicant Group History and Capacity: The Applicant Group came together both organically and deliberately. Our journey began in 2014 when education advocates and parents of children with dyslexia, approached Borough President James Oddo, asking for his support for an educational option on Staten Island designed for their children. This meeting resulted in a group of community members coming together to investigate the current options available and to ascertain if there was truly a need for a school to help children who struggled with literacy. The group soon realized the educational options currently available for children struggling with reading were extremely limited and the need was great. Visits were made to schools in New Jersey, Brooklyn, Manhattan White Plains, Pittsburgh and Jacksonville to gain a greater understanding of their school design. Based upon this fact finding, a school model was developed and shared with the community at large to get their feedback. Meetings were held with principals, parents, teachers, neuropsychologists, literacy specialists in multisensory instruction, speech and language pathologists, NYCDOE and charter policy specialists, and special education advocates to help formulate and design BPCS.

Many on the team were familiar with each other's work, but had not formally worked together until we formed the applicant group in November 2015, when we had our first official planning meeting. Since then, we have held planning meetings on a regular basis and continued collaborating with the community to get feedback and input as our school design was formed. We deliberately added members to our board to round out our capacity and capabilities. This included a former charter school COO, a lawyer who served on CEC 31, a founding principal of an innovative and successful NYCDOE school, a retired principal of a Blue Ribbon elementary school, the former parent liaison of a public school designed for dyslexics in Florida, a philanthropist and business strategist from Bloomberg LP, a neuropsychologist, an associate professor from Columbia University, and a former NYS Assembly Member who is well-respected businessman and member of the community. In addition, we added advisory board members including a literacy expert in Orton-Gillingham and a clinician who specializes in LBLDs. As requested, more detail of each member of the applicant group can be found in Table 1.

Our application writing process began with retreats with the whole planning team, including proposed Trustees. Once all members worked together to formulate our schools' mission/vision and design elements, members then began meeting within specialty groups where areas of expertise would intersect for maximum capacity with alignment. Rose Kerr, Laura Timoney & Tim Castanza took the lead roles with the development of the BOT and applicant group. We engaged Simeon Stolzberg as a paid consultant for various sections of

the application. Additionally, in an unpaid capacity, we collaborated with financial consultants and staff of an existing charter school in CSD 31 for advice based on their experience writing applications and operating a successful charter school.

E. Public Outreach: We began informing the community and kicked off our official public outreach in earnest in the fall of 2016, after visiting various charter, private and public schools focused on helping students who struggle with literacy. After observing their approach to instruction and forming a framework for our school, we sought input from educators, parents, students and community members. We shared our mission, educational approach, key design elements, grade span and described students who would benefit from our school design. Our target student population is any student who struggles with literacy including those students who are SWDs (especially those with LBLDs), ELLs and economically disadvantaged. We also reached out directly to every elected official representing Staten Island at the city, state and federal level and shared our mission of helping students acquire literacy skills. As a result, we received support letters from all elected officials. BPCS also has the support of CBOs and non-profit organizations including the YMCA, UAU, The Staten Island Foundation, MakerSpace, and Literacy Partners**.**

Providing Stakeholders Opportunity to Comment: In 2017 we created two online surveys, which were shared via email and social media to gain input from parents, educators, students and the community at large. CEC 31 and the PTA Federation shared our survey with their listserv, including thousands of parents. We received over 540 responses and incorporated feedback into our school design including: class size, use of a multisensory instructional approach, focus on social-emotional aspects of learning, in-depth and appropriate teacher training, addressing the impact of reading struggles on the family and ensuring our school developed the whole child. We held three public information sessions in diverse Staten Island neighborhoods on weekends and evenings. Members of the founding team attended all sessions. Various news outlets covered our initial session and have attended BPCS presentations to date. All information sessions included key design elements of the school, grade span, target student cohort and had a Q&A session to solicit input. An email address was shared with attendees and provided in news coverage to seek more feedback.

Public Meetings Informing the Community: Members of the founding team gave presentations at several public meetings including: CEC 31, all three Community Boards, local civic organizations, the Federation of PTA's and the Staten Island Developmental Disabilities Council. Each presentation was publicized well in advance of the meeting and all presentations included the school mission, educational approach/key design elements, grade span, students who would benefit from our school design and our proposed school location on Staten Island. At each of those meetings, stakeholders asked questions and gave feedback to inform our thinking about BPCS design. Please see Attachment 2b and Table 2 for a comprehensive overview of all public outreach, and evidence of the Public Review Process.

Addressing comments received from the community: All comments were addressed at respective meetings or via written response if received by email or on social media. Many comments expressed the need for this type of school on Staten Island and the need for a school for older students who continue to struggle greatly in their local schools.

F. Enrollment, Recruitment and Retention: In the first year of our initial charter term, BPCS will offer seats for students in grades 1 and 2. Our maximum enrollment during the initial charter term will not exceed 242 students. Our budgeted enrollment in Y2-5 accounts for organic and slight attrition, and seats will be filled in grades 1-4 until the start of our second trimester.[18] We believe that admitting students and continuing to fill seats beyond this point will be disruptive to the learning and growth for continuing students.[19]

Projected Enrollment Over the Charter Term:

Grades	Ages	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
1	6-7	40	40	40	40	40
2	7-8	46	46	46	46	46
3	8-9	N/A	52	52	52	52
4	9-10	N/A	N/A	52	52	52
5	10-11	N/A	N/A	N/A	52	52
Totals	N/A	86	138	190	242	242

Enrollment Rationale: To ensure alignment with our mission, we plan to offer first and second grade in the first year of our charter term; acknowledging our entry points and enrollment patterns are irregular compared to other elementary schools, which traditionally begin at kindergarten. The decision to start with first and second grade was made thoughtfully and purposefully with several desired outcomes, paramount of which is assuring that our students will enter our school early enough so that they will have enough time immersed in our specialized instructional programming and curriculum to learn critical early reading acquisition skills. This is an essential element required for us to achieve our goals and objectives and meet our commitment to our students and families.[20] "The schools that children attend make a difference in their reading achievement."[21] Research shows that without early intervention, the reading gap between struggling readers and their peers will continue to widen over time and many students who display reading problems in third grade will remain poor readers.[22] In order to assure that students struggling with literacy are able to catch up with their peers, they must be fully immersed in an academic environment designed to meet their needs. As a school whose target group is struggling readers, this mission-aligned belief is reflected in our proposed enrollment plan, as well as our proposed staffing plan and budget.

With increased emphasis on literacy in early-childhood programs like pre-K and 3-K locally and nationwide, students are being exposed to literacy at an earlier age, which often times brings to light the struggles students will face with literacy earlier than ever before. Our decisions are re-affirmed by feedback obtained from parents, teachers and as well as the expertise of members of our

[18] BPCS's admissions policy can be found in Attachment 1.
[19] BPCS reserves the right to enroll new students in grade five, should the increases not result in the jeopardizing of students' educational experience.
[20] As part of the annual evaluation process, should the BOT determine that a change to the grades offered is in the best interest of the school and community, BPCS may seek to amend its charter and add the recommended grade(s), and revise our enrollment policy accordingly.
[21] Teddlie, C. & Stringfield, S. (1993). Schools make a difference: Lessons learned from a 10-year study of school effects. New York: Teachers College Press.
[22] Juel, C. (1988). Learning to read and write: A longitudinal study of fifty-four children from first through fourth grade. Journal of Educational Psychology, 80, 437–447.

BOT with clinical and educational experience and are supported by research that indicates that literacy struggles are able to be identified by first grade.[23] Thus, families may be more likely to identify that the traditional educational setting is not working at a very early school entry grade. We expect this trend to continue given Universal pre-K enrollment in CSD 31 is amongst the highest in all of NYC[24], and with CSD 31's selection as a pilot district for the NYCDOE's new 3-K for All initiative, which will target 3-year olds in the district beginning in 2019.

We will offer additional seats at second and third grade each year, to provide access to our program to families who were not part of BPCS's initial first grade cohort. In addition to natural rise in demand coming as a result of increased awareness of our programming, design and successes, we expect to see a rise in applications from families of students in second and third grade, as students continue to be more at risk for academic failure evidenced by report cards, professional evaluations and even a diagnosis of LBLD. This belief and feedback shared by the community drives our decision to offer additional seats at these grades with accompanying staffing adjustments. We aim to ensure our students are prepared to compete academically with their peers across NYC and are "secondary school ready" when they leave BPCS. Though many in our community have asked BPCS to serve students through grade eight, we feel strongly about first creating and developing an effective elementary school option with a developed program and record of increased student achievement for our students, families and staff.

Application, Admissions, and Enrollment and Preference Process: Our printed application will be shared via mail with all eligible families in CSD 31, our community partners and on our website and social media. Student admission will be run by lottery, which will be held in accordance with state regulations.[25] BPCS proposes to utilize a weighted lottery**,** with the goal of serving an overall student population with at least 40% of its incoming students having an IEP. This target percentage is designed to ensure our steadfast commitment to expanded learning opportunities for at-risk students, while also ensuring we meet the enrollment and retention targets mandated by State Education Law, see table below. If these targets are not met, and our overall student population does not represent the target community identified in our mission, we will evaluate our recruitment and admission practices and seek to amend the charter to institute a new lottery structure and/or grade span.

Recruitment Plan: Our recruitment of students and outreach to families in the community will be inclusive and extensive, and will emphasize our mission and the benefits of our instructional programming, proven effective for all students. In addition to our website and social media, we engage in multiple forms of outreach such as open houses, recruitment events, newspapers and online sources, information sessions and community presentations, including outreach to faith based and community organizations to: present our mission and school design and raise awareness about literacy challenges; disseminate admission materials; garner community feedback on family and student needs; and develop community partnerships. Based on the overwhelmingly positive response[26] from members of the Staten Island community, affirming the need for BPCS due to the lack of options currently available for struggling readers, and as a

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[23] Hiebert, E., Pearson, P., Richardson, V. and Paris, S. (1998). *Every Child a Reader: Applying Reading Research in the Classroom*. Ann Arbor: The Center for the Improvement of Early Reading Achievement (CIERA).
[24] According to the 2016-2017 NYCDOE Demographic Snapshot: http://schools.nyc.gov/Accountability/data/default.htm
[25] As outlined by § 119.5
[26] For further detail on our community engagement to date and examples of parent interest, see Section I.E.

school designed to alter the academic path of students, especially those struggling with literacy, we believe our total enrollment will be representative of a diverse group of students and will meet or exceed the district averages detailed in the table below:

Enrollment and Retention Targets[27]		
	Enrollment	**Retention**
Economically Disadvantaged	146 students (59.8%)	140 students (95.8%)
Students with Disabilities	58 students (23.4%)	56 students (96.2%)
English Language Learners	16 students (7.3%)	15 students (96.3%)

Recruitment and Retention of SWDs, ELLs, and Economically Disadvantaged Students: Our recruitment[28] will ensure equitable and widespread access to resources and information to all prospective students and families in the community and all marketing and recruitment materials will be provided in the various languages spoken in the larger community. Specific recruitment strategies for target subgroups are as follows:[29]

Students Identified in Our Mission: To meet our projected enrollment targets and remain committed to our mission of providing a specially designed academic option for students on Staten Island, we will continue to engage in efforts to attract students struggling with literacy from all backgrounds across CSD 31. Through presentations, advertising and community recruitment events we will emphasize to families our mission and vision and why our multisensory curriculum and balanced approach to literacy will better meet the needs of their child. To support these efforts, we will share and promote information about our instructional program, admissions process and student applications to all public and private elementary schools within CSD 31, as well as early childhood education programs and nursery schools, SETTS providers, social workers, local neuropsychologists who identify LBLDs and private tutoring services. We will work with organizations such as the Staten Island Reading Association, Wishes of Literacy, CEC 31 and the Staten Island Foundation to identify families within their networks.

SWDs: BPCS will have ample resources to address the needs of students with disabilities, which will be highlighted during our outreach to the community through targeted mailings, information sessions and social media outreach. We plan to leverage our strong community partnerships to reinforce our recruitment efforts and will enlist the support of organizations such as the Child Mind Institute's Healthy Brain Network, Parent to Parent, Families Helping Families, the Staten Island Developmental Disabilities Council and the special education staff at the CSD 31 Field Support Center (FSC).

ELLs: We will host targeted informational sessions, and mailings (translated) for non-English speaking students and offer interpretation services in the predominant, non-English languages spoken across the borough, including Spanish, Russian and Chinese. To support our outreach to and recruitment of ELLs, we will build on our strong bonds with groups such as the ELL staff at

[27] Calculated by the NYSED Charter School Enrollment and Retention Targets at: http://www.p12.nysed.gov/psc/enrollment-retention-targets.html

[28] Additional information about our Recruitment Policy can be found in Attachment 1.

[29] While these strategies are broken out by subgroup in this application, BPCS believes that they will be effective for recruitment of all students and will be used accordingly where applicable.

the CSD 31 FSC and local ELL advocates like El Centro, the Staten Island Immigrants Council and Island Voice. Our recruitment materials will highlight the benefits of our instructional design for ELLs and our application will be made available in a variety of languages.

Economically Disadvantaged Students: We will perform outreach and distribute information about our school mission, structure, offerings and community partners, at the various NYCHA housing developments, local after school programs, food pantries and in mixed income neighborhoods across the borough with the support of several well-known community groups including: the NAACP, Project Hospitality, various Head Start programs, the Children's Aid Society/Goodhue Center, United Activities Unlimited and Literacy Inc. We will maintain a strong presence both on social media and in a variety of print-based publications and canvas in areas of mass public transportation such as the Staten Island Ferry, Staten Island Railroad stations and bus terminals.

Retaining Students: Student retention at BPCS will be a student focused, daily effort, as we know that improving literacy outcomes for our students and building our school community will take time and continuity. Family communication, participation and support are key factors in assuring we retain all of our students and our school structure enables us to involve families in a variety of ways. Our involvement of families in school and community events and school decision making via parent representation on the BOT, will provide families with direct involvement in assuring their needs and concerns are heard. Additional retention strategies per subgroup are as follows:[30]

Students Identified in Our Mission: We believe that retention of students identified in our mission will be based on several factors, most notably student success, improved academic performance and family participation. As our students grow both academically and socially, with structural supports such as a dedicated Literacy Specialist and our Triad structure and unique instructional offerings like our CLEs and 4Rs program, it will become clear that BPCS is the right place for them to remain in a success cycle within a culture of achievement.

SWDs: When students have been identified as a SWD, both student and family become part of the team that provides fundamental support structures. Dedicated staff such as our Dean of Specialized Instruction, special education teachers and Speech and Language teacher will continuously monitor Response to Intervention and the feedback loop between assessments and modification of instruction. We will use our family and community partnerships and the CSD 31 CSE to assure our supports are appropriate and work for each individual student. As our SWDs succeed through these measures, they and their families will want to remain with BPCS and continue their progress.

ELLs: Multisensory instruction is particularly effective for ELLs, something seen throughout our visits to successful school models. Our staff's preparedness in Universal Design for Learning (UDL), as well as the use of the NYSESLAT as a data tool to inform instruction, Sheltered Instruction Observation Protocol and other research-based instructional strategies for supporting ELLs, will drive academic achievement. Our school culture via The Leader in Me (TLIM)

[30] While these strategies are broken out by subgroup in this application, BPCS believes that they will be effective for retention of all students and will be used accordingly where applicable.

inclusiveness and our Family Coordinator will plan events and activities that celebrate the traditions of our students. Teachers will connect curriculum to multicultural literature, increasing the likelihood of our ELLs seeing the value and connections of literacy in their daily lives.[31] We believe these strategic decisions will provide culturally sensitive and welcoming community that will ensure our ELLs succeed and remain at BPCS.

Economically Disadvantaged Students: In alignment with our mission and commitment to families and students in economic need, which assures that students have tools necessary to achieve academic success, we will work to reduce any financial strains on families. In addition to our extended school day, which provides families with the supports related to an earlier start time and later end time, we will offer students any needed school supplies or clothes that meet the school dress code, as well cover costs associated with any field trip or school wide activity. Our supportive school culture and caring staff will provide all students with the assistance they need to thrive.

G. Programmatic and Fiscal Impact: BPCS expects to have an overall positive impact on schools, student, families, educators, organizations and institutions in CSD 31. This is based upon the alignment to our key design element focused on developing partnerships with schools and organizations across CSD 31 and NYC, in order to share best practices and resources. In accordance with Education Law we have completed a thorough assessment of the other elementary school options for students in CSD 31. In Y1, BPCS will open with approximately 86 students, constituting approximately 0.24% of CSD 31's approximate total enrollment of K-5 students across public and non-public schools. In Y5, BPCS would serve approximately 242 students, constituting only approximately 0.72% of CSD 31's current population.

As previously noted, the borough of Staten Island accounts for only one of NYC's CSDs, resulting in a large number of elementary school choices for students.[32] However, based on our extensive investigation we are not aware of any school in CSD 31 offering an academic program, support structure and school design like BPCS. Additionally, as members of the CSD 31 community, and upon analyzing data, we know that a high number of elementary schools in CSD 31 are overcrowded, many with building utilization rates well over 100%[33] and K-5 class sizes averaging at approximately 26 students per class.[34]

Overcrowding in schools and classrooms is always difficult, but may prove to be especially difficult for students struggling with literacy and in need of additional supports and attention. BPCS's opening would provide CSD 31, which currently has a projected need for additional seats at the elementary school level[35], with approximately 242 new elementary school seats and classrooms with average class sizes well below the district average. While we understand that

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[31] Moll, L.C., & Greenburg, J.B (1990). Creating zones of possibilities: Combining social contexts for instruction. In L.C.Moll(ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp.319-348). New York: Cambridge University Press

[32] Further detailed in Section I.C

[33] According to the 2016-2017 Enrollment, Capacity and Utilization Report: http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69

[34] According to the NYCDOE Class Size Report: http://schools.nyc.gov/AboutUs/schools/data/classsize/classsize.htm

[35] Per the February 2018 Amendment to the NYC School Construction Authority's Capital Plan: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Capital_plans/02222018_15_19_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=OZhC%2FTlqMoFVv5n5yGt3HanljlU5LaudtcVVXeD3loc%3D

students currently attending CSD 31 schools will enroll in BPCS, we do not anticipate any one school will be impacted severely, as we plan to recruit students from across the borough and we anticipate having limited seats available each year beyond Y1.

Fiscal Impact on public and non-public schools: As a proportion of the overall NYCDOE budget, BPCS's financial impact will be minimal, as evidenced in the chart below:

Projected Fiscal Impact upon District of Location[36]							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate[37]	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District [38]	Total Projected Funding from District	Total District General Fund Budget[39]	Projected Impact on District Budget
2019-20	86	$15,412	$1,325,432	$951,136	$2,276,568	$24,300,000,000	0.009%
2020-21	138	$15,412	$2,126,856	$1,526,214	$3,653,070	$24,300,000,000	0.015%
2021-22	190	$15,412	$2,928,280	$2,101,293	$5,029,573	$24,300,000,000	0.021%
2022-23	242	$15,412	$3,729,704	$2,691,156	$6,420,860	$24,300,000,000	0.026%
2023-24	242	$15,412	$3,729,704	$2,706,236	$6,435,940	$24,300,000,000	0.026%

BPCS has requested data from the NYCDOE in accordance with the Freedom of Information Law (FOIL) to account for the total costs related to sending students from Staten Island with LBLDs, namely dyslexia, outside of the district in order to attend an educational option that best meets their needs. The data, which was requested on multiple occasions via BPCS's legal counsel, accounted for costs including: transportation, tuition and all related legal fees. BPCS's opening in CSD 31, will provide students who live on Staten Island an option within their own district that meets their academic needs. The opening of BPCS will reduce or eliminate some of the costs currently being accrued by the district, by reducing the number of students having to attend school out of district. While we do know that NYC spent approximately $176.3 million on private school placements alone in 2015[40], the current costs are not included in the projected fiscal impact table as the NYCDOE has still not provided the data requested in our FOIL. Therefore, we believe that the overall fiscal impact on the district, described in the table above is understated.

II. EDUCATIONAL PLAN

A. Educational Philosophy: BPCS believes it is our moral obligation to provide all students with a strong academic and social and emotional foundation that will prepare them to be successful in a world we can only imagine. Senator Patty Murray, a former educator, emphasized the importance of

[36] Fiscal impact figures were calculated using New York City as the "district of location"
[37] As indicated in Section III.J, our budget accounted for the current Charter School Basic Per Pupil Tuition rate, without accounting for any increases. Figures in this column would increase should this rate increase or decrease in a given year.
[38] These costs include specific revenue items including Special Education Revenue and Rental assistance.
[39] As of this application's submission, the NYCDOE's FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYCDOE's FY 18 Operating budget, found at: http://schools.nyc.gov/AboutUs/funding/overview/default.htm
[40] https://www.cityandstateny.com/articles/politics/new-york-city/new-york-city-is-paying-for-more-students-with-disabilities-to-attend-private-school%3B-advocates-say-problems-persist.html

putting literacy first, stating "I know if students don't have a strong foundation in reading and writing, there is very little else we can do to help them succeed in the modern world."[41] Reading is the foundation upon which all learning is based. BPCS's educational philosophy is presented in its mission and delineated in its key design elements.[42] These design elements address rigorous standards-based content aligned with the NGLS and NYS exams. We are committed to creating a safe and supportive school community in which all children can thrive.

Of great concern is how under-prepared the majority of high school graduates are. The latest report from the National Assessment of Educational Progress shows that only 37% of students scored proficient or higher in reading. Disaggregated data showed only 17% of African American and 25% of Latino students scored proficient or above in reading. Most disturbing, the number of students scoring below a basic level in reading increased to 29% in 2015. Children who are not reading at grade level rarely catch up with their peers academically and are four times more likely to drop out of high school.[43] These statistics make clear that reading proficiency must be a focus for all children, with additional supports provided for those who struggle either because of a language-based learning disability (LBLD) like dyslexia, limited English proficiency or an adverse educational impact associated with poverty.

BPCS is based on a holistic, whole child approach for all students that recognizes the integral role social and emotional learning (SEL) plays in each child's growth and academic progress. A meta-analysis of 213 SEL programs involving over 270,034 students K-12 by the Collaborative for Academic, Social, and Emotional Learning (CASEL) showed that, "compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement." We believe that students that struggle with reading need curriculum and instruction that is differentiated, targeted to student needs and supported with strategic interventions. In addition, a strong focus on social emotional development is needed to foster resiliency.

B. Curriculum: BPCS's process for selecting curriculum was based on a combination of multiple school visits (local and out of state), research review, meetings and/or phone conferences with consultants with demonstrated expertise in various curricular areas as well as expertise brought to the table by key members of the founding BOT. Paramount in the selection process was identifying research-based curriculum that provides support for a range of learners and allows for a truly multi-disciplinary approach to learning. Equally important for both short-term and long-term planning, was the availability of high quality on-going professional development for school staff.

Curriculum Mapping and Alignment: BPCS will use collaborative curriculum mapping for horizontally aligning curriculum across subjects and vertically aligning curriculum across grades and for reviewing and revising curriculum. Teaching staff will be scheduled for five common planning periods a week and three individualized prep periods weekly. Faculty will develop curriculum maps using Core Knowledge (CK) Sequence, Singapore Math scope and sequence and pacing guides, and an OG comprehensive training binder. Additionally, planning and pacing

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[41] Murray, Patty. "Literacy Education: The Foundation for All Learning." *Education Week*, May 11, 2018.
[42] BPCS's Key Design Elements can be found in Section I.B
[43] The Annie E. Casey Foundation. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: The Annie E. Casey Foundation, 2012. http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf

will be guided by Next Generation Learning Standards (NGLS) crosswalk guides, interdisciplinary literacy and student-specific benchmark and formative assessment data[44]. Singapore Math, as well as CK-ELA, social studies and science each provides the sequence and timelines teachers will follow in creating lesson plans and unit completion. Our on-site OG staff developer will work with teachers and administration to correlate subject areas with daily lesson plans. Our curriculum mapping process will be based on the work of Dr. Heidi Hayes Jacobs[45], who describes a seven-step process for creating and working with curriculum maps. Teachers will be supported by the Director of Teaching and Learning(DTL), and Dean of Special Instruction (DSI) who will ask essential questions and design maps that reflect the individual needs of students, while maintaining meaningful learning extensions.[46]

Summer and weekly PD will be provided to build teacher capacity to collaborate in developing differentiated maps, checking for redundancies, inconsistencies and gaps. The integration of UDL[47], cross-curricular/horizontal linkages, reinforcement of intended student learning outcomes, prior learning and review of lesson and assessment structures—are all key and must be accommodated in collaborative mapping. CK's sequential scope and sequence through the grades will ensure grade coherency and at least one non-teaching period will be set aside each month for vertical alignment among the grades. Curriculum mapping will be a supervised by the DTL. Teachers will also be supported by the Literacy Specialist and OG and TWR staff developers to ensure the crosswalks in each lesson between content-specific domains, NGLS, OG and writing skill reinforcements. Maps will be written alongside our special education teachers, who will review IEPs to determine appropriate interventions and UDL on-ramps necessary for true differentiation. Lesson plans will be submitted to the DTL and DSI one week prior to lesson delivery for review, feedback and revisions. There will be a regular (daily) formal and informal classroom observation schedule set up by the ED, DTL and DSI to render feedback on lesson design, delivery, coherence, and alignment with students' specific learning needs, and overall school mission and goals.

During the planning year, a team of educators will use curriculum mapping to create grade specific curriculum maps and a framework for each content area that shows continuity (vertical alignment) from one grade to the next, which will be aligned to NYS standards and tests. Curriculum maps will include instructional strategies that allow for differentiated instruction for the BPCS's diverse student population. Maps will also include methodologies that support our research-based curriculum and programs such as OG, CK and TWR. During Y1, teachers will begin the collaborative process of continuous review of units of study from a grade level and a content area perspective under the supervision of the DTL. In spring term of each school year, there will be a focus on developing curriculum maps and materials for the following school year. Staff will refine curriculum already implemented and during the spring semester of Y1 will be developing the curriculum for the new grade to be added in September of Y2. This process will be repeated in succeeding years.

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[44] Sample materials can be found in Attachment 3b and more information about our use of specific assessments at BPCS, can be found in Section II.E.
[45] Jacobs, Heidi Hayes. *Mapping the big picture: integrating curriculum and assessment, K-12*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
[46] Described further in Section II.C
[47] Explained further in Section II.C

Core Content Curriculum: The table below lists BPCS's core curricular resources:

Core Content Area	Supporting Curriculum
ELA	Next Generation Learning Standards Orton-Gillingham Approach to Reading Scope and Sequence from Core Knowledge The Writing Revolution
Math	NY State Learning Standards Singapore Math
Science	NY State Learning Standards FOSS Scope and Sequence from Core Knowledge
Social Studies (Geography and History)	NY State Learning Standards Scope and Sequence from Core Knowledge
Additional Subjects	
Visual Arts & Music	Scope and Sequence from Core Knowledge
Social and Emotional Learning	The 4Rs Program Executive Functioning Skills Training
Physical Education & Fitness	NYCDOE PE Works K-12 SPARK Program

The DTL will supervise, coordinate and monitor all curricular areas to ensure implementation fidelity and adherence to the academic achievement goals of each curriculum area. Guidelines and expectations will be set by the DTL for our teachers to address accountability, alignment and crosswalks in curriculum and practice to the NGLS and Benchmark 1 of the Performance Framework. The DTL will work closely with teachers to establish a collaborative process for teacher involvement during pre-service, common planning time, etc. to ensure a team approach to curriculum refinement and revision.

BPCS based its common curriculum for all students on the researched-based CK scope and sequence (described in Attachment 3) in ELA, math, social studies, science, music and visual arts. BPCS will use the CK approach because it provides a grade-by-grade sequence of what students need to know at each level and a detailed outline of recommended content knowledge and skills for each subject area. The CK approach is aligned with the mission and educational philosophy of BPCS, because it is based upon knowledge-based schooling for the elementary grades which promotes equal access to knowledge, especially for children disadvantaged for any reason who are too often faced with low expectations and less than challenging curriculum. In 2004 a national study conducted by Wedman and Waigandt found that over a six-year review period, CK schools performed increasingly higher than the norm-across six content areas. In addition, part of the CK curriculum is used to promote excellence and equity "by specifying the knowledge and skills that all children should share, we can guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language."[48] We are committed to building the capacity of all our students to develop lifelong practices of reading for content across all subject areas as well reading for pleasure. As full implementation of NGLS and testing draws closer, we will work steadfastly to build instructional staff capacity through training in CK and OG. Our school mission and key design elements specifically align with the focus of the new standards. Specific proposed curricula for each subject area at BPCS are as follows:

[48] www.coreknowledge.org

English Language Arts: BPCS will use an integrated combination of curriculum for enriched ELA instruction for all students including the OG approach, which improves reading for all students and meets the needs of students with language-based learning disabilities. Teachers will receive a full scope and sequence and pacing guides to imbed OG into their instruction and will be on track to become certified in OG instruction by the end of their first year at BPCS. Teachers will follow lesson plans, curriculum pacing guides and mapping.[49] This model aligns with NYS literacy standards in science, social studies, and technical subjects, and how literacy intersects with all content areas. Attachment 3b contains an example of a second grade OG/Social Studies interdisciplinary lesson. Throughout the lesson design, one will be able to trace the elements of OG skills deliberately threaded through a content lesson as a deciphering overlay so that mechanisms of reading do not obstruct content synthesis. Specifically structured OG instruction will be blended with the CK scope and sequence topics and domains. Instruction within the CK language arts is rendered using: teacher resource guides, independent leveled/guided student readers, trade and flip books, timeline grids/pacing calendars, curriculum mapping guides, read-alouds, anthologies, an array of digital components.

Along with these curricular resources, a series of books entitled: *What Your Preschooler Through 6th Grader Should Know* will be provided to teachers to ground their practice in sustainable goals, and to families to help them support their child's progress. Writing will be taught using The Writing Revolution (TWR.) In alignment with the CK grade specific writing content topics, teachers will guide students using TWR curricular guide and materials to learn how to: organize ideas; revise and edit; take organized notes; outline and summarize. TWR specific consultants will work with teachers during pre-service and in-service periods.

Mathematics: BPCS will use Singapore Math, a program that is aligned with our instructional practice of multi-dimensional entry points (e.g., visual, auditory) for diverse learners. Its in-depth, coherent modules that integrate reflection, reasoning and practice, promote students' understanding of fundamental math concepts and uses layered strategies to teach students how to solve word problems. BPCS will use the Singapore Math's teacher guides, student's textbooks and workbooks (both advanced and guided independent practice). Students will use a variety of manipulatives, and interactive tools to support them in visualizing math concepts and aid learning through transfer of the abstract to the concrete and back. As part of curriculum mapping and creating pacing guides, we will work to ensure alignment between NGLS and Singapore Math topics through the use of crosswalks between the new standards and the NGLS. [50]

Science: BPCS will adapt the CK scope and sequence which is grounded in inquiry and knowledge *acquired over time*, authentically building, deepening and applying core ideas in the four science domains: Physical Science Life Science, Earth and Space Science and Engineering. Unit materials give teachers specific science content, intersections to Next Generation Science Standards, required vertical alignment to prior knowledge, and what students will need to learn in future years. Further, there are specific potential and cross-curricular integrations in the teacher resources. In addition, the Full Option Science System (FOSS) will be used to support the science program.

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[49] An example of an OG 10- month pacing guide can be found in Attachment 3.
[50] Described further in Attachment 3 (grade 1 scope and sequence) and 3b(crosswalks).

Social Studies: BPCS will adapt the CK scope and sequence for grades 1-5 in social studies. The social studies curriculum will focus on history and geography in both the world and in America. In all grades, content learning will be followed by discussion and extensions through project-based learning (PBL) and our uniquely designed CLEs, further explained in Section III.C. In early grades, content will be presented through anthologies containing read- "alouds", flipbooks, image cards, and word posters.[51] In upper elementary grades, the domains continue in both the world and in America. Teachers will be provided with guides to develop detailed lesson plans for each chapter in the student reader. Units contain activity pages, virtual field trips, maps, simulations with civics connections, image cards, and interactive resources. All content will be aligned to the NYS-K-12 Social Studies Framework.

Physical Education and Fitness: Physical education (PE) is a vital instructional area and BPCS will adopt the framework of the NYCDOE's PE Works initiative's K-12 PE Scope and Sequence. The early childhood and elementary lessons will build upon foundational lessons with a focus on orientation, creative moves, moving together, flexibility and circuit introductions. In his book *Spark: The Revolutionary New Science of Exercise and the Brain*, Dr. John Ratey shows that like other muscles, the brain grows with use and withers with inactivity. His findings demonstrate that "getting your heart pumping can mean the difference between a calm, focused mind and a harried, inattentive self. Ratey cites research showing that students with reading difficulties, dyslexia and ADHD were found "to have significant improvement in reading, writing fluency, eye movement, cognitive skills and physical measures such as dexterity and balance" when participating in strategic, focused fitness routines. Through the collection of data obtained from pilots and shared best practices, we will look to serve as a model for how a structured physical movement program can benefit student achievement by promoting fitness.

Music and Visual Arts: Curriculum will be aligned with CK scope and sequence in the core content areas to provide students with multiple opportunities to engage in interdisciplinary learning; music and visual arts curriculum aligned with NYS standards.

Rationale and Research: The proposed curriculum is aligned to our educational philosophy, mission statement and key design elements and will allow BPCS to meet Benchmark 1 of the Performance Framework, by offering opportunities to address the critical need of all students to gain proficiency. BPCS's design reflects a framework for addressing the diverse needs of our students and our Triad model ensures that each student's data will be closely monitored to maximize achievement through interventions. The programs and research supported approaches selected have a strong track record of success and have been used successfully with both general education students and students with special needs, who have demonstrated a lack of progress in reading. Some specific supporting research is as follows:

- Countries around the world first became interested in Singapore's math curriculum when results of the Third International Math and Science Study (TIMSS) were published in 1995. Conducted by the International Study Center at Boston College, achievement tests in both math and science were administered to students in over 40 countries and students from Singapore ranked significantly higher in math achievement.
- The Full Option Science System (FOSS) will be utilized to support the science program. FOSS springs from a philosophy of learning at the Lawrence Hall of Science that has

[51] See Attachment 3, 1st grade early world civilization anthology

guided the development of successful active-learning science curricula for more than 25 years. FOSS developers believe that students learn science best by doing science. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world.

- In a 2000 study on the effectiveness of various approaches for teaching children to read, the National Reading Panel specifically lauded the Orton-Gillingham approach and specifically supported the significance of offering classroom instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.[52] Additionally, a 2010 report from the Carnegie Corporation stated that students reading skills and comprehension are improved by learning the processes that go into creating text.[53] They called specific attention to the successes when teachers taught the following key concepts, which are the basis of TWR and align with our vision of supporting students' literacy acquisition:
    - The process and text structures of writing;
    - Paragraph or Sentence Construction Skills, which showed improvements in Reading Comprehension;
    - Spelling skills, which improved word reading skills; and
    - Sentence construction, which improved reading fluency.

The 4Rs program: Supplemental curriculum will be used to support student's social and emotional development. BPCS has selected the Morningside Center's (MC) 4Rs program, which integrates SEL and language arts, both as a means to reinforce literacy and provide instruction in the social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision making.) All students will receive instruction in the 4Rs and BPCS will engage MC to provide PD for faculty, including the DTL and the social worker(s), to prepare teachers to teach weekly lessons based on the 4Rs curriculum. The social worker(s) will participate in both initial PD and follow up coaching to build her/his capacity to provide additional SEL instruction using the program's strategies as needed to support children experiencing behavioral challenges. Each grade has its own teaching guide, books, and age-appropriate activities, a sample of which can be seen in Attachment 3.

By highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring social and emotional themes, feelings, and problem solving, the 4Rs' approach enriches SEL instruction as well. The 4Rs' parent component, Family Connections, consists of activities children do with their parents at home. Each activity sheet includes a summary of the book used in the unit, a related activity for the adult and child to do together, and suggestions for further activities related to the book.

Executive Functioning: Many students with LBLDs have deficits in Executive Functioning and exhibit these weaknesses in the frontal cortex of the brain. Many of these students have difficulty with timeliness, meeting deadlines and initiating and completing tasks and assignments. Additional challenges include the inability to plan, schedule organize and to shift from task to

[52] Cunningham, J. W. (2001), The National Reading Panel Report. Reading Research Quarterly, 36: 326–335.
[53] Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

task. These struggles often bring with them difficulty in prioritizing and managing behavior and emotions. We recognize that an improvement in these functions will have a positive impact on students' achievement. Students will spend dedicated time each day to the development of Executive Functioning skills. A BPCS planning team member is a trained Executive Functioning specialist and will support our staff on best practices in this area. Students will develop Executive Functioning skills during the 4Rs class via the use of "brain builders", which offer support in controlling and shifting their attention, using memory and managing their behavior. Upper grade students will be provided a monthly agenda calendar when they arrive on their first day of orientation at BPCS to organize important information. Teachers will be provided training in creating and identifying appropriate materials and activities to be included in curriculum pacing guides and maps by the DSI.

C. Instruction: The specific instructional strategies and practices that will be used to deliver BPCS's curriculum include:

Instructional Blocks: Each day BPCS students will receive core and specialty instruction across all content areas. Student learning will be scaffolded with OG and TWR and aligned with the NGLS. Our instructional core in language arts, writing and math are deliberately structured in blocks with the following advantages in mind:

- For teachers and students, the block allows for a more manageable schedule that enables teachers to plan for increased opportunities to bake-in deliberate and specific points of entry and on-ramps for all students, especially at-risk students, with less fragmentation
- Teachers and students will get to know each other better and build commonality of purpose, goals and outcomes. The Triad model of teaching is predicated on building community within the classroom with a welcoming atmosphere for the push-in of multiple service-providers; and
- Additional time to accommodate BPCS's cross-curricular learning pattern. The extended time for activities, and projects is specifically mindful of NGLS-driven real-life extensions, our original design of Creative Learning Extensions, and our ultimate mission of students who are self-assured so that they will meet their full academic potential.

Project-Based Learning (PBL): The CK Sequence in both science and social studies lends itself to Project-based Learning (PBL). PBL promotes knowledge and skill-acquisition through authentic investigation of a problem, issue, challenge or complex question. Once a goal-oriented challenge is posed to students, teachers will facilitate groups of students toward a solution. PBL has authentic paths into interdisciplinary literacy where the content areas organically intersect while they construct their knowledge, using multiple parts of their brain to plan strategies for results. The Triad teaching structure, described below, complements a multi-disciplinary instructional approach in the classroom. Because of the unique structure of the Triad model, PBL and ELA and writing blocks can be blended to ensure authentic, real-life and contiguous learning. PBL will encourage rigor in the classroom since it promotes higher-order thinking skills, problem-solving, multidimensional thought processes, cooperation, patience and social-emotional skills, as a "second skin" for our students. On Connect Saturdays, offered once per trimester, students will attend school, with each day divided into two segments. The first part of the day will be focused on theme-based academic intervention or enrichment, and the second part of the day will be organized as PBL celebration days. Celebrations will center on students' project-based studies

and accomplishments. The events may include international multi-cultural costume, cuisine, and custom fairs, STEM or robotic exhibitions, community service civic projects, and sports activities No matter the event, families and community members will be full participants.

Unique or innovative aspects of BPCS's pedagogical approach that align with our educational philosophy and further our school mission and Key Design Elements include:

The Triad Model: BPCS's classrooms will be organized using a "Triad Model", a unique and fluid design with proven results of increasing student achievement. Each classroom will be served by up to three classroom professionals, at any given time, who will use the interdisciplinary content in our curriculum. The Triad model is rooted in the philosophy that students succeed when resources are pushed-into the classroom, not pulled- out. Each of our small classes will be assigned one Triad general/special education teacher (SETSS, or ENL) and one teaching assistant or IEP mandated para professional. In addition, to the regularly assigned staff, specialty teachers/consultants such as speech, literacy specialist, OT will be pushed into the day-to-day classroom. This essentially creates the least restrictive environment for our special populations and further reduces the student/teacher ratio. The Triad creates a deliberate, rigorous structure that enables a variety of our instructional team members to work with groups of students and directly collaborate to use their specific areas of expertise. Most, if not all, of our instructional staff and service providers will equally interact with the students in the class which allows for very personalized, first-hand experience when our staff are curriculum mapping and evaluating student data.

Moreover, our Triad model allows for our Teaching Assistants, who will be teachers-in training, thus specifically building pedagogical capacity among our less-experienced staff. The centerpiece of the model has one member of the Triad instructing students in a core subject area, while the others provide scaffolded, differentiated, interventions, and/or create co-teaching opportunities. Guided/enriched/independent reading, and OG skill groups will be part of the small student groups which are based upon diagnostic and formative assessments data available to our staff through the Measures of Academic Progress (MAP) tools[54]. Triad teachers will keep the classroom environment and schedule flexible as they work with students at their actual academic achievement levels, not necessarily grade-levels. Teachers will dive deeply into CK specific content, and work together as a team, during common planning periods.

Creative Learning Extensions (3 days a week): During the final hour of the day, students, staff and community-based partners will be engaged in Creative Learning Extensions (CLEs). CLEs reflect our core belief in providing multisensory learning experiences for all students. The CLEs will be organized thematically in trimesters and connect to the school's mission of the development of the whole child. The sessions will form an experiential nexus with our curricular content areas detailed above and will provide our students with unique, innovative activities that will bridge their learning to the world around them. CLEs are specialized to promote children's creative growth such as visual, performing, and graphic arts, robotics/STEM activities and physical and creative expression such as athletics, dance and structured play.

BPCS has formed partnerships with community-based organizations, including Staten Island MakerSpace and United Activities Unlimited, who will work with our staff to provide the

[54] Described further in Section II.E.

expertise necessary to engage our children in meaningful, creative pursuits. A key part of each trimester is a Bridge Building Day, where students will participate in CLE aligned thematic community based trips, where they will be able to see their creative learning extensions at work outside of the school setting, within the community. This feature is purposefully incorporated into our design since sound educational practices, backed up by research shows that children in all demographic groups benefit in critical thinking, historical and environmental empathy, and art interests as result of taking field trips. Studies have shown that one consistent pattern in taking field trips is that the benefits are "generally much larger for students from less-advantaged backgrounds. Students from rural areas and high-poverty schools, as well as minority students, typically show gains that are two to three times larger than those of the total sample." [55]

Creative Learning Extensions—Academic Extension (2 days a week): On the remaining two days per week, CLEs will be offered as structured academic extension time. These CLEs will have students connect mind-body creative extensions of their subject-based content work. Teachers facilitate activities during these CLEs, directly related to classroom content learning. Some examples of activities that may occur during this period are:

Labs, experiments, fairs (science)	Environmental Cleanups(science/ social studies)
Dramatic character re-enactments (ELA)	Debate(ELA, social studies, TLIM)
Practice for musical or dramatic performance(ELA, music, art)	Socratic Seminar(ELA, TLIM)
Community-based campaigns or organization of civic projects (social studies)	Math or Spelling Bees (Math and ELA)

Triad staff will plan CLE sessions and include them as part of their lesson plans/pacing calendars, along with ensuring they are part of formative/summative assessment requirements for student portfolios; which includes assessing student initiative, content, commitment, and collaboration.

Co-Teaching: In their book, *Interactions: Collaboration Skills for School Professionals,* Marilyn Friend and Lynne Cook detail six co-teaching models that promote "mutual ownership, pooled resources and joint accountability," including: One Teach, One Observe; Station Teaching, Parallel Teaching; Alternative Teaching; Teaming; and One Teach, One Assist. The Triad model lends itself easily and organically to co- teaching classroom structures. By having teachers plan together, we ensure that we are able to support academic diversity, within a cohesive environment that builds upon teachers' strengths, and effective execution of IEPs and lesson plans. As our academic philosophy directly intersects with the goals of co-teaching structure, namely allowing for more intense and individualized instruction. This design will be a foundational piece in our classroom structure and staff will receive PD in the full structure of co-teaching and will be used in BPCS's Triads.

Teacher Looping: Teacher looping allows groups of students to have the same teacher for two or more successive years and is proven to promote academic, social-emotional and family involvement growth. Our Triad teachers will move as a unit and we foresee looping as a value-added to an already highly cohesive model.

[55] The Educational Value of Field Trips-EducationNext.org-Winter 2014/VOL.14, NO. 1

We expect the following factors will significantly contribute to increased student achievement:

- Students and families are welcomed back by the familiar faces of their teachers, thus reducing "start of school" jitters.
- Time in the beginning of the year is not wasted in the "getting-to-know you phase". Teachers know their students' strengths and growth areas from the onset along with the struggles they've faced.
- Established school and classroom norms are well known by students, which contributes substantially to classroom management with fewer disciplinary.
- New students acclimate easily by readily learning from their peers.
- Pedagogical skill-sets and creativity are enhanced as teachers must think of new projects to offer, new texts to read, and new technologies to use.

Instructional Grouping: A snapshot of our classroom environments will render a view of flexible skill or performance groups based on instructional and achievement levels. Since many of our students will struggle with literacy proficiency, their instructionally levelled group may be several grades lower than their actual grade level. The Triad model allows for the combining of class sections based on their assessed instructional-level competencies. Similar to deciding on our curricular approach, much of the rationale for our lesson structure and student grouping design is rooted in successful examples we observed in similar schools. Attachment 3b lists the best practices in grouping we will adopt at BPCS.

Universal Design for Learning (UDL) and Lesson Planning: Our philosophy as a school and a community of learners is predicated on the fact that students learn in different ways and possess differing abilities and interests. We commit to teaching students the way they learn. Similar to the OG approach, the use of UDL is another way to "bridge the gap" for our students and supports a variety of learners. We will follow the UDL principles put forth by the National Center on UDL, whose guidance will underpin our lesson planning:

- Learners differ. Learning and transfer of learning occurs when various representations are used and providing the same information via different modalities and choices of expression (e.g. vision, hearing, touch, and adjustable formats).
- Creative approaches to inclusion of many different learning styles are numerous. Common ways to incorporate UDL include: text images; graphs; tables, or other visual content enlargements; speed or time of the videos; animations and sound; simulation presentation of concepts in small segments of time; use of physical manipulatives; pre-teaching vocabulary and symbols; connecting to prior knowledge; use of organizers such as KWL or concept maps.

Incorporating these principles in lesson planning, will make curriculum more accessible and give all students an equal opportunity to learn. Designing instruction from its inception using methods based upon how children learn rather than retrofitting an existing plan is key to UDL's success.

Instructional Rigor: At BPCS, instructional rigor is defined as students actively engaging in learning experiences that challenge them to think, perform and grow to new levels of achievement. Barbara Blackburn's book, *Rigorous Schools and Classrooms: Leading the Way* describes rigor in three different phases of the educational process: Setting the standard for students; Equipping students through instructional supportive methods; and Demonstrated student

achievement. BPCS has created unique and original instructional strategies and structures to implement each of these phases of instructional rigor that both challenge and support our students, especially at-risk readers and ELLs. Rigorous instruction engages students in higher order thinking skills so that they make connections across content areas and between learning and their lives. The Performance Framework's Benchmarks 1 and 2 which require structures and systems enabling student achievement and improved academic outcomes.

Research and existing models that support the use of our instructional methods are: The Triad Model, discussed above, for instruction first implemented at the Staten Island School of Civic Leadership, resulted in increased student achievement which led it to be named NYC's top-rated elementary school for the 2010-2011 school year. Collaborative teaching will be used in the Triad. In discussing collaborative teaching, Keefe and Moore state "Benefits for students with disabilities include elimination of the stigma of being in special education. Benefits for students without disabilities include receiving individualized help and modifications through the collaboration between the special education and general education teachers."[56] Additional research conducted by St. Cloud University, found benefits to co-teaching including increased instructional options for all students; increased diversity of instructional styles, and greater student engagement and participation levels. Highly rated educational systems such as in Singapore and Finland use the method of "big-picture" constructivist learning, which is a foundation of PBL.

D. Special Student Populations and Related Services: Providing the appropriate educational environment that matches children with the best way they learn is at the heart of our educational philosophy. Our key design elements and instructional structures complement the needs of a variety of special student populations. In the last decade, more and more children receiving special education services are in the general education classroom. This necessitated paradigm shifts in instructional strategies centered on building differentiated educational environments where teachers must have time, support and training to provide quality education based on student's needs. Foremost in our design elements is meeting the challenge of this paradigm shift. Our resource allocation in areas such as multisensory literacy training, resulting in staff certification in OG, small class size, multiple instructional approaches in the Triad's inclusive model, frequent assessments resulting in true differentiation of instruction, all merge into an ideal Least Restrictive Environment for our special populations.

The interdisciplinary use of OG across the curriculum, strong Response to Intervention (RTI) and UDL will enhance instruction for all students and will provide specific opportunities for *focused interventions or enrichments* for students with differing needs. In her book *The Differentiated Classroom*, Carol Ann Tomlinson cites the benefits of the differentiated, inclusive model as providing "specific alternatives for individuals to learn as deeply as possible and as quickly as possible, without assuming one student's roadmap for learning is identical to anyone else's." To continue our preparedness in these areas, we will join the NYC Special Education Collaborative and partner with like-minded educators to share best practices that support us so we can share our programming and supports for the development of highly effective programming elsewhere.

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[56] Keefe, Elizabeth B., and Veronica Moore. "The Challenge of Co-Teaching in Inclusive Classrooms at the High School Level: What the Teachers Told Us." *American Secondary Education* 32, no. 3 (2004): 77-88. http://www.jstor.org/stable/41064524.

Identification of Students with Disabilities and the Referral Process: The Student Progress Team (SPT) will recommend initial referrals for special education service, or 504 Accommodations, when the targeted interventions of Response to Intervention (RTI) are not sufficient for a student to make adequate progress. It is critical that staff work closely with families, continually bringing the family in as consulting partners so that informed decisions can be made in the educational progress of their children. Once it is determined that special education service may be needed; referrals may be sought by SPT recommendation, by the parent or legal family representative, public agency, or legal entity. In accordance with regulations governing IDEA, initial referrals will be made to the Committee on Special Education (CSE). The CSE process of evaluations includes psycho-educational, observation in the current educational setting, and additional related assessments for speech, language, and behavior (FBA). Teacher assessments, as well as school records will be reviewed. Upon competition, the family will be invited to an IEP meeting attended by a general education and special education teacher, the psychologist, translators, advocates (when needed), and others will be included as appropriate.

The results of the assessments are discussed, and whether special education services are found to be appropriate. If found appropriate, an IEP will be initiated, with parental consent, in the LRE setting that may include educational services such as SETSS periods, ICT class, speech, occupational, and/or physical therapy, adaptive gym, testing accommodations, modified promotion criteria, assistive technology, mandated counseling or assignment of a paraprofessional. The entire process, beginning with RTI, through to the initiation of the IEP, annual reviews and triennial re-evaluations will be reported and tracked in SESIS.

English Language Learners (ELLs): We will administer the state required universal screening known as the Home Language Identification Survey to properly identify students who may require ENL instruction. Where indicated, the NYS Identification Test for English Language Learners (NYSITELL) will be administered to further identify the need for emerging, transitioning, expanding or commanding ENL services. We will use the eight components for language development in the Sheltered Instruction Observation Protocol (SIOP), a research-based tool for meeting the academic needs of ELL students, as an instructional framework for ENLs.[57]

A recent report from 2012, on the use of SIOP published in TESL-EJ stated "preservice teachers as well as in-service educators all benefit from this deeper understanding of how to design and deliver learning opportunities with dynamic, viable association to content and language in linguistically and culturally diverse classrooms." The ENL Triad teacher, under the supervision of the DTL/DSI, will be responsible for monitoring ELL students' progress in meeting their linguistically appropriate academic goals under the Federal Equal Education Opportunities Act and Civil Rights law, by ensuring they are a part of a cohort of all students in the triad with access to a strong instructional core. During guided reading and centers or strategic native buddy groups, the ENL teacher will target differentiated vocabulary, and use graphic organizers for content learning and to clarify definitions. This is an integral part of RTI/Tier 1 and adds to the certainty of cultural sensitivity, and avoidance of inappropriate referral of ELL students to special education services. ELLs who continue to struggle will require additional interventions. The ENL teacher will review data collected in RTI Tier I interventions, as well as NYSESLAT results, their implications for instruction, and conduct further assessments for recommendation for RTI/Tier

[57] Described further in Attachment 3b (SIOP).

two. He/she must continually account for the language and cultural differences in administering assessments and interventions. The SPT, with the ENL teacher, will determine the increasing levels of intervention that are then required. In addition, the ENL teacher, under the supervision of the DSI, will complete all supplemental funding reporting requirements, and attend SPT weekly meetings to review progress and needs of each ELL student. Additionally, as the EEOA dictates, the ENL teacher must make certain that parents of ELL students have meaningful communications with schools and ensure that they receive the same information disseminated to English-speaking families, in the language of their choice. We will make every effort to translate written notices, however we will also train staff members who are bilingual, in translating, including the need for confidentiality and ethics of translation.

Gifted and Advanced Students: Many of our students, including children in our target group, will be gifted intellectually. Families of students who struggle with reading are witness to the fact that as a result of their disability, their children have had to work twice as hard to stay afloat, and thus have developed an extremely strong work ethic, even though they are average to above average in intelligence. They struggle not because they lack intellectual capability, but because there is a gap between their intellectual capacity and their ability to read. The "discrepancy model" reference is made when a child or adult has more difficulty with reading, writing and spelling skills than their IQ would suggest.[58]As part of our decision-making process we choose programs with resources that are fully enriched not only with higher order thinking skill options, but also with multiple intelligence modalities. BPCS's uniquely designed CLEs were expressly created to extend the classroom experience with interactions beyond the classroom. After Y1, we plan to purchase schoolwide programs such as the Renzulli Model, which provide thousands of research-based enrichment activities that are matched to students' strengths, interests and learning styles.

The proposed processes, methods, strategies and programs for identifying and servicing students who are struggling academically and are at risk of academic failure are closely aligned to the school's mission and educational philosophy. We have carefully reviewed research-based curriculum and best practices aligned to advancing the progress of SWDs, ELLs and gifted students. Since our school design targets with differing needs, our approach to serving this group of students is aligned to research, as stated above in each section. Given the high percentage of students in our community with IEPs, as well as our commitment to serving students who struggle with literacy, we will put in place effective structures to support our SWDs. To accomplish this, we have assembled a team who will be responsible for providing the framework of scaffolding our special education students' needs in order to provide the specific supports they need to succeed. Below, are the titles and responsibilities of these team members as it relates to our special populations:

Dean of Specialized Instruction: To ensure we are responsive to the needs of SWDs, the DSI will head a team of special education teachers with at least 3 having strong skills in literacy. For more information on the roles and responsibilities of the DSI and for our instructional staff structure see Attachment 8a and Section III. C.

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[58] Entin, Esther. "Are Dyslexia and IQ Related." *The Atlantic*, November 7, 2011. https://www.theatlantic.com/health/archive/2011/11/are-dyslexia-and-iq-related/247809/.

Special Education Triad Teachers: Each grade level Triad will have at least one Special Education teacher who will ensure all students are receiving appropriate accommodations within the Triad. In addition to discussing ongoing student achievement and progress with the SPT, and providing an additional level of monitoring to ensure timely annuals and reevaluations of student IEPs and attending IEP meetings, special education teachers will:

- Provide SETSS and/or ICT instruction;
- Work with students and families to write IEP goals;
- Perform annual reviews and attend IEP meetings;
- Consistently review all formative assessments to plan, map and pace all lessons with their respective Triad to:
    - Ensure UDL and strategic in-class grouping are in each lesson plan
    - Coordinate related service providers' participation in the Triad to best meet the needs of the students and ensure effectiveness of the instruction; and
    - Collaborate with other staff members such as OG and writing consultants, to ensure they are fully versed in our students' accommodations when supporting staff on lesson development.

Social Worker: Our social worker(s) will provide prevention and intervention support services to meet students' needs, with a focus on meeting the needs of children who face learning or other challenges that negatively impact their welfare and progress. Through targeted support and social and emotional learning instruction, we will promote the social and emotional growth of all students. The social worker(s) will also serve as an important resource and support for children who engage in misconduct as part of our school's restorative approach to discipline. Working with the DSI, and special education Triad staff, the social worker(s) provide additional assistance to students in learning constructive ways to manage behavior and work with the SPT to monitor student progress. These services may be mandated through IEPs or may be offered as needed to children identified as at-risk. Equally important, the social worker(s) will meet with families to assist them in supporting their child's growth and development. The social worker(s) will arrange for referral of students and their families for outside counseling or testing services as applicable.

Student Progress Team (SPT): To support efficient monitoring of RTI, assessment results for all students and other student interventions, the SPT will be formed. The SPT will consist of the grade level Triad teachers, ENL and SETSS/ICT teachers, related services providers, and chaired by the DSI. This group will meet weekly to progress-monitor assessment data, all students' progress and profiles, including their RTI needs, 504 plan accommodations, and other services such as counseling, related services or referrals to special education, family support including school-level interactions, and physical and emotional health indicators. The triad teachers' contributions will be key in providing a greater, in-depth view of the students' classroom interactions, indicators and assessments. Recommendations for interventions are made within the team, and implemented, once approved by the DSI. The DSI will: follow up with the appropriate staff or providers to make sure the SPT recommendations have been immediately put in motion; be responsible to ensure all entries of IEP record keeping are entered into SESIS for tracking; and provide copies of the IEP to teachers and service providers Prior to any new business during the next meeting, follow- up and status reports will be given by the SPT members of any pending cases, and timelines checked to assure timely and appropriate interventions.

Rendering Special Education Services: The special education teacher on every Triad team, along with other service providers, will render mandated services to students in the LRE within the differentiated culture of the Triad (as specified in the IEP) which may include: SETSS, ICT, testing modifications, assistive technology, speech or OT. CSE will assign related service providers, or we will support parents in obtaining vouchers for services in the community. The SW will provide mandated counseling services. In order to comply with student's' IEP mandates, budgetary allowances for special education students will assist with the hiring of additional personnel needed to augment existing staffing levels. When it is determined that pull-out or special location of services and more intensive instructional strategies are more appropriate, one of the Triad special education teachers will move to a separate location to render these services. The goal will be to build as inclusive an environment as possible for all students to the fullest extent possible. Even adaptive physical education services will be conducted with the general education students, wherever feasible.

Instructional Strategies for Special Populations: At BPCS, we will include our special populations in all levels of our instructional program. This assures a truly inclusive, differentiated setting and exposes all students to rigorous content via the nurturing and individualized Triad classroom structure, RTI, UDL, and OG intensives. The following strategies can be implemented within the Triad to assure all students are accessing content in a meaningful, rigorous way:

- Use of color-coded classroom systems for organizing, such as folders with key word cards correlating with specific folders
- Development of accepting classroom environments
- Family communication logs, and use of apps such as BLOOMZ to post pictures, videos, and show student work and further engage families
- Inclusion of appropriate music during independent work time and during transitions
- Development of explicit language and vocabulary objectives for ELLs;
- "Chunking" of information;
- Use of "success criteria", a student-friendly rubric with picture clues;
- Incorporation of Total Physical Response components built into each lesson;
- Use of various forms of assistive technology such as: iPad, smartboard, audio books or Internet resources, video clips, catchy tunes to learn literacy and math counting skills;
- Peer feedback sessions,
- Flexible seating-building student decision making and learning environment ownership,
- Topic-based centers within each classroom;
- Socratic Seminar.

Response to Intervention (RTI): We will implement RTI as a framework for direct intervention instruction, for students at risk of not meeting academic goals. In compliance with Child Find Regulations, RTI is used as a three-tiered, increasingly intense intervention tool that prevents inappropriate or premature referrals to special education; and as an identification and pre-evaluation process for students with disabilities. Prior to referring a student for a special educational recommendation, Triad teachers will consider multiple classroom-level and RTI interventions. In addition, the teacher will consider: techniques to reduce distractions; exploration with families of possible student health issues (hearing, vision, medical); scaffolding of CLEs and strategies; behavioral supports and interventions provided by the DSI and Social Worker.

Rendering an instructionally sound curriculum is at our fundamental academic core and is the Tier 1 level of RTI. This occurs right in the Triad classroom with existing staff in small, differentiated groups in all content areas. As students are screened utilizing diagnostic tools to obtain baseline and formative data and are determined to be at risk for not meeting standards, they will be provided with increasingly supportive instruction and programs of intervention. Regular progress monitoring is required so that school staff can determine if levels should intensify or be lessened. An essential component of our RTI program is keeping family members completely informed of their student's progress.

Three-Tiered Model of RTI Support (supervised and monitored by the DSI)

- **Tier 1 (**core**):** School-wide core curriculum rendered to all students utilizing the Triad model with low student to teacher ratios, differentiated instruction and specialized interventions based upon student assessment data
- **Tier 2 (**double dose**):** The Triad's special education teacher will provide small homogeneous groups of three-five students with a targeted double dose of OG instruction offered three-five times per week for 20-30 minutes for 9-30 weeks
- **Tier 3 (**intensive**):** Intensive individual OG instruction rendered in small groups or one on one, offered five times per week for 30-60 minutes over 15-20 weeks, with frequent progress monitoring by the special education Triad teacher and the SPT. The Tier 3 intensive groups are conducted by special education professionals who are already part of the Triad, but who will pull students out for these intensive sessions. Students will be scheduled for weekly at-risk sessions with the Social Worker in order to proactively address issues that may be interfering with, or as a result of, their struggle with academic progress.

CSE: BPCS will maintain open lines of communication and collaborate with CSE to ensure our students' timely and proper evaluations, assignment of related services providers, and empathetic treatment of our families. To facilitate collaboration, we will notify CSE of incoming student IEPs, those whose evaluations are pending, and those requiring related services. In addition, we will seek guidance from CSE regarding fulfilling IEP mandates of students for whom we believe a more restrictive structure is appropriate.

Monitoring and Evaluating Programs Supporting Special Populations: In addition to weekly monitoring, review of procedures, data-driven student progress-monitoring, follow up on compliance and delivery of mandated services, each trimester, the SPT and the leadership team will review the structures in place to support all special populations school-wide. They will analyze: the MAP data, appropriate assessment results, SESIS, service provider logs, discipline records, SPT case records, teacher anecdotes and pedagogical trends. The following questions serve as the basis for the evaluation:

- Are the special education and ELL programs working effectively to meet student performance expectations? What does a case-by-case analysis show? With regard to ELLs, was the instruction sufficiently differentiated to address native/second language issues and cultural difference?
- Are SWDs, following initial referrals, annuals, re-evaluations, and rendering of all mandated services meeting their IEP goals? Should we reopen the case?

- Is there adequate monitoring for compliance?
- Are the staffing patterns adequate and resourced effectively?
- Is there sufficient procedural oversight and staff communication regarding IEP mandates?
- What additional staff development is needed in UDL, strategies for classroom design and use of technology to accommodate the need of special populations and how often?
- How effectively are we communicating with families?
- Are we/CSE in compliance with guidelines for completion of entry into SESIS and intake/student evaluations?
- Have RTI interventions impacted the number of initial referrals to special education? Is progress monitoring adequate to move students along tiers? Did RTI and ELLs receiving RTI remain an integral part of core instruction during Tier I and II interventions?

E. Assessment System: Assessment data will help us measure academic progress and determine which strategies work, to effectively implement change, improve teaching and learning and student achievement. Assessments inform differentiation of instruction, grouping, goal-setting and targeted intervention strategies; a key to ensuring that all students are on track to meet their personal and school-wide achievement goals. Results will be derived from data-driven decision making. Because we anticipate a higher than average number of students with low literacy proficiency, we have purposefully chosen the use of assessments that target the measurement of reading, spelling and skills associated with the *mechanics* of reading and writing as put forth in the OG approach, and assessments with targeted interventions in RTI tiers. Listed in the chart below, are various literacy assessments measuring specific skills and competencies, as well as other content area assessments.

In addition, we will use teacher-prepared materials and standardized testing results to assess students in a comprehensive manner that includes multiple-measures. The assessments are generally nationally normed and utilize long-standing measurement scales and continuums that have established validity and reliability rates.

Grade	Assessment	Purpose	Determines	Design/Format	Frequency
1-5	Measures of Academic Progress (MAP); MAP primary grades 1-2 (MPG)	Screener/formative and interim with explicit connection to instruction and planning and goal setting	Progress- basic skills in reading, math. Growth school year/ year to year. Predicts NYS testing level-achievement	Individual student, on-line, adaptive to achievement levels. Audio and worksheet adaptive; Nationally normed	Beginning, middle and end of year. Interim assessments
1-3	Developmental Reading Assessment (DRA)	Diagnostic, progress monitor/formative with direct connect to reading/guided group and RtI tier	Student's instructional level in reading	Designed to Individual student by teachers. Paper/pencil and electronic	Beginning, middle and end of year
1-5	OG skill specific	Diagnostic and OG progress monitoring	Informs lesson planning in phonics, decoding, encoding, grammar, and OG Skill-specific	Individual student with Teacher, teacher record method	Daily

			acquisition		
1-5	Writing Revolution	Diagnostic/formative/ summative	Writing structure, coherence, unity, sentence skills	Specific student writing pieces assessed by peer and teacher/teacher cohort review	On-going and each trimester
1-5	Singapore Math	Diagnostic/formative/ summative	Curricular-specific skills acquisition	Individual, group, paper and pencil	Initial placement and end of unit and year mastery
3-5	ELA, math, science, NYSESLAT, NYSAA(if applicable)	Summative	Cumulative view-measures progress toward meeting/exceeding learning standards	Individual student, paper/pencil, IEP adapted. Science performance also. NYSESLAT-CD-administration of select sections	Multiple days, Varying by subject: Generally, April-June
1-5	Social studies and science	Unit and Year-end summative	Assess unit and year end of standards-based and CLE skills acquisition	Student Individual and/or group portfolio assessment	Each trimester and year-end
1-5	The 4Rs Program	Formative and summative End of Unit assessments	Assess students' acquisition of SEL skills	Discussion/roleplay, paper pencil, songs, goal-setting logs	Ongoing unit and year end

Data Collection/Analysis/Dissemination and Management: We will implement the Measures of Academic Progress (MAP) assessment system that provides data that "reveal the precise learning level of every student, regardless of the student's ability or grade level."[59] MAP identifies areas of strength and weaknesses and sets the platform for students' subject-based as well as overall performance goal setting. Our triad teachers will be able to inform their instructional practice on a real-time basis in formative assessments, as well as aggregation, and disaggregation of data in the interim design for the entire school community. In order to assure we are on target to meet our goals, all stakeholders share responsibilities, as outlined below:

Triad Teams: Under the guidance and supervision of the DTL, DSI, Triad teachers and staff will be held accountable to ensure:

- Assessments are paced according to strategies outlined in curriculum maps
- Intended learning outcomes are measured
- Cultural sensitivities and UDL strategies are incorporated into instruction to allow proper assessment of special populations
- Data is aggregated and disaggregated for real time and trending information used to effect adjustments in upcoming lesson planning
- Lesson plans are entered into Google docs for best practice sharing; and
- Data is collected and entered into Triad assessment data binders to be used for conferences with parents, individual student portfolios, and updates to the data dashboard.

[59] https://www.nwea.org/

Leadership: Using class, grade and school-wide data, BPCS instructional team will track and evaluate monthly**:**

- Student assessment binders (maintained by the Triad) for completion and timeliness of entries into database (DTL)
- Lesson plans' and curriculum maps' reflection of the necessary adjustment to instruction as informed by teachers' analysis of data (DTL, DSI)
- Effectiveness of classroom structures, including student groupings and role of Teaching Assistants within the Triad (DTL)
- Educational soundness of movement of students within the RtI structure;
- Disaggregated student cohort data findings correlated to achievement and progress organized by: SWDs, ELLs, gender, age, economically disadvantaged, and home language (ED, DTL, Master Academic Mentor, DSI)
- SPT recommendations regarding promotional decisions, special education referrals, and/or the need for reevaluation of existing IEP services and accommodations (ED, DTL, DSI)
- Data trends in student progress and achievement, attendance patterns, and discipline issues broken out by Triad, grade and full school (ED, DTL, MAM)
  Participation levels of families as reflected in student data binders and anecdotal notes, and Family Survey (ED-working with Family Coordinator)

After assessing the outcomes above, the ED will meet with the School Leadership Team to determine if school-wide changes are to be made including:

- Changes or refinement of school operational or discipline procedures
- Developing more efficient communications systems amongst staff and finding additional opportunities for formal meetings with staff to discuss data and student growth;
- Making necessary budgetary adjustments in consultation with the BOT and finance consultants;
- Designing staff development and protocols keyed to gaps in teaching and learning
- Enhancements or changes to the curriculum;
- Redirection of and changes to the supports provided by consultants and staff developers
- Creative changes to staffing patterns; and
- Identifying additional ways to broaden the school's exposure to the community with an eye toward grant funding and expansion of relationships with learning partners and community-based organizations

The ED will organize data and prepare a dashboard presentation for the BOT and faculty each month provides data trends (academic, attendance, behavior, etc.) to assist the BOT and faculty in supporting improved student achievement. The ED will provide:

- Aggregated and disaggregated student academic data;
- Student and staff attendance, recruitment, outreach and retention data;
- Strategies under consideration to further develop a responsive school community;
- Updates as applicable re facility issues, school events, areas of concern; and
- Fiscal status and justification for increase/decrease of expenditures required to close resource gaps identified by data analysis.

Families and Students: BPCS will provide family workshops and individualized family support as needed to ensure that parents have a clear understanding of MAP family reports, report cards, interim assessment reports, etc. of their child's school progress. Families will get regular progress reports as part of BPCS's commitment to establishing a strong family-school partnership based on constant communication to support student progress and achievement. An important component of this partnership is engaging students to use their TLIM Data Notebooks (discussed below) and data from the MAP Assessment program to set personal achievement goals and actionable steps for academic progress, attendance, social and emotional growth, behavior, etc.

F. Performance, Promotion and Graduation Standards: Holistic promotional decisions using multiple measures of evaluation, begin on day one and will be a process that continues throughout the academic year. Retention is reserved as the last resort and promotion policies are explained to families in the beginning of the school year during orientation, along with inclusion in the school's Family Handbook. Teachers and families will know far in advance of the end of the year if retention is a possibility through report cards each trimester, progress reports, IEP conferences, formal family-teacher conferences and our scheduled set aside time for family input and meetings. As we value families as our partners in their student's success, extensive efforts are made throughout the school year to work with them to determine strategies that best meet the needs of their child.

Students will be given baseline assessments at the beginning of each school year from which individualized benchmarks toward meeting NGLS content area goals and overall school achievement goals are set. Goals are assessed, and reassessed on a regular basis, via the use of daily formative and interim assessment data and IEP goals in order to tailor instruction appropriately to meet the needs of individual students. Therefore, as progress is monitored, and appropriate interventions are put in place, promotional considerations are being made on a continuous basis.[60] Our longer school day, extended school year and strategic scheduling decisions, are designed to assure ample time is spent ensuring that our students are making gradual and appropriate achievement of grade specific content, as well as meeting their IEP, SEL and school-wide goals.

Summative year-end decisions for individual students will factor in multiple measures for promotion including: a review of baseline, interim, and formative and summative data to assess progress and overall growth; assessment of the student portfolios; NYS standardized test scores (Grades 3-5); NYSESLAT scores; writing assessments, based on a rubric developed with the support of our writing consultants, IEP goals and promotional criteria modifications; RtI progress-monitoring and interventions; School Progress Team (SPT) recommendations; attendance rates; student social and emotional capacity; and family input. Should it be determined that, despite all measures implemented throughout the academic year, a student is not meeting or approaching grade standards, the student's instructional team will make a recommendation of retention to the SPT who will review the scenario and make a final recommendation to the ED. The ED, along with the SPT will meet with any impacted family to share the team's recommendation for a review and aim to reach a mutual decision about the best course of action for the student (primary grades; in testing grades, NYS promotional mandates

[60] An example of Elementary School Exit Standards can be found as *Attachment 3c*.

will be followed). As part of this conversation, the family will be offered the opportunity to enroll their student in a summer intensive program, to be held each August. During the intensive, staff will work with the student on skills necessary for promotion to the next grade-level. In the event consensus is not reached during these conversations, the family may request BOT review.

G. School Culture and Climate: BPCS recognizes that school culture is created by the values, behaviors and beliefs of all stakeholder groups – teachers, families, students, school support staff and school leaders- as well as the influence of the larger community. Fulfilling our mission to provide all students with a challenging and supportive learning environment that fosters their academic achievement and social and emotional growth is a shared responsibility. Creating a caring school community in which students feel safe, cared for and respected means staff members and families must be partners and role models as we set high academic and behavioral expectations for our students and provide them with the supports they need to achieve them. BPCS's BOT, its ED and others in leadership roles are sensitive to the fact that their role in setting school policies and procedures, allocate resources, ensure equity and access, influence attitudes about growth and change and engage in formal and informal communication between and among stake holder groups all contribute to our school's culture. We will emphasize students' worth and potential, so they are able to identify and appreciate it themselves[61] and understand that they also contribute to how they, their parents and school staff feel about the school (school climate) and why they feel the way they do (school culture.)

Approach to Discipline: BPSC will use the model of discipline set forth in the NYCDOE's Citywide Behavioral Expectations to Support Student Learning and its whole school approach to school culture as it is set forth in the NYCDOE's Best Practices Standards. This approach has been effective in linking supports and interventions to disciplinary accountability which has resulted in a substantial decrease in the need for suspensions. Using this approach, NYC public schools issued almost 7,000 fewer suspensions in the 2015-16 school year compared with 2014-15, according to data released by the city. School-related arrests dropped 10 percent, and summonses issued by school safety officers dropped 37 percent. The steady drop in suspensions represents a 46 percent decline over five years (2011-2012 to 2016-2017.)

Responsibility: While the effectiveness and success of our school culture will only come as a result of shared responsibility, the primary responsibility for school culture and discipline rests first with the ED and then with all school staff. It is the responsibility of the ED to clearly communicate to all adults in the building the school's vision of school culture, the role each plays in supporting the vision in their daily interactions with one another, with students and families and in the restorative approach to misconduct each adult is expected to use when interacting with students who behave inappropriately. It is the ED's responsibility to ensure that all adults understand and know how to hold students accountable and help them learn from their misbehavior. All school staff are responsible for fostering students' social and emotional growth whether through direction instruction, recognizing and reinforcing pro-social student behaviors or serving as role models in their interactions with peers as well as students.

[61] FranklinCovey, The Leader in Me: Vision Training Facilitator Guide, p.30

Morning Meetings: To develop and sustain a caring and supportive school culture, each school week will start with a whole-school meeting in which the entire school community comes together, providing students with a space to reflect on their weekends, connecting their actions and decisions with the lessons and habits they are learning in their classrooms, and identify the goals and objectives of the week ahead. This weekly meeting supports the Executive Functioning skill development we emphasize for all students, provides them with an opportunity to use the communication skills they are developing in their SEL class and re-invest themselves and their peers in BPCS' shared mission and objectives. In each Triad, the weekly SEL theme is carried through each day, beginning when students enter the classroom. At the end of each week, individual triads will hold their own morning meeting to reflect on the week and look forward to how students will approach the weekend. Additionally, in each triad, daily, teacher and students will gather together for brief interactive discussions that help set the instructional/ behavioral goals of the day and strengthen that week's SEL theme in each classroom, using songs, role-play, drawing activities and "brain builder" games; these games are designed to build areas of students' brains that help them control and shift their attention to manage behavior and will be further fortified during daily Executive Functioning sessions.

Celebrating Achievement: Once each trimester, BPCS will use Achievement Celebration and Reflection (ACR) Days to celebrate and reflect on student achievement. ACR days will include in-school events during which students revisit their trimester and long-term goals (personal and academic) and celebrate the progress that they, their peers and BPCS as a whole, have made in either progressing toward or meeting those goals. Students will learn about the achievement of groups and individuals related to the specific CLE theme for that trimester, through interactive activities led by the ED, community partners and/or special guest speakers.

The Leader in Me: BPCS will also use The Leader in Me (TLIM) program, based on *The 7 Habits of Highly Effective People.* TLIM provides a leadership-based approach to culture that supports our vision of a caring school community that fosters a culture of holistic student achievement and meaningful family and student engagement. TLIM is aligned to state and national standards and "equips students with the self-confidence and skills they need to thrive in the 21st century"[62]. TLIM's incremental approach also aligns with our instructional philosophy that there is no "one-size fits all" approach to success and that long term, sustainable academic success and student growth must be built upon solid foundations. Leadership habits and skills are embedded into lessons across the content areas, while images, pictures and quotations from historical and local leaders adorn classroom walls and hallways. Using TLIM, each Triad will develop a mission statement that aligns to the overall BPCS mission and Triad goals that supplement their individual goals, a constant reinforcement of our culture of achievement and shared mission.
We believe TLIM will result in development of skills in communication, accountability, adaptability and problem solving for students and staff. This skill development will supplement our rigorous academic approach and further our community goals for academic and personal achievement. The chart below shows the ways in which BPCS's school design will support each of the 7 Habits and their focuses, in alignment with our mission.

[62] http://www.theleaderinme.org

Habit[63]	Focus	Alignment at BPCS
Be proactive	Choices; Control over personal actions; Taking initiative; Problem solving	Behavioral expectations; common language; on-going evaluation of effectiveness
Begin with the end in mind	Proactive planning; goal setting; Commitment to a mission	Executive functioning; MAP Assessments; ACR days; Continuous review and assessment of data trends across the organization; Mission driven goals and objectives.
Put first things first	Prioritizing; Time Management	Executive functioning skill development; Strategic scheduling
Think win-win	Conflict Resolution; Relationship building	SEL program(4Rs); Shared vision and mission.
Seek first to understand, then be understood	Self- Confidence; Communication; Listening to others' viewpoints and feelings	SEL program (4Rs); Morning Meetings
Synergize	Working well with others	Instructional grouping; CLEs; Collaborative PD
Sharpen the Saw	Self-Advocacy and Self-Awareness	SPARK; SEL program - 4Rs

A school environment, conducive to learning: BPCS will establish a safe and orderly school environment conducive to learning through its focus on creating a supportive school culture that involves the active engagement of all stakeholder groups, coupled with the approach to discipline delineated in the NYCDOE's Citywide Behavioral Expectations to Support Student Learning, Grades K-5.

Supporting Research: BPCS will use the introduction to the Citywide Behavioral Expectations which addresses issues such as bullying and bias-based behavior, restorative approaches, progressive discipline, etc. as a guidance document for school staff professional development and for parent workshops to ensure that school personnel and families are collaborative partners. The ED, the DTL and the DSI will all address school safety as part of their daily practice. Both TLIM (see above) and the 4Rs Program (described below) are designed to support a school and classroom environment conducive to learning. For example, the 4Rs program has been rigorously studied by top researchers at NYU and Fordham University who tracked the development of children in nine NYC elementary schools that implemented the program compared with the development of children in nine control schools. Compared with children in the control schools, children in the 4Rs schools were less hyperactive, less aggressive, and saw their social world as less hostile. They showed fewer symptoms of depression and were more likely to resolve interpersonal problems competently.

During the first year, children judged to be at greatest behavioral risk by their teachers had better attendance than their counterparts in the control schools and made better academic progress as rated by teachers. By year two, they were also doing better on standardized tests. Further, at the end of the first year, independent ("blind") observers assessed the quality of classroom climate in all third-grade classrooms in the schools using a research-based observational instrument called the Classroom Assessment Scoring System (CLASS). These observations showed significantly higher levels of overall classroom quality among classrooms in the 4Rs schools compared to

[63] Covey, S.R (2008). The Leader in Me. New York, NY: Free Press.

classrooms in the control schools. Specifically, classrooms in 4Rs schools had significantly higher levels of emotional and instructional support compared to classrooms in control schools. Other research has shown a strong correlation between higher levels on the CLASS and more positive social and emotional development and higher academic achievement.

Social Emotional Development: BPCS will promote, monitor and assess the social and emotional development of its students using both TLIM and The 4Rs Program which integrates Social and Emotional Learning (SEL) and language arts from pre-K-8.[64] Research shows that as students articulate from elementary to middle to high school, they become more disengaged and as many as 40-60% become chronically disengaged.[65] This leads to higher dropout rates and experiences in high-risk behaviors, which interfere with academic performance and jeopardize student potential for achievement, a particular concern for our target at-risk student population.[66] Therefore, it is vital for our school to promote children's social and emotional development in their early years in school. A meta-analysis of 213 SEL programs involving 270,043 students K-12 by CASEL showed that, "compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement." [67] The 4Rs Program received CASEL's highest ratings in its Guide to Effective SEL Programs (pre-K-5) and is also included in the federal Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices. The curriculum uses high-quality children's literature and engaging interactive activities to develop students' skills and understanding in: building community, understanding and handling feelings, listening, assertiveness, problem-solving, dealing well with diversity, and cooperation. Each grade has its own teaching guide, books, and age-appropriate activities. Triad teachers as well as the DTL and DSI will jointly monitor students' development. Key evaluative measures will include lower numbers of disciplinary incidents; lower severity levels of disciplinary incidents; higher levels of attendance; and responses received from Surveys.

Discipline Code: BPCS will use the NYCDOE's Citywide Behavioral Expectations to Support Student Learning Grades K-5 [68] because of its comprehensive focus on prevention and intervention supports and restorative practices. The basis of the Discipline Code is concurrent accountability and guidance intervention so that an incident of misconduct becomes a "teachable moment" for student growth and development. As stated in the Discipline Code, BPCS will use age-appropriate progressive disciplinary responses coupled with one or more student supports as applicable to the behavioral needs of the individual child. This approach will be used for both general education students and students receiving special education services. BPCS will adhere to all regulations protocols governing the discipline of children with identified special needs; the SPT will conduct a Functional Behavior Assessment to develop an intervention plan if needed. If, at any time, school officials suspect that a student's difficulties may be the result of a disability, which may require special education services, the student will be referred to the Committee on Special Education (CSE). A key goal in addressing all behavioral incidents will be to help the child understand why a behavior was

[64] The 4Rs program is further described in Section II.B.
[65] Klem & Connell, 2004.
[66] Centers for Disease Control and Prevention, 2008; Dryfoos, 1997
[67] https://www.casel.org/wp-content/uploads/2016/06/the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf
[68] http://schools.nyc.gov/DisciplineCode

inappropriate, the harmful impact the behavior has had on others and how the child could act differently in the future.

Partnering with families: Equally important, we will work with families to support the social and emotional growth of their child and provide behavioral goals as needed. We will reinforce children's social and emotional competencies through targeted SEL instruction and guide them to take responsibility for their behavior, a key component of TLIM. When behavioral expectations are not met, upper grade students will be asked to complete "Reflection logs" which ask for purposeful discussion of different decisions that could have been made, the misconduct's impact on others and corrective actions that can be taken. Every family will receive a copy of our discipline code at the opening of each school year. Family orientation will include discussion of the school's behavioral expectations and the ways in which families can support their child's social and emotional growth. At the end of each school year, families will have the opportunity to complete an end of year survey to provide feedback in areas of instruction, student achievement, school culture and safety and the level of support provided by school personnel-crucial to the evaluation of our fidelity to our mission and goals.

Evaluation: BPCS will monitor and evaluate the efficacy of school culture and discipline in multiple ways. The ED will meet regularly with families and school staff to garner feedback related to school culture and discipline. The ED will regularly review student behavioral data and engage faculty in addressing negative trends that may arise. In addition, the ED and the parent coordinator will regularly review family participation in planning and participating in school workshops and events to ensure that all families feel welcome and included. As the school grows, regularly scheduled focus group discussions will be held with children in grades 3-5 to provide for student voice around these issues. Key evaluative measures will include attendance levels for students and staff; numbers of disciplinary incidents; severity levels of disciplinary incidents; student retention rates and staff attrition, and responses received from Staff and Family Surveys.

H. School Schedule and Calendar:

Academic School Year: As we anticipate many students entering BPCS with existing academic challenges, our calendar contains additional days of learning, which has proven effective for at risk students.[69] Therefore, BPCS will have a longer academic school year, totaling 186 instructional days compared to the mandated 180 days, as part of our commitment to assuring we provide students with a rigorous academic, needs based experience. Our Academic Year for students and staff will begin in August. Prior to students reporting, staff will be provided with a minimum of 13 days of pre-service training. On top of this, staff has dedicated PD time during the weekly school schedule.[70] Our proposed calendar[71] is closely aligned with the NYCDOE calendar, and school will not be in session during winter, mid-winter and spring recesses; as well as Federal and religiously observed holidays recognized by the NYCDOE. At the conclusion of each academic year, students who have not met the promotional criteria will attend a two- week summer- intensive session.

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[69] Patall, Erika A., Harris Cooper, and Ashley Batts Allen. "Extending the School Day or School Year." *Review of c Research* 80, no. 3 (2010): 427. doi:10.3102/0034654310377086.
[70] Details about specific professional development for teachers can be found in Section III.D
[71] A copy of BPCS' proposed first year calendar can be found as Attachment 4c.

Our Academic Year is divided into three trimesters, each approximately 13-14 weeks in length, with interim assessments, progress reporting and Achievement Celebration and Reflection Days (ACR)[72] marking the midpoint of each trimester. At the end of each trimester, students will receive report cards and days will be set aside for Family-Teacher conferences. We have designed purposeful, innovative structures, aligned to our mission, during our Academic Year. In addition to ACR days, each trimester incudes a Bridge-Building Day, which provide students with opportunities for community-based experiences and a Connect Saturday, at which students and staff will attend school for additional academic skill enrichment and celebrations of their PBL in Science and Social Studies. The inclusion of these days in our calendar illuminates the value we place on meaningful learning extensions and their ability to impact student achievement. The calendar also includes dedicated days for a BPCS staff retreat and a BOT/Leadership team retreat, and a Welcome Reception for staff has also been calendared in.

Student School Day: Similar to our extended school year, our students will benefit from a unique, specially designed and purposeful longer school day[73] that offers a range of activities beyond the usual classes, demonstrated as one way to effectively increase student achievement. The start time for each school day is consistent; breakfast is offered to all students from 7:00-7:40 a.m. Students are dismissed at 4:00 pm on Monday, Tuesday and Thursday and at 3:10 p.m. on Fridays. Students will be dismissed early on Wednesdays (2:55 p.m.) to allow for full staff afternoon weekly PD. In alignment with best practices, BPCS's longer school day will provide additional time for direct instruction, small group programming and targeted interventions, enrichments and necessary CLE experiences for all students, and more support for staff.

The school week is designed to provide SEL touchpoints throughout to provide consistent reinforcement. Our week at BPCS begins with a 30 minute, TLIM Monday Morning whole school meeting where SEL skills are emphasized and celebrated. At the week's midpoint, all students are provided a dedicated 45-minute period devoted specifically to SEL[74] and each week will end with a TLIM Friday Morning meeting, held in individual Triad classrooms, that reflect on the week and look forward to how students will approach the weekend.

Each day, all students will receive 90 minutes of math and 90 minutes of ELA; 45 minutes each for science and social studies; and CLEs. Three days per week, all students will receive 30 minutes of SPARK fitness to start their day;[75] 30 minutes of individualized skill enrichment, designed to meet their specific skill level; and 45 minutes of a specialty subject class (music, art and physical education), supporting multisensory instruction.

While there are many times throughout the school day where students will be engaged in similar activities, it is during the Triad instructional periods where our students will see the most differentiation. Since our students will have rigorous and specific growth assessments, student ability grouping will be very strategic. For example, during social studies period, students who are assessed as an RTI II will have had a pre-teaching lesson on the OG, "cvc" skills in the

[72] ACR days are described further in Section II.G.
[73] A sample proposed student schedule can be found as Attachment 4a.
[74] For more information about our use of Morningside Center's 4Rs program, see Section II.B
[75] For more information about SPARK at BPCS, see Section II.B

vocabulary word list in the lesson; this could include picture prompting for ELL groups, before attending the social studies class. While the student who is at an RTI III level will have had the pre-lesson, s/he will also have one of the triad teachers or service provider with them during the lesson (one to one) reading along or providing auditory/computerized assistance. The student who is approaching grade level or RTI I will have read the passage about community helpers, for example, and is engaged in group extension activities such as doing research on community workers in other countries, culminating in a "compare and contrast chart" with peer review. The above grade level students will be grouped doing research in advance of preparing a whole class presentation regarding international community helpers. All students will, at varying points intersect similar content strands their scaffolding progresses.

Staff Schedule: A BPCS staff members' day[76] officially begins at 7:30 a.m. each day. Instructional staff will be expected to have a variety of roles during the morning period aside from their scheduled prep time, including bulletin and data board updating, line-up duty and parent meetings. Staff will all be expected to remain at school until 4:00 p.m. Monday-Thursday and until 3:10 p.m. on Fridays. Each day, staff will be provided with 45 minutes of common planning time, aligned with our Triad model. Once per week, staff will participate in a 60-minute, full staff thematic seminar, and three days per week staff will be provided with 50 minutes of specially designed and individualized preparation periods which could include mentoring and feedback time with the onsite OG trainer, review of a lesson with the DSI or DTL,[77],meeting with families, IEP review or attending an IEP meeting, or meeting with the SPT to follow up on actionable steps required for a student. In addition to the set aside time each week for PD, staff will be provided an additional 6 days dedicated to PD (without students) and, as such, will have a total of 19 days of PD in Y1. A Welcome Reception for staff and their families has also been

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure: BPCS's organizational structure is designed to ensure its viability and compliance with state law within three core areas: instruction, operations and finance, further described below.

Instruction: The Instructional team consisting of teachers and school leadership focuses on academics and achieving student progress and proficiency within the Performance Framework. Student performance and academic achievement is the most important factor to the Board of Regents considers when renewing charters. The DTL will serve as the school's primary instructional leader, reporting directly to the ED. As the instructional leader of the school, the DTL will supervise BPCS's academic programming, curricular and instructional design. In the staffing plan, there are significant supports and instructional staff to ensure the needs of ELLs and SWDs are met. Immediately upon opening, BPCS will have a dedicated DSI, a speech and language teacher, a literacy specialist, an ENL teacher and a social worker that will help realize the school's mission of connecting students to literacy. The ED functions as the school leader and will be focused on continued student achievement and overall school development.

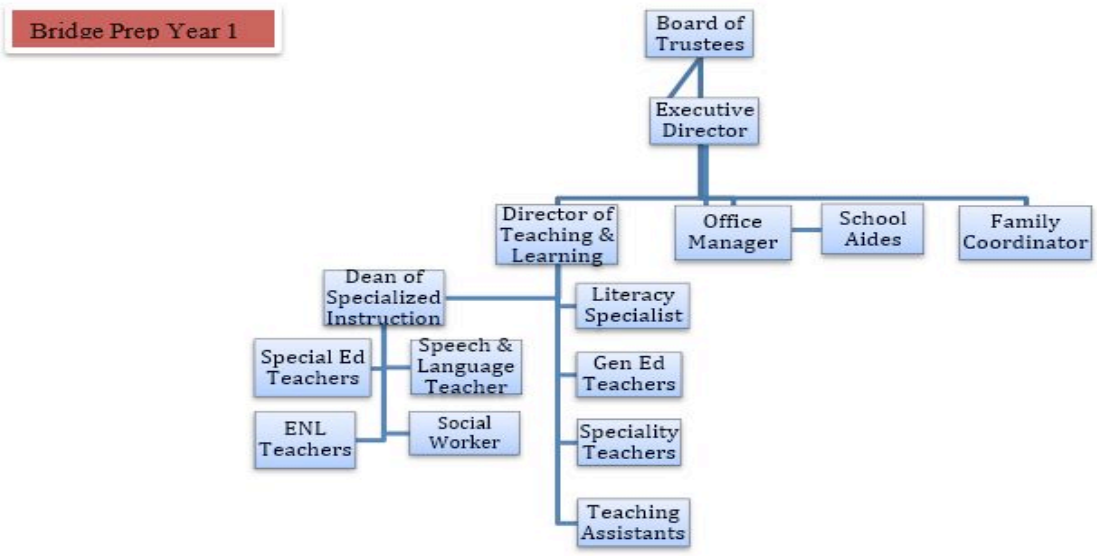
[76] A sample proposed weekly teacher schedule can be found as Attachment 4b.
[77] For a further description of our PD offerings for teachers, see Section III.D

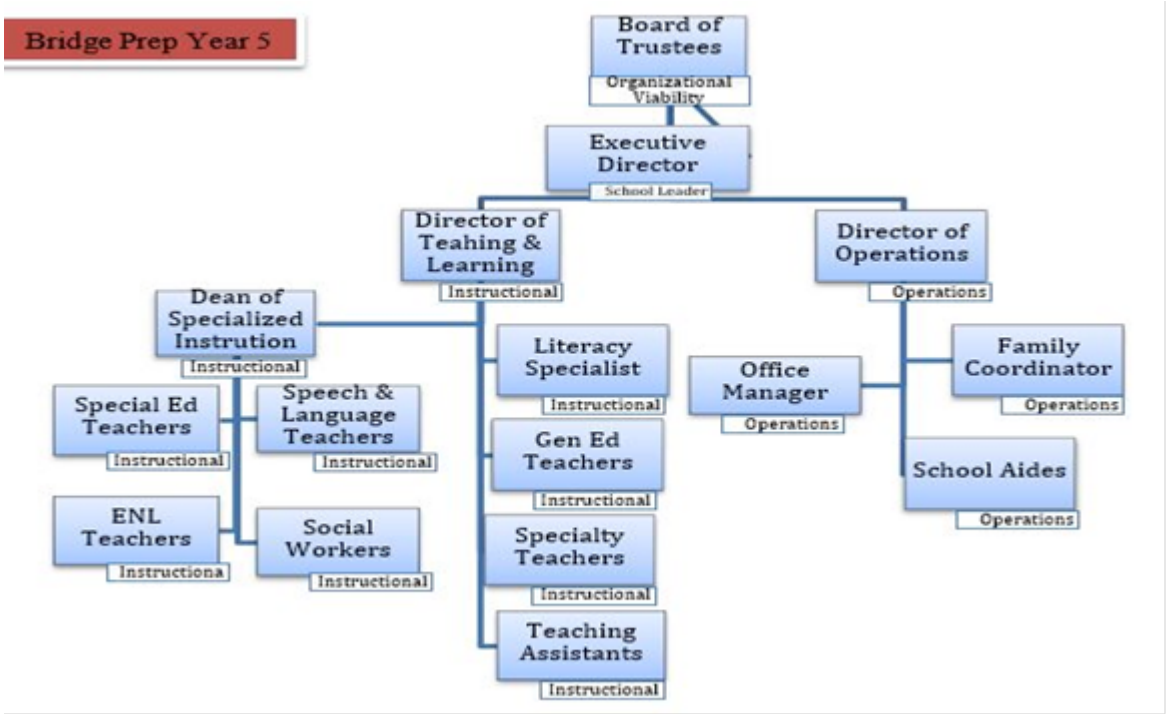
Operations: The Operations team ensures an operational structure is in place that enables an environment to support our students and staff to focus on BPCS's academic development. The ED will ensure operations run efficiently with controls and processes in place. In Y3, a Director of Operations (DOO) will be hired as we grow, based on student enrollment. The DOO will oversee all day-to-day operations and report directly to the ED. The BOT is ultimately responsible for operational decisions made at the school level and will delegate decision-making authority to school employees. A full delegation list can be found in Section III B.

Finance: Financial oversight ultimately lies with the BOT, with the ED directly responsible for financial controls and procedures at the school level. The ED, working with the BOT and BoostED Finance, will ensure sound financial planning for the school and manage the school's financial growth with proper annual financial budgeting, monthly financial reporting, and appropriate revenue management aligned our mission. The ED reports directly to the BOT.

Administrative Relationship between BPCS and The Board of Regents: The Board of Regents is a designated authorizer under State law and has governance over BPCS's BOT. The BOT oversees BPCS and has autonomy to operate the school to best meet the needs of its students within the bounds of the Charter Schools Act. The Board of Regents and the State Education Department utilize the Performance Framework, with 10 Benchmarks, primarily Benchmark 1 to evaluate school performance.

BPCS's proposed organizational chart and structure over time, Y1 and Y5, can be found below. Reporting relationships are delineated with the BOT having organizational oversight and ultimate fiduciary responsible for ensuring the viability of the education corporation. It is important to note that throughout our charter term, BPCS will utilize outside consultants for finance and HR management as well as security, custodial, nursing and I.T. services.





B. Board of Trustees and Governance:

Roles and Responsibilities of the Board of Trustees: Pursuant to Section 2853(b)(1) of the Charter Schools Act, the BOT seeks authorization to form an education corporation to operate BPCS. The BOT is entrusted with the charter agreement by the Board of Regents and will have overall legal, financial, and fiduciary responsibility to hold the school accountable to the terms of its charter. The BOT's responsibilities will include, but will not be limited to:

- Approving the school's annual budget and strategic goals, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Hiring, overseeing, and evaluating the ED;
- Establishing and maintaining all policies governing the operation of the school
- Ensuring that the school is accountable for the academic success of its students; adheres to its mission, as well as state and federal guidelines; follows the Performance Framework; and uses achievement and performance data to help improve the quality of decision-making;
- Ensuring that the school operates at all times in compliance with its Code of Ethics
- Facilitating long-term, strategic planning;
- Holding ultimate accountability for the school in its relationship with the Board of Regents;
- Participating, as appropriate, in the grievance process; and
- Providing support with public outreach and other services.

The Executive Director reports to the BOT and oversees the day-to-day operations of the school. The ED will provide monthly updates including financial, enrollment and demographic data, attendance, student performance and achievement data, and staffing. The ED will meet with

the BOT's Academic Committee to review data reflected in the data dashboard. This data will be presented at the monthly meetings of the BOT. In addition to monthly reports, each trimester, the ED will report to the BOT on student achievement goals based on the Performance Framework. During the spring, the ED will work closely with the school's finance committee. Annually at the end of the school year, the BOT will conduct a comprehensive written review of the ED to evaluate his/her performance in fulfilling the school's mission and performance goals, which were mutually established by the BOT and the ED based on the Performance Framework and essential school design elements. At this time, the BOT will make decisions related to employment, compensation, and growth priorities. Throughout the year, the BOT will monitor adherence to the mission, policies, the established performance goals, and charter.

The BOT will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner in compliance with the Charter Schools Act, Article 56 of the State Education Law, Open Meetings Law, and all other applicable state and federal laws and regulations.[78] The BOT will both function as a whole and through committees to operate efficiently and effectively. Committees will report on progress and challenges monthly at the BOT meeting. Each trimester the BOT will review the ED's progress against goals and review the BOT's progress against goals. Annually, the BOT will assess progress against strategic goals, review and approve the budget for the next school year, approve major contracts, assess compliance/progress in achieving educational outcomes, elect new board members, elect board officers, confirm board member commitments, and collect annual conflict of interest disclosure forms. The BOT will conduct meeting evaluations, which will provide a quick snapshot as to the effectiveness of board meetings and areas for improvement.

Proposed Governance Practices of the School: The BOT will have no fewer than five (5) and no more than 15 members at any time, including the Ex-Officio position for the school's Parent Teacher Association President (PTA) or his/her designee. The BOT will hold meetings monthly at the school that adhere to the Open Meetings Law. BOT meetings will be conducted in accordance with Robert's Rules of Order and the school's by-laws. Parents and staff are welcome to attend board meetings, which will provide opportunities for public comment. The BOT will proactively evaluate BOT composition and screen candidates relative to stated capacity and diversity goals. Qualifications to serve on the BOT include:

- A belief in the mission and design of the school;
- The belief that all students, regardless of academic or English language proficiency status, can and will achieve academic excellence;
- Demonstrated understanding of BOT duties and relevant experience and expertise;
- Ability to attend BOT and committee meetings and volunteer for BOT work; and
- Capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

BOT Member Terms: The founding trustees shall be divided equally into three classes with staggering expiration years over the course of the first three years. After that, the term of each Trustee shall be three (3) years and Trustees may not serve more than two consecutive, three (3) year terms.[79]

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[78] BPCS's Code of Ethics can be found in Attachment 5b.
[79] A detailed description of Trustee terms can be found in *Attachment 5b*

Advisory Board Members: The BOT will establish an Advisory Board of no more than four (4) to six (6) members to complement the knowledge, understanding and strategic thinking of the BOT. Advisory Board Members will provide subject matter expertise in academics, pedagogy, charter or business operations, finance, fundraising, special needs programs, or other areas of specialized knowledge. The Advisory Board will act as a resource that can be accessed to aid in the overall success of BPCS. The Advisory Members will not mask gaps in the operating board but, instead, will serve as a body that can challenge BOT assumptions and provide access to resources for the betterment of BPCS. Members of the founding team may be asked to serve as Advisory Board Members. Like Trustees, they must be elected by a majority of the voting board. Advisory Members will be non-voting members and shall serve a term of one (1) year with no term limits. Advisory Members are expected to attend monthly Board meetings, either in person or via videoconference or telephone, in accordance with the established by-laws. Quarterly Advisory BOT meetings will be held to address specific agendas and goals.

General Responsibilities of Board Officers:

- **The Chair** of the BOT has general supervision, direction, and control of the affairs of the school, subject to BOT control, and such other powers as the BOT may prescribe. When present, the Chair will preside at board meetings.
- **The Vice-Chair** acts in the place of the Chair if the Chair is absent or unable to fulfill his/her duties. When acting as Chair, the Vice-Chair will have all the Chair's powers and be subject to the same restrictions.
- **The Treasurer** chairs the finance committee and acts as custodian of school funds providing the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the BOT of the school's ongoing fiscal condition and receives the annual audit report.
- **The Secretary** will be responsible for keeping the minutes, ensuring public notice of meetings, maintaining records of board membership and decisions, interpreting the bylaws in the case of a dispute, and any other duties the BOT may prescribe.

Committees: The BOT will have four permanent committees: Executive, Finance, Academic, and Board Development and Governance. The BOT Chair may create ad hoc committees to handle targeted issues such as facilities. The BOT Chair will appoint committee chairs, except in the case of the Executive and Finance Committees. At appropriate intervals, the chairs of permanent and standing committees will provide reports of committee activity to the BOT.

- **The Executive Committee**, chaired by the BOT Chair, will facilitate effective decision-making by the BOT. Composed of BOT officers, this committee is responsible for planning Board meeting agendas and communicating with other board members. They will be responsible for school facilities, especially in the first term of the charter.
- **The Finance Committee**, chaired by the Treasurer, coordinates the BOT financial oversight responsibilities. Additional responsibilities include oversight of the school's auditing, facilities and financial management.
- **The Academic Committee** works to ensure that the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution, and supports the ED in the maintenance, promotion, and improvement of the academic standards set forth in the charter. The primary responsibilities of this committee include advising the BOT on the school's core activities of teaching and

learning, recommending to the BOT the adoption of academic policies consistent with the vision, mission, and plan; adopting procedures to benefit BOT-approved academic policies; advising the Board on the academic program; and working with the ED to monitor and advance the quality of academic activities.

- **The Board Development and Governance Committee,** which exists to prospect, contact, recruit, orient, support, and evaluate Board members. The BOT needs to continually recruit, select and develop new members. This committee ensures that the BOT reflects the community BPCS serves. The committee will also be responsible for training and development of new and veteran members.

Processes to Promote Parental and Staff Involvement in School Governance: In addition to the measures described in the by-laws relating to the publicizing of board meetings, the BOT will reserve a seat for a parent (or guardian) representative. The parent trustee will normally be the elected President of the PTA. The PTA President can also name a designee to serve on the BOT. The parent trustee will be an ex-officio trustee with the right to vote but will cease to be a Trustee if his or her child ceases to be a student at the school during his or her term of office. In addition, Trustees will periodically attend meetings of the PTA and actively solicit feedback from parents. Staff members are not permitted to be trustees under the General Municipal Law. However, the ED will attend every board meeting and other members of the school staff may attend as requested by the BOT. Any member of the school may attend meetings per of the Open Meetings Law. The BOT will specifically require the ED to inform members of the school staff, especially the instructional staff, about matters discussed by the BOT that are related to their professional responsibilities and to solicit staff feedback and communicate that to the BOT on an ongoing basis. In addition, the Board will periodically request presentations from members of the school staff on specific aspects of the school's program. The BOT may solicit additional parents or teachers to participate in specific task forces and can establish task forces or advisory groups to address distinct issues that come to the attention of the BOT and require the advice and research of multiple constituents: teachers, parents, staff and, sometimes, students. Input from students' families and all school staff is essential to the continuous improvement of the school and the BOT's ability to assess and support the school's mission. The BOT will conduct parent and staff surveys to both evaluate areas of satisfaction and to identify areas of concern to improve the school's overall operation and culture.

The Board's Relationship to the Authorizer: The BOT will enter into a performance contract with the Authorizer. Understanding the importance of the Charter School Performance Framework for renewal, the BOT understands that the Board of Regents authorizes our initial charter and any charter renewal, and that our Authorizer will conduct ongoing monitoring of the school, including site visits and audits. The BOT and executive staff understand that they must respond to all requests in a timely manner and are required to maintain all records as outlined in the monitoring plan for inspection by the Regents and/or their agents.

Expertise/Background of Proposed BOT Members: We deliberately sought out board members with experience and expertise relevant to the needs of BPCS. Our BOT includes a former charter school COO, a lawyer who served on CEC 31, a founding principal of an innovative and successful NYCDOE school, a retired principal of a Blue Ribbon elementary school, a literacy expert in Orton-Gillingham, the former parent liaison of a public school

designed for students with dyslexia in Florida, a philanthropist and business strategist from Bloomberg LP, a neuropsychologist and associate professor from Columbia University, and a former NYS Assembly Member who is a well-respected businessman and member of the community. In addition, we added advisory board members including a clinician who specializes in language-based learning disabilities. In addition, the current proposed BOT and Board Advisory members will seek to add two additional board members, one with charter school experience, and one with financial experience, between the time of charter approval and school opening.[80]

Authority of the Board of Trustees and Delegated Authority

Responsibility	Board of Trustees	Executive Director
Legal	Exercises fiduciary role to ensure the charter school is properly managed. Maintains legal status; ensures legal and regulatory compliance. Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest.	Provides information to the BOT to demonstrate that the school is well managed. Compiles information for annual filing requirements. Alerts BOT if conflict of interest situation is likely to occur.
Finance and Accounting	Approves annual budget. Reviews monthly financial reports (balance sheet, income statement). Establishes proper internal controls.	Prepares annual budget for the BOT Finance Committee. Oversees preparation of monthly financial statements and implements proper financial controls.
Planning	Establishes mission and vision and approves goals/objectives. Conducts & monitors regular strategic review. Assesses compliance/progress in achieving educational outcomes agreed to in the Charter, reviews the annual report and renewal activities. Assesses school/program evaluation plan. Leads strategic planning.	Participates in establishing mission, vision, and implements on site. Develops specific program goals & objectives. Assists BOT in keeping focus and momentum. Develops/oversees progress reports including the annual report and the renewal process. Designs and implements programs to address strategic priorities.
Policy	Develops and adopts written policies. Responsible for annual policy review.	Identifies need for new policies. Assures implementation of policies and assists in analyzing policy options.
Personnel	Sets and reviews personnel policies. Hires ED and evaluates his/her performance.	Implements personnel policies. Recommends changes to such policies. Hires staff and evaluates performance.
Resource Development	Assures long-range commitment of resources. Creates long term and annual fund development plan.	Executes fund development efforts, develops grant and other funding applications, plans, fundraising events.
Board Accountability	Establishes and communicates expectations of BOT membership; regularly evaluates its own performance to assure effective BOT participation and outcomes	Facilitates regular and effective communication among board members.
Decision-making	Defines and communicates BOT's role and assures appropriate BOT role in decision-	Makes action decisions within parameters set by the BOT.

[80] For more detail about each member of the applicant group, please see Table 1.

	making.	
Community Relations	Promotes school to parents and the public Serves as emissary to broader community. Fields complaints from parents and community members.	Interprets the charter school mission to the community via direct involvement, public and governmental relations, personal contact, etc. Works closely with the BOT for an effective division of labor Addresses complaints submitted to the BOT and implements solutions based on BOT recommendations.
Contracts	Approves major contracts	Manages contracts

Accountability for Achieving Mission and Goals: In order to determine that the school is an effective organization meeting and exceeding commitments to students, staff, families, the BOT, the community, authorizers and the Charter Law, a rigorous evaluation system will be effectuated, utilizing the Performance Framework to render information upon which BOT decisions can be made. To accomplish this, audits/reviews, both internal and external, of the financial, educational, legal policies, operations, BOT and staff evaluations will be conducted. The evaluation results will be submitted to the BOT and synthesized by all stakeholders into an action plan with consistent regard to achievement, student and staff satisfaction and structural/financial soundness. Further, the findings will be published in an annual report for the authorizers and school community. Descriptions of the evaluations/reviews and their resultant implications for overall school improvement are found below.

Evaluation of the Board: Once yearly during a monthly meeting, the BOT will conduct a self-evaluation. They will develop a rating form that assesses performance individually and as a formal body based upon these elements: shared vision of mission and purpose; governance role and partnership alignments; organization and structure; efficacy of meetings and subcommittees; capacity in experience, diversity, and financial support. The BOT Chair along with the BOT Development and Governance Committee will oversee this process. The results of the evaluation will enable the BOT to reassess its alignment with its focus on school mission and adherence/compliance to the Performance Framework. Further, the process will enable the BOT to enact an action plan for course-correction, needs in recruitment, capacity, training, community outreach and overall board management toward fulfillment of the charter.

School Leadership Evaluations: The ED will be evaluated and held accountable by the BOT using NYSED-HEDI scale[81]. Within the first trimester of the school year, the ED will meet with the BOT to establish specific, actionable, and measurable goals grounded in the matrix of effective school indicators, such as instructional and staff supervision, school structures and operations, capacity of leadership team and establishment of a vital, vibrant school culture of achievement. In addition to the monthly dashboard presentations to the BOT, each trimester, the ED will demonstrate formative progress toward the professional goals achieved within each area of assessment. Subsequently, the Chair will conduct low inference, on-site ED-practice observation walkthroughs intended to be descriptive of observable facts and events without interpretation, subjectivity or judgment. The Chair will report the site visit to the academic committee and the full BOT. At the end of each trimester, a written rating report will be

[81] Defined in Section III. D.

produced and finalized with the ED. The ED's rating will include areas of accomplishments and areas requiring improvement. Each finding will be revisited each trimester. Similarly, the effective school indicators, will be the basis of the ED's ratings of the DTL and DOO. In turn, the DTL will rate the DSI, and the Literacy Specialist. The ED will be the ultimate sign off on ratings of all school personnel.

C. Management and Staffing: Student achievement and commitment to our mission guides all decision made at BPCS, including management and staffing decisions. We will build a team of high quality professionals from diverse backgrounds and experience who will serve our students using the innovative structures described herein to provide an educational experience currently unavailable in our community. We will use various data measures, described in Section II. E, to determine the need for additional supports or changes in our staffing model to ensure that our program is delivered for students and families as promised. The positions employed over the first charter term are found below:

Proposed Management and Staffing Chart						
	Avg. Starting	**FTE**				
Position	**Salary**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Executive Director	$115,000	1	1	1	1	1
Director of Teaching and Learning	$100,000	1	1	1	1	1
Director of Operations	$75,000	N/A	N/A	1	1	1
Dean of Specialized Instruction	$75,000	1	1	1	1	1
Family Coordinator	$35,000	0.5	0.5	1	1	1
Speech and Language Teacher	$60,000	1	1	1	2	2
Social Worker	$60,000	1	1	2	2	2
Literacy Specialist	$65,000	1	1	2	2	2
General Education Teachers	$60,000	3	5	7	9	9
Specialty Teachers	$60,000	1	2	3	4	4
Special Education Teachers	$60,000	3	5	7	9	9
Teaching Assistants	$35,000	4	8	14	18	18
ENL Teachers	$60,000	1	1	1	2	2
Office Manager	$42,000	1	1	1	1	1
School Aides	$12,500	2	2	2	4	4

The staffing plan above delineates hiring of key personnel to support academic achievement in a robust student-centered school prepared to meet the needs of all learners with strong staff support structures. The roles, delegation of responsibilities and relationships of key stakeholders include:

The Executive Director has the ultimate responsibility for *every* facet of BPCS, reports directly to the BOT, and is responsible, in the chain of command, as the officer in charge of all school-level staff, as well as ensuring a safe and orderly school environment and a caring and supportive school culture for all members of the school community. Beyond the accountability to the BOT, students, staff, and school community, the ED has a substantial role in engaging, supporting and ensuring our families are significant partners in their child's education. The Family Coordinator**,** reporting to the ED, will be instrumental in forming a nexus to our families to ensure their voice and foster meaningful family engagement as our main collaborative partners. During the first two years of the charter term, the ED will directly oversee the school's programmatic and fiscal

operations, with the aid of fiscal consultants, the Office Manager and School Aides. Starting in Y3, the DOO will oversee day-to-day operations.

The DTL**,** who will be supported by the Literacy Specialist, reports directly to the ED, and is responsible for assisting the ED in leading the educational program. The specific roles and responsibilities of the DSI, the special, general, ENL and specialty teachers are addressed later in this section. The Social Worker reports directly to the DSI, and will provide prevention and intervention support for student, including individual and small group counseling; serve as a resource for teachers in addressing children's social and emotional growth, including behavior management; work with teachers and office staff to promote daily attendance; and will be an integral link with families as s/he works with them to support their child's progress. The SW is expected to provide on-going feedback to school leadership as applicable on how well school protocols and procedures are meeting students' and family needs as part of our school's commitment to continuous improvement.

BPCS' founding project director Tim Castanza is the **proposed school leader** for BPCS and his resume is Attachment 8b. Tim was born and raised in Staten Island and has led the BPCS planning and school design from its inception. An alumnus of the Teach for America (TFA) program, he began his teaching career at the former University City High School, where he developed a passion for working with at-risk students, specifically on improving literacy outcomes. During his time as the Director of Special Education and Specialized Programming at The Academy at Palumbo, Tim was responsible for the structuring and development of the school's special education department, which involved implementing key structural changes, mindsets and strategies with his staff, along with assuring students of varying ability levels were having their individual needs met. During his time with TFA's National Summer Institute, he trained new special education and English teachers preparing to teach in cities across the United States, emphasizing for his staff his belief that all teachers, of every subject, are teachers of literacy. Since joining the NYCDOE, he has led teams responsible for evaluating access to high quality schools, the demand for educational programming for at-risk subgroups across NYC and the procurement of space available for those services, a skill set that has prepared him well for the role of ED. In his current role as Deputy Sr. Director of Strategy and Engagement with the NYCDOE, he is responsible for developing strategies to improve engagement and communication between the NYCDOE and the many diverse communities across NYC. Tim is an active member of the larger education community on and beyond Staten Island, and has formed many key partnerships, which will be beneficial to advancing BPCS' mission. Most recently, Tim was selected by NYSED's Office of Special Education to participate in a forum designed to develop guidance to help schools across NYS to promote improved outcomes for students with learning disabilities resulting from dyslexia, dysgraphia and dyscalculia.

Our management and staffing plans account for the identification and serving of SWDs and ELLs. We have created and funded a crucial position, the DSI. The DSI will support the identification of SWDs, ELLs and students receiving RTI services in all aspects of their school experience. The DSI will oversee and be responsible for the reporting and procedures of special population services. In support of the DSI, we have funded a dedicated speech and language teacher(s) to fully sustain the speech and language acquisition of our target population of struggling readers. The DSI will report to the DTL. They will work collaboratively with our

general, special education, ENL, specialty teachers and teaching assistants to ensure scaffolding and enrichment is provided to all levels of learners, daily instruction is sound and rigorous, and in full alignment with the Performance Framework.[82]

High quality teachers will be recruited and retained. Staff recruitment will be led by the ED in consultation with the BOT hiring committee. All hiring will be done in accordance with our hiring policy.[83] We will network with community partners and leverage our BOT's experience and capacity to help with our search. We will host employment information sessions for potential candidates. These sessions will highlight the extensive pre-service, in-service and ongoing professional development and certification opportunity in OG that staff members will receive; the unparalleled opportunity to teach in a school with an extremely low teacher to student ratio in our uniquely-designed Triad classrooms with on-site staff developers in literacy; and the administrative support and infrastructures that while rigorous in expectation and accountability, will benefit their professional practice and be integral to student progress and success. We believe these factors will result in high teacher retention.

Our recruitment efforts will include outreach to networks such as Teach for America, Education Pioneers and the New York City Teaching Fellows; local college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education, as well as the Columbia University Teachers College, the Rose Institute at Manhattanville College and the Center for Dyslexia Studies at Fairleigh Dickinson University, all of which include along with general education programs, outstanding literacy acquisition specializations. Recruitment efforts will extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission. In all venues and efforts, we will spotlight competitive salary, health benefits and 403b plans we offer. Extensive detail is provided in Attachment 8a Hiring and Personnel Procedures regarding BPCS's recruitment and retention policies, as well as benefit packages.

C.1. Charter Management Organization: Not Applicable
C.2. Partner Organization(s): Not Applicable
C.3. Networks Schools: Not Applicable

D. Staff Supervision and Development: Professional Development (PD) at BPCS will be a source of pride and seamless professional growth. PD is at once an intensely personal as well as a systematic response to the instructional best practice needs of our staff members. We are committed to creating a dynamic, highly structured, highly disciplined, well-designed learning environment, where curriculum and instruction are never confined to individual classroom silos, and where learning is never limited by bell schedules. The greatest gift we can give our students is highly qualified, highly skilled, caring professional as their teachers. Therefore, investment in professional learning is a top priority. We believe when teachers broaden and deepen their expertise through sustained, high quality PD, it engenders a sense of professional fulfillment that leads to greater teacher retention.

PD Goals and Objectives: PD themes and content are our start-up goals. They will become more

[82] Sections II.C and II. D provides detail regarding the instructional support structures provided to students and staff.
[83] BPCS' staff recruitment policy can be found in Attachment 8a.

refined, descriptive and focused as we begin to get to know our educational community. Our PD will include: differentiation; mentorships; certification in OG; development of technical, qualitative and analytical skills to analyze student data and use findings to make instructional modifications; learning new technological skills to be able to properly use technology in the classroom; improve classroom management skills; action research training; develop specialized skills to support special populations; acquire leadership skills to build capacity for school improvement, shared leadership, and common culture of achievement; understanding the achievement gap, including cultural, economic and racial sensitivity.

Center for Staff Development: Our Center for Staff Development is one of the essential elements in our structure. We aim to have our teachers and staff trained in such a way that they build enough flexibility to adapt to their individual student needs. Of primary importance is our staff must become proficient and credentialed to truly understand how to weave OG and TWR in all content learning. Our PD plan is structured to ensure OG certification for all our instructional staff in the initial years of our opening. This is an extremely sought-after professional opportunity that will help us build strong staff capacity and retention. The environment and culture of the Center will be that of a professional community as each Triad works together, with a nexus to all other Triads and grades, vertically and horizontally. With all our teachers receiving training and supports, they will also be better prepared to help each other when question arise about what strategies to employ with specific students. Thus, we are firmly committed to performing their duties at the highest possible level. Essentially, a place where staff knows the reason we have invested so much in thoughtful professional development, programming, planning time and an atmosphere of complete professionalism is because we want them to grow with us and stay with us. Furthermore, branching out externally, and in the spirit of district-charter collaborative, we will look to form a learning community with other CSD 31 public schools to facilitate sharing skillsets, best practices and arranging intra-visitations. This will reinforce professionalism and capacity.

Professional Learning Opportunities: Full Day Pre-Service Intensive and Throughout School Year (*19 total days*): The ED will oversee BPCS's full day pre-service PD seminars and workshops consistently setting a tone of high expectations and blending our mission and vision with the rigor of instructional design, school culture, and our community of learners. Each of these topics will begin in the summer pre-service and continue throughout the academic year. Listed below are the topics for our first year:

Session	Professional Development Content/Theme
Greetings and Celebration of Our Founding Facilitator: Executive Director	BPCS Mission, Commitment, Key Design Elements and Structure, our top priorities, our children and families, the Center for Staff Development, staff voice and support, professional learning opportunities, structure of our Board of Trustees, Partnerships.
Orton Gillingham at Bridge Prep Facilitator: OG Staff Developer	30 hours of OG training on topics including: the nature of students with language-based learning disabilities; phonological awareness; common errors and correction; six syllable types; spelling rules; lesson planning and content connections; student assessments, pre- and post- testing; intro to Morphology; OG and the Danielson Domains; year on-site yearly support structure.

Teaching Basic Writing Skills and strategies, The Writing Revolution Facilitator: Hochman Associates	Lesson development and interdisciplinary design of teaching writing: sentence types, phrases, summarizing, grammar and usage; paragraphs and compositions, topic sentences, types of outlines, drafting and revising; the structure, administration and interpreting writing assessments; school year support structure.
Curriculum Framework and Core Knowledge Facilitators: DTL, Literacy Specialist, DSI, Executive Functioning trainer	The CK Sequence; foundations of knowledge; organization of academic content; available resources and access to the CK curriculum; crosswalks to NGLS and Singapore Math; Project-Based Learning in social studies and science; Executive Functioning.
The Triad Defined Facilitators: BOT Chair, DTL	Triad Structure Flexibility/Fluidity of the Model Staff roles and supports. Scaffolding, integration of specialized methods in lessons
BPCS Instructional Design and Methods Facilitators: ED, DTL,	Co-teaching models; Instructional Grouping; Lesson Design and Curriculum Mapping, including UDL; Teacher Looping; Literacy and math Blocks; social studies Project Based Learning; Physical Education/Spark Program; CLEs
Baseline/Formative, Interim, Summative, Content assessments Data Achievement Celebration Days. Facilitators: DLT, DSI	Data entry, aggregation and disaggregation; uses in differentiated instruction; tracking progress; maintenance, access and interpretation of central dashboard data.
Response to Intervention (RtI) Facilitators: Board Member, DSI	How it works; three tiers of support; proactive design to prevent unnecessary referrals to special education; structure of the SPT and its function.
Students with Disabilities Facilitators: DSI, Social Worker	Identification of students who may require referrals; referral process and role of CSE; evaluations; reporting, annual reviews, IEP meetings, entry into SESIS; compliance; understanding IEPs and its components; testing accommodations and modifications; related services; teaching strategies; UDL, setting IEP goals
English Language Learners Facilitators: DSI, Social Worker	Recruitment, enrollment and retention; identification of ELLs; role of the ENL teacher in the Triad; UDL and ELL instruction; compliance and family communication. SIOP protocols
School Culture and Discipline Plan Facilitator: ED	The Leader in Me; The 4Rs Program, Progressive Discipline Policy and Restorative Practices; Therapeutic Crisis Interventions for Schools-(TCIS) Prevention and De-escalation.
The Teacher Evaluation Process Facilitators: ED, MAM	Overview of BPCS's teacher evaluation process, Danielson framework and supports.
Review of Staff Handbook Facilitators: ED, MAM, BOT	Personnel and payroll procedures (HR); school policies (verbal abuse, corporeal punishment, Dignity Act, etc., operating procedures (opening day, arrival, dismissal, emergency preparedness, etc.
Student Safety Facilitators: ED, SW	Recognizing Child Abuse and Neglect Bullying and Harassment Mandated Reporting, substance abuse

Weekly Professional Learning Opportunities, will be offered three periods per week; focused and also based on the needs of the staff, either within the triad or grade or individually differentiated. This dedicated PD time will include supports from:

- OG Staff Developer**:** on-site, 2 days per week conducting one observation and one debrief/coaching session with Triad teacher teams, and one to one with teachers;

- TWR Support: On going web-based support and coaching;
- DTL, DSI and Literacy Specialist: supports lesson and curriculum map design and delivery and provide feedback/coaching on informal weekly observations based upon monthly-themed *Danielson Framework for Teaching*[42] Domains and Components (explained further in section III. D). They will also help analyze student assessment data, identifying trends and developing appropriate responses and interventions.

Common Planning Periods: In addition to the above, teachers will have a daily common prep period for: individual lesson plan writing and research/curriculum map/pacing updates; communication with families; data input and student binder updates. Team discussion of: lesson feedback from DTL or consultants, highlighting review of student work and compilation of work products in portfolio; celebrations or concerns regarding individual students or trends of student groups based on data review, teacher observation, guidance and SPT or RtI reports; design of interdisciplinary CLE sessions.

Wednesday Full Staff PD: The full staff will meet weekly with meetings led by ED or school leaders, focusing on topics relevant to the full staff including compliance, operational, personnel policy and procedures, curricular and instructional building trends, school culture and discipline.

Additional Professional Growth Opportunities include:

- Individual staff member meetings with the ED through the first month of school allowing for discussion about long term and short-term vision for their role in the school and professional trajectory. Additionally, this will be a way of establishing positive rapport and an open-door policy between the ED and staff.
- Monthly opportunities for informal or formal staff debriefs with the DTL and DSI. Sessions will be more individualized than the Triad-based weekly sessions with targeted discussions leading to an actionable written report that may be used immediately in the classroom. Follow up will be conducted during the subsequent pre-and-post observation cycle within weekly Triad meetings.
- End of Year conferences with the school leadership to reflect on progress made toward realizing student and personal goals, reviewing progress data to improve teacher practice
- Staff will attend external conferences and institutes to acquire best practices and improve student engagement
- As teachers build a platform of practice, a strategic model classroom visitation schedule will be developed for the observation of collegial, content-based best practices among BPCS staff along with partners in NYC Special Education and District-Charter Collaboratives
- ACR Days held once per trimester, led by the DTL and DSI to analyze overall and cohort student growth patterns in all content area achievement, attendance and student leadership and SEL trends. Throughout the day our whole school community is focused on data usage. Potential activities include school-wide challenges, creation of data notebooks for self-evaluation, goal setting and analysis toward goal achievement. ACRs culminate in a celebration of school-wide progress.

Leadership Professional Growth Opportunities: The ED, DTL, DSI and DOO-Y3 will meet each day for a daily debrief, before start of school to strategize on day's focus and strategic goals, anticipated difficulties in plan executions, establish needs of collegial assistance, special

events for the day and progress of ongoing programs, guests in school, debrief on prior day's successes, areas of concerns, development of improvement plans and review of data. Additionally, BPCS's Leadership will meet weekly for longer debrief and planning sessions.

Master Academic Mentor: Our Master Academic Mentor (MAM), a seasoned school administrator, will provide personalized coaching and mentoring to our ED and DTL. This targeted support is especially important during our first two years of operation, a key timeframe in assuring a path to achievement and success for our school. The MAM will support the ED and DLT specifically focusing on:

- Establishing measures of student learning and content related assessments and ways to demonstrate sustained success in driving school-wide student achievement/growth; aligning with The Charter School Framework.
- Identifying practices for developing and evaluating instruction and effective evaluation of curricular choices.
- Supporting and evaluating of staff, taking corrective actions for struggling teachers to effective teaching outcomes; implementing our instructional model and the selection and creation and modeling of PD.

BPCS will participate in the NYC Charter Center's *Start Right* program for ongoing professional development, conferences and one on one coaching. Leadership will attend specific, strategic professional conferences that seek to improve their management, supervisory and career advancement. The ED will cultivate partnerships in the charter and district sectors for shared resource use and adoption of implementable best practices within the respective schools.

PD Evaluation Process: PD Questionnaires designed to provide a feedback loop between staff, leadership, consultants, mentors, and CBOs, will be completed by participants following each PD session. The questionnaire will measure overall satisfaction, timeliness, relevancy, facilitation of learning, formative competency, provision of resources, meeting expectations, and overall quality of PD to improve design and delivery of instruction. In addition, a full staff survey will be administered each spring to provide feedback on the quality of the staff-wide professional learning opportunities. Leadership "Huddles" will be convened following each administration of questionnaires and surveys to inform future PD sessions, develop topics for weekly sessions with Triad teachers, to gain a more in-depth perspective of staff needs, program effectiveness and to plan staffing patterns and enhance teacher retention programs.

E. Evaluation: In order to determine that BPCS is an effective organization and we are meeting our commitments to our students, staff, families, BOT, community, authorizers and the Charter Law, we must rigorously pursue evaluation systems, which render information upon which we can make decisions. To accomplish this, audits/reviews, both internal and external, of the financial, educational, legal policies, operations, BOT and all staff evaluations will be conducted. The evaluation results will be submitted to the BOT and synthesized by all stakeholders into an action plan with consistent regard to our achievement, student and staff satisfaction and structural/financial soundness. Further, the findings will be published in an annual report for the authorizers and school community. The following are descriptions of the evaluations/ reviews that will be implemented and their resultant implications for overall school improvement:

Evaluation of the BOT: Once yearly, during monthly meeting, the BOT will conduct a self-evaluation. They will develop a rating form that assesses its performance individually and as a formal body based upon these elements: shared vision of mission and purpose; governance role and partnership alignments; organization and structure; efficacy of meetings and subcommittees; capacity in experience, diversity, and financial support. The BOT Chair along with the BOT Development/Governance committee will oversee this process. The results of the individual evaluations will be synthesized to enable the BOT then as whole to reassess its alignment with its focus on school mission, and adherence/compliance to the Performance Framework. Further, the evaluation process will enable the BOT to enact an action plan for course-correction, needs in recruitment, capacity, training, community outreach and overall board management toward fulfillment of the charter.

School Leadership Evaluations: The ED will be evaluated and held accountable by the BOT using NYSED-HEDI scale. Within the first trimester of the school year, the ED will meet with the BOT to establish specific, actionable, and measurable goals grounded in the matrix of effective school indicators, such as instructional and staff supervision, school structures and operations, capacity of leadership team and establishment of a vital, vibrant school culture of achievement. In addition to the monthly dashboard presentations to the Board, each trimester, the ED will demonstrate formative progress toward the professional goals achieved within each area of assessment. Subsequently, the Chair will conduct low inference, on-site ED-practice observation walkthroughs intended to be descriptive of observable facts and events without interpretation, subjectivity or judgement. The Chair will report the site visit to the academic committee and the full Board. At the end of each trimester, a written rating report will be produced and finalized with the ED. The ED's rating will include areas of accomplishments and areas requiring improvement including results from Family and Staff surveys. Each finding will be revisited each trimester. Similarly, the effective school indicators, will be the basis of the ED's ratings of the DTL, and DOO. In turn, the DTL will rate the DSI and the Literacy Specialist. The ED will be the ultimate sign off on ratings of all school personnel.

Teacher Evaluations: Teachers will be held accountable for quality instruction and student performance through evaluation and support utilizing BPCS' teacher effectiveness system. This will be based upon two overall measures: teacher performance (60%) and student learning (40%). In rating teacher performance, we will use a system of formal classroom evaluations conducted three times per year by the ED, DTL and DSI, one per trimester, utilizing NYSED's 4-point rating HEDI scale of 1) Highly Effective, 2) Effective, 3) Developing, 4) Ineffective.

Under the Danielson Framework for Teaching domains used to evaluate pedagogues are: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Within the Domains, we have selected 10 evaluating components including: Demonstrating knowledge of content and pedagogy; Setting instructional outcomes; Designing coherent instruction; Establishing a culture of learning; Managing student behavior; Using questioning and discussion techniques; Engaging students in learning; Using assessment in instruction; Communicating effectively with families; Growing and developing professionally. In additions, teachers will be evaluated on specific components that correlate directly to OG instructional techniques within the four domains. Beyond formal observations, the ED, DTL, DSI will conduct

weekly informal classroom walkthroughs that are discussed during Triad debriefing sessions. The second part of BPCS's teacher accountability system is assessment of student learning which accounts for 40% of the overall score. Within this component, we will measure progressive student growth using early childhood assessments and NYS standardized testing results in reading and math, and rubric-scored student portfolios for social studies, science and Specialty subjects. In addition, NYSESLAT scores will be used to measure ELL student-progress, as well as IEP-driven goals for SWDs. Student growth will be measured comparing each student to their actual rate of growth as they articulate through the school year and grade levels.

Professional Improvement Action Plan (PIAP): Should a given teacher receive an overall rating of "Developing" or "Ineffective", a Professional Improvement Action Plan (PIAP) will be put in place for the next academic year. The purpose of the PIAP is to assist and further develop teachers to their full potential. The PIAP will be developed mutually between rating officer and teacher via pre and post conferences during mandatory monthly formal observations. The agreement will incorporate support structures and actionable improvement steps, such as increased professional development, collegial or formal mentoring, and a timeline for attainment. Upon completion of the agreed upon improvements outlined in the PIAP, the teacher will be informed in writing that the PIAP is complete. If the PIAP remains incomplete by year's end, or if the teacher again receives low ratings in the next academic year, and a second PIAP is not completed, he/she will be put on probation for possible termination.

Non-pedagogical Staff Evaluation: The Social Worker will be evaluated by the ED based on agreed-upon goals that will be reviewed each trimester. The level of achievement of each goal will be rated utilizing guidance caseload exemplars; and SPT reports detailing progress made by RtI students and level of initial referrals to special education. The classroom Teaching Assistants will be rated by the DTL and the IEP-mandated paraprofessionals will be evaluated by the DSI, with input from the classroom Triad teachers. The ED will rate the Office Manager and the Family Coordinator. We will develop a rating form for non-instructional staff utilizing values within each of these domains: commitment to mission, quality of work, dependability, attendance and relationships with others.

Evaluation of Family Satisfaction: All families will be requested to complete an online survey that measures degree of overall satisfaction in: rigor of instruction, accessibility and collaborative nature of teachers and staff, level of support received from the administration student achievement, level of discipline and sense of safety in school environment. The results of this survey will be shared with the school community and board. It will be the responsibility of the administration, teaching staff and the BOT to develop an action plan for improvement. The family satisfaction level is factored into leadership and staff evaluations.

Internal Quality Review (QR): Each trimester, school leadership will perform a school-wide QR based upon an integrated matrix of school effectiveness indicators, and the requirements set forth in NYSED's Charter School Framework. The trimester intervals were selected with the intention of identifying areas of correction and implementation of corrective action plan in sufficient time to meet our annual goals. The QR review will require evaluation of systems in:

Academic Programs, reviewed through the lens of:

Staff Planning Structure	Effectiveness of Curriculum and Mapping

Instructional Strategies	Student Grouping
Teacher Accountability Systems	Professional Development needs and supports
Efficacy and fit of contracted staff developers and community-based partners	Level of family involvement structures and nexus to the school environment.

Operational Effectiveness, through a review of the following:

Student Arrival and Dismissal	Daily Flow through the building
Safety and Crisis Management Teams	Student Grouping
Bell schedules	Attendance levels and procedures
Student meals and nutrition	I.T
Human Resources	Security, Nursing and Custodial
Financial Management	General Purchasing and Procurement

Fiscal Soundness: Following a review of the monthly profit and loss statements (compared to actual results against the budget), year to date balance sheets and year to date statement of cash flows and capital expenditure reports. BPCS leadership and the Finance Committee of the BOT will determine if a budget amendment needs to be prepared to account for material changes in the school's revenue and/or operating expenses, ensuring fiscal solvency and long-term financial health. The trimester fiscal soundness review is in addition to the monthly financial presentations to the BOT by the ED, and monthly reviews by the BOT's Finance Committee. There will be an independent evaluation and audit each year of our financial statements and financial management, via services obtained from a NYS certified public accounting firm. The BOT's Finance Committee will oversee and fully cooperate with the audit process. Following this process, the Finance Committee will take corrective action.[84]

Once results of the aforementioned QR are obtained, the administration will form a focus group of school community stakeholders, including BOT members to synthesize implications and make recommendations for corrective measures and enhancements to the BOT. If programmatic, curricular, staffing, outsourcing, etc. changes/enhancements are required, existing capacity or proposals for additional funding will be explored.

F. Facilities: Our facilities needs are driven and determined by our mission. BPCS submitted an official request for public space in CSD 31[85], making clear our belief that siting BPCS aligns with the objectives set forth in the Charter Schools Act as well as the NYCDOE's own criteria for prioritizing the siting of charter schools, especially those that "serve our most vulnerable populations in innovative ways and those that provide new school options to communities." After analyzing utilization rates and available seat capacity in CSD 31[86], we asked the NYCDOE to consider siting BPCS in one of several potential buildings, each of which having ample available seats to accommodate our student population both in Y1 and at scale.

Our applicant group has extensive and strong relationships across the Staten Island education, real estate and business communities, and is familiar with the requirements for Certificate of Occupancy and ADA compliance. We will assure that any location we are located in will meet the needs of all students and members of the community, including those with disabilities, in

[84] More information about BPCS's fiscal evaluation and procedures can be found in III. J.
[85] In accordance with Section 2853(e) of the Education Law
[86] According to the NYC School Construction Authority's 2016-2017 Enrollment, Capacity and Utilization Report.

order to remain in compliance with IDEA and the ADA. Additionally, our proposed ED has worked for the past several years for he NYCDOE's Office of District Planning, within the Division of Space Management and has expert level experience in the facilities siting, identification and planning process.[87] In the event we are offered co-located space we commit to being considerate, thoughtful partners to assure that our experience adds to, rather than takes from, the building community. To supplement our existing knowledge, we have also engaged with our colleagues in the charter sector, including New World Preparatory Charter School[88] here on Staten Island, regarding best practices and recommendations for logistical, budgeting and strategic planning for private space sittings, both short and long term.

While we have assessed the feasibility of siting BPCS at multiple private space options, including space at the former Priests for Life office location in Oakwood, the Mount Loretto Campus in Pleasant Plains and on the St. John Villa educational campus in Arrochar, we are particularly excited about two locations for siting:

- The former St. Joseph's Parochial School, located at 139 St. Mary's Avenue, in Rosebank. Working in collaboration with the Archdiocese of New York, we have had several levels of discussion and meetings on the feasibility of leasing the entire building; and a
- Specifically-designed space on the sixth floor of a state of the art, new complex at Corporate Commons Three, in Bloomfield, in partnership with the Nicotra Group.[89]

Our BOT is continuing to evaluate these spaces. Should the NYCDOE deny our request for public space, we plan to move forward with them accordingly, as both buildings have indicated willingness to sign a lease, contingent on our authorization. Our goal is to identify a facility that meets the needs of our Y1 and 2 cohorts, while also providing BPCS with spatial, financial, programmatic and operational flexibility as we phase in. BPCS will work with the owners of these spaces to develop a timeline that ensures the space is ready for student occupancy no later than summer of 2019, including any necessary upgrades needed to make the space ADA compliant and student ready.

Space Needs: The table below indicates the minimal number of total rooms needed by BPCS over the course of the initial charter term, in order to effectively implement our academic program and achieve our mission. The square footage of each room indicated in the table below, is based on the NYCDOE's Citywide Instructional Footprint.[90] Room-count and sizes are subject to change depending on specific facility logistics, hiring decisions and budget and programmatic decisions regarding space, and will be made by the ED in consultation with the BPCS leadership team.

	Year 1	Year 2	Year 3	Year 4	Year 5
Triad Classrooms[91]	6	10	14	18	18
Service Provider Rooms	4	4	4	4	4

[87] Our proposed ED's resume has been included as Attachment 8b
[88] For more information about New World Prep, visit their website at: http://newworldprep.org/
[89] For more information about Corporate Commons Three, visit: http://officespacestatenisland.com/commons-three/
[90] The Citywide Instructional Footprint can be found on the NYCDOE's website at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/192841/DOEFootprint_December_2015.pdf
[91] Specific Triad classroom size may vary given BPCS' small class size, but will be no smaller than approximately 350 sq. ft.

(OT/PT, Speech-Language, Nurse)[92]					
Social Worker Office[93]	1	1	1	1	1
Administrative Office Space[94] (Main office, BPCS administrator offices, records, Conference Room)	1	1	1	1	1
Gymnasium/ Multi-purpose room	1	1	1	1	1
Cafeteria	1	1	1	1	1
Public Assembly/Community Space[95]	1	1	1	1	1
CLE/Specialty classrooms[96]	1	1	2	2	2
Teacher planning/resources space[97]	1	1	1	1	1

Facility Funding Plan: BPCS has had extensive conversations with our financial management consultants regarding the adoption of sustainable and fiscally responsible financial practices regarding the rental and upgrades of facilities. Based on our conversations with the partners identified above and real-estate professionals across the borough, BPCS based average costs of suitable rental space in CSD 31 on approximately $28-$32 per square foot.[98] We have also been advised that some landlords are willing to provide space at a significantly discounted rent in the early years of a charter school lease, when the school has limited revenue, and our conversations with the parties above so far confirm this. Should the NYCDOE not provide BPCS with public space, BPCS is eligible for facilities rental assistance[99] which provide funds equivalent to 30% of an annual per pupil funding rate multiplied by the number of students, not to exceed the amount of the lease, should it be less than the former total.

Aligned with the conservative nature of our proposed budget, based on the advice of our financial management partners, our budgeted facilities rental assistance of $4,358.10 accounts for no increase to the current allocation and exclusively is allocated for costs associated with rent of the facility.[100] We anticipate that based on our projected growth rate and the funding formula, our rent will almost entirely be covered by the funding from the rental assistance. Should the current figures change, either as a result of increases to per public funding or legislative action, we will work with our financial management partners to edit our budget and cash flow accordingly. We set aside funds in our budget in the event our private space requires additional funds for renovations or repairs necessary to provide students with an environment that fosters a culture of achievement. In addition to these funds, we intend apply for several grants from a variety of private and community partners to acquire necessary funding for facilities acquisition and improvements.

G. Insurance: BPCS will maintain insurance coverage in adequate amounts whenever applications warrant and to meet any requirements of authorizing agency. Applicant group had

[92] No smaller than 200 sq. ft. per room.
[93] No smaller than 500 sq. ft.
[94] Equivalent to a total of minimally 2,500 sq. ft.
[95] With a minimum capacity of 400 students.
[96] No smaller than 350 sq. ft.
[97] No smaller than 500 sq. ft. to account for parent/teacher meetings and common planning.
[98] The low end of this range accounts for space that requires additional build out, while the high end of the range accounts for space in "move-in ready" condition.
[99] According to State Education Law 2853(3).
[100] This does not include costs of utilities, maintenance or security.

discussions with insurance brokers experienced with NYS charter schools and anticipates putting in place the insurance coverage illustrated below, prior to BPCS's opening. This plan provides all the necessary coverage and limits and will be maintained at levels recommended by the Treasurer and approved by the BOT, but at no less than the amount stipulated by the authorizer. Prior to premium payment, the BOT will review insurance coverage. Based on the nature of BPCS's operations, we consulted with Austin & Co. and received the following estimate:

Coverage	Limits
General Liability (includes employee benefits liability)	$1,000,000 per occurrence /$3,000,000 aggregate
Workers' Compensation (estimated payroll)	$1,508,663
Automobile/Bus Liability	$1,000,000
Umbrella Liability (includes Abuse & Molestation and Corporal Punishment)	$5,000,000
Employment Practices Liability	$1,000,000
Excess Educators Legal Liability	$5,000,000
Excess Fiduciary Liability	$3,000,000
Directors and Officers	$1,000,000
Crime: Employee Theft Forgery Computer Fraud Money & Securities/Deception Fraud	$350,000 $275,000 $250,000 $50,000/$25,000
Property - Business Personal Property (BPP) Earthquake and Flood	$300,000 $1,000,000
Student Accident Coverage	$50,000
Catastrophic Student Accident Coverage	$1,000,000

The named of insured will be "Bridge Preparatory Charter School", and the insurance coverage will be in the amounts listed above. Should the school lease private space, the landlord will be named as additional insured. Vendors and contractors will be required to obtain bonding and insurance compliant with state law or may be named as additional insured if needed. BPCS and its insurance provider will notify NYSED of any cancellation in policy.

H. Non-academic Operations: We are keenly aware that determinants for student success do not lie in the classroom alone. Our focused and supportive Operations Team is responsible for assuring that BPCS operates efficiently, in order for students to experience academic achievement in alignment with our mission.[101] All operational expenses, such as staffing and service costs, are accounted for in our proposed budget and our staffing decisions and policies are aligned to our mission and overall school design.

Health: In compliance with Education Law[102], BPCS will provide students with high quality health care and our health policies and procedures will be shared with families during orientation and documented in our Family Handbook. If BPCS is provided space in a NYCDOE building per our request, we will work with the school nurse on site. If we are located in private facility, we will work with the New York City Department of Health and the NYCDOE's Office of School Health to provide a full-time nurse at no cost. If, for any reason, a nurse is not

[101] In Years 1-2 the Executive Director will oversee all non-academic operations. The "operations team" is defined in Section III.C

[102] §2853(4)(a) and §912

provided, we have budgeted for a nurse and will work with community health partners to support us in identifying multiple options. The nurse will treat children who are ill or injured and will maintain the student's health records, files, and authorized medications in a locked cabinet that is accessible only by authorized staff members. In addition, the nurse will be one of the primary responders for a "code blue" alert and will be fully trained on the AED device.

To ensure that all new students adhere to New York State immunization requirements, the health file must include the student's cumulative health records with proof of mandated immunizations of the following: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose).

Before a student can be permitted to enter and attend school, parents or guardians must present documentation that their student has received all required doses of required vaccines or that the student has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.[103] The student file will also include written authorization from parent/guardian and a duly licensed prescriber for the disbursement of medication, the names and contact information of at least three Emergency contacts provided by the family at the time of student enrollment and documentation of each student visit to the nurse's office. The nurse will administer medications (504 Accommodation) prescribed by a licensed prescriber and only those medications which are necessary to maintain the student in school and which must be given during school hours will be administered. The parent or guardian must assume responsibility to have the medication delivered directly to the school in a properly labeled original container. The nurse will work with the Operations Team to maintain correspondence with students' families and to coordinate vision and hearing screenings with the DHMH and community partners. During pre-service PD, staff will be trained in school health policies and procedures, protocols for health emergencies, first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment.

Food Services: There is overwhelming evidence that "students who eat healthy meals are less likely to be tired, are more attentive in class and retain more information."[104] Additionally, it is critical that all our students have nutritionally-balanced meals in school. We will meet all required Federal Nutritional guidelines and plan to contract with the NYCDOE's Office of School Food and Nutrition Services to provide all students with access to daily breakfast, lunch and a snack through the Federal school breakfast and lunch program.[105] Our School Aides will support the ED/DOO/Family Coordinator who will work with parents in completing the School Meals Application necessary for participation in the federal program. If we are sited in a city school, we will work as a collaborative partner to establish equitable lunch periods for our students and fully participate in the appropriate cafeteria procedures. In the event we are not located in a NYCDOE facility, our school aides will support with distributing and storing food and cleaning the eating space after student meals.

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[103] BPCS will comply with section 2164 of the New York Public Health Law and all other applicable laws in granting any exceptions to immunization requirements.

[104] www.theatlantic.com/education/archive/2017/03/do-healthy-lunches-improve-student-test-scores/520272

[105] BPCS may also consider using a private food service vendor, taking into account offerings, nutritional value and logistics like delivery and cost and if necessary, will hire staff with necessary permits to handle food and serve meals.

Transportation: As residents of Staten Island, we understand the role transportation efficiency plays. With limited public transportation options available, many families have long daily commute. We value the commitment our families make and considered the impact on families when we developed our start and end times for students. In compliance with Education Law[106], all students at BPCS will receive transportation services for which they are eligible. We will ensure that any student with transportation services included as part of their IEP or 504 plan receives those services as detailed, in collaboration with the CSE. We will work with the NYCDOE's Office of Pupil Transportation (OPT) to provide students in grades 3-5 living further than one mile away and students living one half mile or greater away in grades 1 and 2 from our school with access to transportation aligned with regulations.

Given CSD 31's geographic size, there will be instances that students will not qualify for bussing if their home address is greater than five miles away from our location, a factor taken into account during student recruitment and facilities planning. If a student does not qualify for transportation services, the student's family is responsible for ensuring transportation to and from school each day. Our Operations team will submit all necessary paperwork for eligible students and will work with OPT to determine specific bus routes, identify the need to add additional routes, apply for bus variances, and troubleshoot where specific situations arise (e.g. inclement weather, family concerns, late arrival due to road or weather conditions).[107]

Safety and Security: The maintenance of order and security in and around BPCS is essential to achieving our mission and creating a caring school community. We are firmly committed to ensuring that our students come to and leave school feeling safe and comfortable each day. The ED is responsible for assuring that BPCS's Safety and Security policy and procedures are followed with fidelity each day.[108] If BPCS is located in a NYCDOE building we will become part of the building's Safety Committee and participate in any "table top" safety scenarios, any fire, lockdown, and sheltering-in drills, and be fully prepared with evacuation procedures, if necessary. If we are not sited in a NYC school facility, we will implement all of the aforementioned safety and security procedures in our facility.

We will remain in communication with the NYPD and NYCDOE's Office of Safety and Youth Development, to develop partnerships and strategies that will further ensure the safety of all our students and in the surrounding community. If we must acquire private space, we have already budgeted for outsourcing security services with a reputable, experienced security vendor.[109] All stakeholders at BPCS have a shared responsibility to be vigilant, aware, and fully informed of safety protocols and staff and students will be consistently trained in safety protocols for themselves and others.

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[106] §2853(4)(b) and §3635

[107] We will work with OPT to petition for transportation to those who qualify, on days that BPCS is in session while other public schools are not.

[108] The BOT will review and adopt BPCS's safety and security policy and procedures, which will be created collaboratively upon authorization.

[109] BPCS may also consider retired law enforcement personnel for security services, and will assess experience and mission alignment when hiring, aligned to our other hiring policies in Attachment 8a

Facility Maintenance: At BPCS, we are committed to assuring that our school will present an optimal physical environment that showcases a culture of achievement. This means that our entire BPCS community- leadership, staff, students and families- will play a role in assuring our building is clean, neat and orderly. For custodial and maintenance services, we have budgeted funds to contract with an outside vendor in the event we are not located in a NYCDOE facility.

Technology: Technology is an effective means of improving academic achievement, attendance and engagement for students and better prepares them for success in the 21st century. To best develop and maintain an efficient use of technology that supports our mission and school specific needs, BPCS plans to use the technology support of edIT[110] or another similar organization. In addition to the services provided by our partner, which will include I.T. troubleshooting, technology specific grant and funding identification and integration of technology into our assessment and evaluative systems, we will also work with technology- savvy family members, staff and community partners for additional support. We have set aside funds each year to account for the costs associated with these services, as well as funding needed for necessary Internet and phone services. The Operations team with work with our partner to support the school's day to day technology needs and the ED and DOO will be responsible each year for reviewing the services provided and determining additional or differing technology needs.

I. Family and Community Involvement: We have involved parents, teachers, principals and community members in the planning, design and implementation of BPCS. Our name was born from direct conversations with parents and teachers with the word "bridge" symbolizing the connections and transitions in a student's educational journey. Community feedback from surveys and other forms of engagement influenced our school design, specifically in the areas of class size, instructional programming and creative components in the curriculum, the need for in-depth teacher training, and specialty programming.[111] We want families and the community involved in every step of our educational journey from planning and opening throughout the school's lifespan. Even though we all bring unique experiences and diverse backgrounds, we strongly affirm, and research shows, students benefit when schools, families, and communities come together on their behalf. Our belief is that it is a shared responsibility with our community to foster academic, personal, social and emotional learning for our children. We will function ***as*** a community rather than ***in*** a community. Our definition of community encompasses both the larger community of Staten Island as well as our school community of families, students, teachers, administrators and all staff. We all will work in tandem for our student's best interest.

In developing our community engagement model, we looked to successful schools with high levels of parent involvement, which serve similar target groups. At our visit to, GRASP Academy, we were impressed with their community "Friends of GRASP" model, which involves families and local business partners, involved with the school that raise funds and apply for grants. Their Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth: all tenants of BPCS's design. These are several ways in which BPCS will work with families and the community throughout the year that are aligned to our objectives and key design elements include:

[110] For more information about edIT, visit their website at: www.meetedit.com
[111] Samples of Public Outreach can be found in Attachment 2b.

Plans for family/community involvement-Pre-Opening and Enrolled Students:

- Hold information sessions for families to learn more about BPCS and the innovative programs the school will offer for students who struggle with literacy.
- Present our school model at the Federation of PTAs, which includes every PTA on Staten Island, and would be available to come to BPCS to meet with parents interested in learning more PTAs and parent involvement strategies.
- Invite students and families to attend our official *Ribbon Cutting* Gala. This event will include the founding Trustees, local elected officials, CEC 31, the Federation of PTAs and Community Boards.
- Host an "Accepted Students" day for families and students to get to know the BPCS team. We will share the family handbook, BPCS expectations, answer questions families may have as well as tour the school facility.
- Organize a parent and student summer orientation to prepare our students and families and model the BPCS experience, including SEL and academic components. Culture building introduction activities will help students and families feel comfortable getting to know one another and the staff.

Plans for communicating with families when the school is open:

- The ED or his/her designee will have daily interaction with families during arrival and dismissal periods, school events, presenting important information at all PTA meetings and listening to family concerns, and meet with parents on a regular basis to discuss their students' progress and seek their input on important school structures and programs.
- Communications between staff and families will occur in many ways. All parents will be provided with teacher and staff emails. We will also use technology to keep in touch with parents and students including the Remind 101 app, an interactive school website, a Facebook page and post all upcoming events and key reminders.
- BPCS will have an open-door policy and specific set aside time in teachers' weekly schedules for school visits and communication, which allows for family access. Our calendar includes scheduled curriculum days and parent/teacher conferences.
- We will have a Family Coordinator (FC) on staff whose duties are as the primary contact for families and to engage, assist families and increase their involvement in the school. The FC will play a vital role in maintaining a steady partnership with our families by helping the PTA to coordinate school/fundraising events and school trips, student carnivals and visits to seasonal events such as pumpkin patches Another critical role for the FC is planning specific parent trainings, work with the social worker and teachers on staff to aid in their communication and forming a nexus for families with local agencies to offer services to families, such as adult ESL classes, handling personal finance, family and health counseling.
- In addition, the FC will be the point person for distribution, retrieval and assist with the analysis of the Family Survey, a crucial instrument that gives formal voice to our families and is a vital component in affecting school change.
- All parents, by virtue of full public access, can attend the monthly BOT meetings to keep abreast of all essential school success indicators.

Plans for Supporting Families in Helping Their Child Grow and Achieve:

- We will develop assist families with actionable steps they can take in mutual commitment to

educating children; their commitment and agreement to Bridge Pep's policies and expectations, including parent commitment to monitoring and assisting with homework assignments and spending 20 minutes per night with their child on reinforcing skills learned that day. This information will be posted on our website and on electronic apps for family's information

- Provide educational programs for parents and students, including events with guest speakers, parent trainings/OG workshops, and school assemblies
- Providing parents with information about the universal principles of BPCS's school culture, and of our 4R's class, including activities and helpful guides so families can reinforce and put into practice the guiding principles discussed during the school day. We will also work with families on their understanding of our Student Discipline Policy, which they will be expected to review with their child and sign a contract regarding same
- Bring in specialists to work with our families, teachers, as well as district teachers, to share what to look for if a child is struggling with reading, how to detect early warning signs and strategies on how to address. We will utilize our resources within the Child Mind Institute and with CSD 31 to assist us with this.

Plans for Community Involvement:

- Attend key meetings to ensure we are part of the overall Staten Island education community. Our PTA President, or his/her designee, will be encouraged to participate in the Federation of PTAs and the ED will attend CEC 31's monthly meeting
- Engage local businesses, faith-based organizations, community centers, civic organizations, and foundations to support our school programs. Staten Island Foundation, The Northfield Bank Foundation, Literacy Partners, YMCA and Barnes & Noble are examples or organizations we have approached and who have expressed interest in supporting BPCS's model and programs. Schools that have established relationships with local businesses have demonstrated success in receiving resources to support school programs
- Join the NYCDOE's District Charter Collaborative. As such, we will invite all schools on Staten Island to attend our open teacher training and have "Touring Tuesdays" to provide opportunities for classroom observations
- Partner with multiple community-based organizations to provide our students with creative and enriching learning extensions including United Activities Unlimited and Staten Island MakerSpace.
- Partner with local organizations such as the Society of Dyslexia and Wishes of Literacy – both dedicated to raising awareness and helping children who learn differently and who struggle with literacy.

J. Financial Management: The BOT will be responsible for ensuring that public funds are used appropriately and effectively. The BOT recognizes the importance of financial systems and the expertise necessary both internally and externally to run a successful school. To implement and maintain strong financial management practices, BPCS will use a back-office provider and is considering BoostEd Finance, a company with extensive experience in the charter school sector. In addition to their experience and expertise, one of the compelling reasons to contract with a back-office provider is the segmentation of duties and responsibilities that would otherwise not be possible or economically feasible for a smaller school.

Financial Policies and Procedures: BoostEd Finance will work with the Finance Committee and School Leadership to establish a custom set of detailed Financial Policies and Procedures (FP&P) that will guide school staff while also meeting proper internal controls to protect the school's financial resources. These policies and procedures will be developed in close consideration of the NYSED audit guide. They will also ensure the proper segregation of duties to assure that the school's assets are safeguarded, and all receipts and expenses are properly accounted for using Generally Accepted Accounting Principles (GAAP), resulting in financial statements that are accurately reported each month. The FP&P manual will include, but not be limited to, procurement, approval levels and amounts, check signing authority, handling of cash/checks, competitive bidding, enrollment/attendance tracking, free and reduced-price eligibility, SWDs/ELLs tracking and inventory. BPCS will have this initial FP&P manual reviewed by an independent auditor as part of the initial controls review.

Financial Planning and Monitoring: BPCS's BOT and Leadership Team, with the assistance of BoostEd Finance, will collaborate and develop the annual budget and cash flow projection to ensure sound financial planning for the school and manage the school's financial growth. This will be a comprehensive and detailed process where all revenue inflows and expense outflows will be analyzed to ensure alignment with the school's academic requirements and mission. Each year, the BOT will adopt the annual budget and cash flow projection, which will establish the school's spending priorities needed to operate the school at the budgeted enrollment levels. This process will begin in the February thru April time period and will be finalized and approved no later than the June BOT meeting. The final BOT approved budget will then be submitted to NYSED no later than June 30. To ensure that decisions are made at the school level are in keeping with the annual budget, the BOT will review financial data throughout the year. The BOT's Finance Committee will review a monthly financial reporting package as prepared by BoostEd Finance that includes: a Profit & Loss statement that compares actual results against the budget; a Balance Sheet as of the end of the month; a Statement of Cash Flows for the year to date period; and a Capital Expenditure report.

At the mid-year point, or earlier if deemed necessary, the Finance Committee and BPCS's Leadership will determine if a Budget Amendment needs to be prepared to account for material changes in the school's revenue and/or operating expenses. This practice will ensure fiscal solvency and long-term financial health by providing better and more up to date financial information for the BOT and BPCS's Leadership to utilize in managing the financial growth of the school. After this is complete, it will be presented to the full BOT for review and will be adopted at the next scheduled BOT meeting. The BOT will be responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources. The BOT will also have the responsibility of accountability, ensuring that the school team is acting in a manner consistent with the adopted budget, priorities and restrictions. The school Administration, including our back-office provider, is responsible for executing the budget, respecting the operating and spending parameters around the day-to-day decision making at the school. School Administration and the back-office provider will have the responsibility to inform the BOT of any changes in information, conditions, and any other matters that might otherwise inform the BOT, in service of this accountability framework.

Contracted Financial Services: BPCS will outsource our financial system and management to

BoostEd Finance. BoostEd Finance has extensive experience working with charter schools in NYS. BoostEd will also train the school's staff on the setup and maintenance of systems for accounting (QuickBooks Online), student and staff records, payroll and enrollment billing. Below are the key services that BoostEd will provide during the initial term of the charter:

Financial Budgeting and Planning:

- Collaborate with the BOT and school leadership to prepare and submit an annual budget for each fiscal year; and
- Conduct budget reviews and re-forecasts at mid-year or as requested by BPCS;

Financial Control Environment:

- Develop the School's Financial Policies & Procedures Manual and update as needed.

Accounting:

- Setup the school's accounting system (QuickBooks Online) with a chart of accounts and update as needed;
- Process and record transactions in the school's accounting system;
- Review key financial transactions to ensure adherence to GAAP;
- Review and analyze contracts, leases, grant documents and other transactions to ensure proper accounting recording and treatment;
- Reconcile all bank, credit card and general ledger accounts on a monthly basis; and
- Close the financial records on a monthly basis, including post-closing entries for revenue, expense accruals for proper recognition in the financial statements.

Financial Reporting:

- Prepare monthly, quarterly and annual financial statements that will include a Profit & Loss statement compared to budget, a Balance Sheet, a Statement of Cash Flows and a Statement of Capital Expenditures;
- Prepare quarterly and annual financial reports as required by the Board of Regents; and
- Present financial reports to the BOT and BPCS's Leadership team.

Grant Revenue Tracking:

- Create grant tracking schedule that will assist the school in compliance with all Federal/State/City grants;
- Reconcile grants monthly with actual spending; and
- Coordinate with the BOT on Grants regarding the creation of BPCS's Consolidated Application Budget including amendments, requests for payment and final reporting documents

Audit and Tax Preparations:

- Coordinate the yearly external audit and filing of all required tax returns of the school;
- Act as a liaison with the independent auditor retained by the school or for any federal/state audit that the school is under a review.

District Billing:

- Reconcile the student enrollment and special education enrollment information to ensure accurate billing amounts.

Fiscal Audits: BPCS recognizes the value of using independent parties to assist with its financial management. We will use independent parties to evaluate our financial statements and financial management and will obtain the services of an independent NYS Certified Public Accounting firm to conduct a yearly fiscal audit of the school's financial statements. The Finance Committee will research and interview reputable accounting firms who have extensive experience with NYS charter schools. After a thorough review of the services performed and the fee proposals, the BOT will select a firm to conduct the external audit. The first audit will include all transactions from the start-up period to June 30 of the first year of operation. The Finance Committee of the BOT will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with Generally Accepted Auditing Standards (GAAS) as well as in accordance with all federal, state, and local auditing requirements and standards, including those required by pubic charter schools in New York State and any other conditions or requirements by NYSED. Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. For any findings, a corrective action plan will be discussed and implemented by the Finance Committee to correct any findings. A copy of the audit report and the auditor's Management Letter, if applicable, will be provided to the full BOT and NYSED by no later than November 1 of the following school year. We intend to use the selected firm for any other required reporting, including, but not limited to, the initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and the filing of our annual 990 tax return with the IRS.

K. Budget and Cash Flow: BPCS has developed a pre-opening and 5-year budget plan that aligns with the school's mission, vision and programmatic design. The budget was generated with the assistance of charter school financial experts using conservative revenue, expense assumptions and projections. In the Planning Year and Y1, the school will use the CSP implementation grant funding which will enable the school to properly plan and execute a successful opening of the school. The Planning Year will include the hiring of the ED, DTL and Office Manager. There will also be budget money assigned for student/staff recruitment, general administrative expenses and professional services. The 5-year budget includes assumptions of student enrollment of 98%, and special education services that will be provided and ultimately drive the revenue inflows of the school. If the numbers are materially different, an action plan will be immediately put into place that will review the financial implications of the changes and a collaborative decision (expense reductions, credit line access, etc.) will be made between the BOT's Finance Committee and BPCS's Leadership that will factor in financial viability as well as academic/operational requirements. The school intends to have the full $100K escrow amount reserved by or before the end of the initial charter term. All of the items below are shown on the Budget templates that are submitted as part of the charter application and explained below. We project an ending cash balance of $660,051 by the end of the initial charter term.

Net Surplus: Planning Year 5 Year Initial Charter Term			**Cash Flow Assumptions Projected Cash Flow Per Year**
FY19	Planning	$0	$0
FY20	Year 1	$136,720	$81,958
FY21	Year 2	$82,988	$38,464

FY22	Year 3	$92,479	$58,194
FY23	Year 4	$314,508	$283,794
FY24	Year 5	$207,635	$197,635

Budget Alignment with Key School Design Elements:

Design Element	Budget and Cash Flow Supports and Expenditures
Multisensory Instruction	Substantial expenditure in Orton Gillingham PD and on-site trainer 2x per week; PD and on-site for Writing Revolution consultants; programming expenditures for student OG intensive;
Balanced Literacy & Student- Centered Structure	Staff salaries for small class size, push in service providers and on-boarding of full time speech providers; literacy specialist and Dean of special populations; dedicated staff time and resource dedicated to SEL classes, Executive Functioning skills
Connection to Community	Resources allocated for community organizations for our Creative Learning Extensions and NYC Special Education Collaborative

Revenue Assumptions:

General Ed Per Pupil Revenue: The budget is based upon a projected enrollment of 86 students in Y1 and an at-scale enrollment of 242 students across grades 1-5. For budgeting purposes, we are factoring in a 2% attrition rate for each year of the initial charter term. We used a Per Pupil Funding rate of $15,412 in Y1, which represents a 3% increase over the proposed FY19 funding rate. No further funding increases were assumed for the remainder of the charter term. No Per Pupil funding increases were factored in for the remainder of the charter period. We believe this to be a very conservative budget assumption considering that this revenue source accounts for over 50% of the school's total revenue in the last 4 years of the initial charter term.

Special Education Per Pupil Revenue: We are assuming that 50% of our budgeted enrollment will have students who have IEP's that are billable (BPCS is providing services that generate a daily instructional day that is 20% or greater).The breakout of the 50% will be 60% in the category 20%-59% and 40% in the category over 60%. By utilizing this funding formula, we calculated that budget was $10,390 for students in the 20%-59% and $19,049 for students in the Over 60%. This is the same rate that is in effect at the current time and is budgeted to be flat, with no increases for the full charter term. We have also estimated an amount for Federal IDEA funds of $36,000 in Y1 with the remaining years projected as the same proportionate ratio of regular SPED funding.

Facilities Funding: We are assuming the full allotted amount from the NYCDOE of $4,358 per student multiplied by the projected enrollment numbers for each year of the budget. This will assume the school will be located in private space for the full five years. If we obtain NYCDOE co-located space, the corresponding revenue and expense amounts will be removed from the budget.

Federal Funding (Title I/IIA/III): We are assuming conservative assumptions for Title I and IIA allocations with proportionate increases for the remaining 4 years based upon current funding levels in effect today. At this point, no Title III is being included in the budget.

State Funding (NYSTL/NYSSL/NYSLIB): The proposed budget assumes an amount for each

item based upon the funding in effect today multiplied by the budgeted number of students.

City and State Grants: We are assuming $135,000, plus $450 per student in Y1 of the charter period for the DYCD grant. This is funding provided to new charter schools within New York City for the first-year operation. The proposed budget assumes BPCS will receive $550,000 for the CSP Implementation Grant from NYSED. This will be spread out over the Planning Year and Y1 of the Budget. The school may be entitled to additional funds, however, only the $550,000 was factored in at this point.

Food Service Funding: No amount is being recorded for Food Service revenue or Food Service expense. The assumption will be that the school will use the NYCDOE Food Service program.

E-rate Funding: A small amount was budgeted for E-rate technology reimbursement. A comprehensive technology plan will be developed during the planning year and the school will apply for all available E-rate funding based on our entitlement.

Private Funds/Contributions: We did not assume any private funds or donations in the initial charter term. The BOT will be soliciting funds from various sources in the Planning Year and during the full charter term. Any funds received will go directly to supporting the school's academic and/or facility needs in the short and long-term vision of the school.

Expense Projections: Personnel and related payroll taxes and benefits represent over half of the anticipated total budget expenses in each budget plan year. The Planning Model included in the budget is aligned with and supports the implementation of the educational program as outlined in the charter application. We factored in competitive starting salaries and used a blended rate in the budget which will allow a mix of seasoned veteran teachers with new teachers having minimal experience. We factored in 2.5% salary increases for each year of the budget starting in Y2 and 8.5% for Employer Payroll Taxes. For Health Benefits, we assumed a $9,000 blended Employer Contribution rate per full time employee for Health Benefits. This is constant (no increase) for the initial charter term. This is a conservative estimate as there will be some employees who opt out of benefit coverage and will therefore receive a significantly lower benefit amount. The school intends to offer a 403b retirement plan with a 4% matching program. For budgeting purposes, we assumed a 3% blended Employer Contribution percentage since not every employee will participate in the program. Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter support organizations. The expenses cover the following areas:

General & Administrative Expenses: We budgeted $72,000 in Y1 for Office Supplies, Copier expenses, Postage, and Software. A 2% increase was factored in for Y2-5.

Professional Services: We budgeted $233,000 in Y1 for outsourced Audit, Financial Management, Human Resource/Benefit Administration, Information Technology, Legal, Insurance, Title services and other professional services. Proportionate increases were factored in for Y2-5.

Direct Educational Expenses: We budgeted $284,000 in Y1 for Textbooks & Materials,

Classroom Supplies, Professional Development, Substitute/Nursing/SPED/After-School outsourced services, student/staff recruitment and other general educational expenses. Proportionate and/or 2% increases were factored in for Y2-5. BPCS's facilities planning is discussed further in Section III.F. The amount recorded in Rent Expense represents 100% of the proposed NYC Facility funding as shown in the Revenue section. Therefore, there is a net effect of $0 in the overall budget. The five-year total budgeted amount is $3,835,388. In addition, we have budgeted for related facility expenses on the following line items:

Amount	Purpose
$50,000	Maintenance & Security expenses Y1 with increases each year proportionate with Rent Payment increases
$10.000	Operational Supplies in Y1 with increases each year proportionate with Rent Payment increases
$50,000	Utilities in Y1 with increases each year proportionately with the Rent Payment increases.
$24,000	Internet Service expense in Y1 with 2% increases each year.
$24,000	Phone Service expenses in Y1 with 2% increases each year.
$10,000	Minor Renovations & Repairs in Y1 with increases each year proportionate with Rent Payment increases.

Capital Expenditure Assumptions: For Capital Expenditures, we have budgeted $25,000 in each of the first four years for Furniture & Fixtures and $5,000 in Y5. These asset purchases will be depreciated over seven years. We have also budgeted $20,000 for each year of the charter for Computer Equipment. These asset purchases are being depreciated over three years. We will focus some of our fundraising strategies on the purchase of additional Technology and Educational Materials to further support our educational mission.

Solvency and Financial Stability: In addition to a budget plan that projects positive operating surpluses and a growing fund balance, BPCS has also put together a cash flow plan for the Planning Year and for the initial year charter term that is positive each month. There is no reliance on any sort of borrowing. Even though the expenses associated for the services of BoostED Finance have been fully set aside each year of the budget. If for any reason should there be a shortfall, BoostEd has already offered BPCS a $100,000 credit line, allowing for added assurance of meeting our obligations during any periods of cash flow shortages.[112] If BPCS encounters any financial difficulties that produce a budget gap or cash flow need, the BOT will look for ways to re-balance its budget immediately by implementing budget cuts or aggressive fundraising and philanthropic initiatives.

L. Pre-Opening Plan: BPCS's pre-opening plan[113] illustrates the complexity of founding a charter school and the myriad of tasks that must be completed in the interval between authorization and opening. Of central importance, is ensuring general compliance with laws and regulations and facilitating an effective management of school operations. One cannot overestimate the need to be organized and structured in tending to fundamentals of school operation that may not directly be related to instruction but are the underpinnings of being truly ready to begin instruction from the very moment the school doors open. Attachment 2 also shows that the pre-opening plan aligns with BPCS's education, organizational and financial plans as

[112] BoostEd has provided BPCS with written confirmation of this offer, which can be provided to NYSED upon request.
[113] BPCS's Pre-Opening plan can be found as Attachment 11

well as our Key Design Elements. The plan was formulated with reasonable timeframes to complete all tasks on time and in line with the pre-opening budget.

M. Dissolution Plan: In the event of closure or dissolution, the Board of Trustees and the ED will manage the dissolution process in compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED. Bridge Prep will provide for the establishment of an escrow account of no less than $20,000 per academic year over the course of the full charter term to pay for legal and audit expenses that would be associated with dissolution. If additional funds are needed, the school's assets will be used to satisfy the school's debts in accordance with Education Law §220. BPCS's Dissolution plan[114] provides a comprehensive plan that describes the procedures to be followed in the event of closure or dissolution. The plan will include tasks that must be finalized by the date listed in NYSED's Charter School Closing Procedures, which is the checklist BPCS will utilize in its dissolution plan. This plan will comply with federal and state statutes and ensure the effective transitioning of students, student records and disposition of school assets to the district. The Dissolution Plan provides a checklist that describes the procedures to be followed that are immediate, ongoing, pre-closure and post-closure tasks. The checklist will include actions, some required by statute while others are for guidance. Tasks required by federal and state statute will be finalized by the date listed in the completion date column in the checklist and are monitored by the Charter School Office.

[114] BPCS's Dissolution plan can be found as Attachment 12

Attachment 1: Admissions Policies and Procedures

Recruitment Policies:

Bridge Prep (BPCS) will comply with all aspects of the Charter School Act of 1998, as amended and specifically including the amendments of 2010, which include the development of specific strategies to attract students with disabilities, ELLs, and economically disadvantaged students (as indicated by FRL). BPCS is specifically designed to address the literacy gap and meet the learning needs of students who are often the least well served in a traditional setting.

Our recruitment will ensure equitable and widespread access to resources and information to all of our families. Recruitment will begin in November and will last until our application process closes on/around April 1. Our application period will open in January, but our application will be live on our website when the recruitment period begins in November. In order to ensure maximum community participation, our materials will be made available in the primary languages spoken in the community and events will be held in areas accessible to public transportation.

BPCS' leadership team, staff and members of the Board of Trustees (BOT) will attend recruitment and community events to answer questions from parents or community members. At each event we will aim to have specific translation services available to ensure attendees that do not speak English as their primary language will be able to have their questions answered and are encouraged to apply. For all advertisements, (provided in English, Spanish other languages spoken in target neighborhoods or by target groups) we will use clear and specific language that encourages all students to apply. We welcome all students at BPCS and all marketing and recruitment materials will include language about our mission and the benefits of our instructional programming, proven effective for all students, in the various languages spoken in our community.

Admissions Policies:

As a public charter school, BPCS is open to all New York State students and will not limit the admission of any student on the basis of disability, race, creed, gender, gender identification, sexual orientation, national origin, religion, ancestry, athletic ability, or intellectual aptitude or achievement.

Our application, which will be made available in English, Spanish and any other language (as requested), must be filled out and either mailed, emailed or dropped off in hard copy to the school, or submitted through our website. If a family is submitting any additional documentation with their student's application, including student academic or medical records, those documents should be dropped off to the school in a sealed envelope to be included with the student's application.

Families of admitted students will have two weeks to confirm their intent to enroll their student at BPCS by signing and returning a letter of acceptance. If families fail to respond or formally accept their seat within this period, students will be accepted from the waitlist in the order they

are listed. When a vacancy occurs, we will backfill open seats in grades 1-4[1], from our waitlists up until the start of the second trimester (November 25 in Y1). BPCS will contact the parent/guardian of the next student on the waitlist until all seats in each grade are filled or the waitlist is exhausted. Waitlists will not carry over from year to year and students will need to re-apply if they are not offered a seat by our waitlist close date.

BPCS Lottery:

In the event that there are more applicants than available seats, BPCS will conduct an open, public lottery according to § 119.5 and will be publicly noted[2]. We will continuously keep the community aware of important information regarding the enrollment process via our website, email blasts and social media postings If a lottery is required, we will provide public notice as described above, accordingly. In addition, all board meetings will be open to the public and logistics of each meeting will be publicly noted. All families of students who have applied will be notified about the public lottery but will not be required to attend nor be penalized for non-attendance.

BPCS will utilize the following admissions preferences in the following order when admitting students through a random lottery:

(1) Returning students are automatically granted admission for the subsequent academic year;
(2) Students residing in NYC Community School District 31 (CSD 31);[3]
(3) Students who are the sibling, by birth, adoption, or parental marriage, of a student BPCS;[4]
(4) Students residing outside of CSD 31.

In alignment with BPCS' mission of serving students struggling with literacy in CSD 31, BPCS will utilize the NYSED Weighted Lottery Generator to increase the likelihood of serving more students with disabilities. BPCS will run the NYSED Weighted Lottery Generator once each academic year and will obtain NYSED approval to use the Generator should our enrollment policy change in any way.

[1] BPCS reserves the right to enroll new students in grade five, should the increases not result in the jeopardizing of students' educational experience.
[2] Consistent with Public Officers Law § 104
[3] A student is considered an In-District student if the student's primary residence, as indicated in the student's application, is located in CSD 31. If there is conflicting information as to a student's primary residence, BPCS makes a final determination using its best judgment.
[4] A sibling is defined as a student who shares a biological parent or a legal guardian with a current BPCS student.

Table 2: Public Outreach Information

Date(s) of Outreach (mm/date/year)	Target Stakeholder Group	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/2/2016	Staten Island Elected officials	Invited Staten Island elected officials to discuss proposed school.	Borough Hall, St. George, Staten Island	Elected officials want to hear more and are open to the idea	Started to formalize the model of a school on Staten Island for dyslexia (Bridge Prep)	30
12/12/2016	Parents, teachers and community members	Co-hosted a Dyslexia Awareness Forum with Assembly Member JoAnne Simon. Emailed flyers to parents, elected officials and community members, posted on social media and silive.com promoted the event.	Wagner College, Grymes Hill, Staten Island	Need for more to be done in schools to help children with dyslexia. This is a highly underserved population and community members expressed support for single school option.	Continued to meet and formalize school incorporating Input in model	50
12/12/2016	Parents and community members	Held press conference to formally announce intent to apply for a charter school on Staten Island to serve students with dyslexia and other language-based learning disabilities.	Wagner College, Grymes Hill, Staten Island	Input was very positive but people wanted more information like where it would be located, grades, etc.	Planning team continued to meet to establish framework and curriculum design and visit schools serving students with dyslexia to gain more knowledge	20
12/12 – 12/14 2016	All of Staten Island and beyond	Media Coverage announcing we are	http://www.ny1.com/nyc/staten-	Comments shared on social media	None needed	Many thousands of subscribers reached

		seeking a Charter School on Staten Island for dyslexic students New York 1 News: ***Plans for a Specialized School for Students with Dyslexia Move Forward*** SI Advance: ***Staten Island Charter School for Dyslexic Kids could open by 2018*** Washington Times and AP News: ***Staten Island Seeks Charter School for Dyslexic Students*** DNA Info: ***Borough President Wants Staten Island School for Dyslexic Students***	island/news/2016/12/13/plans-for-a-specialized-school-for-students-with-dyslexia-move-forward.html http://www.silive.com/news/2016/12/post_1500.html https://www.apnews.com/5208633a67de4b7898d21ac809f965b3 http://www.washingtontimes.com/news/2016/dec/13/staten-island-seeks-charter-school-for-dyslexic-st/ https://www.dnainfo.com/new-york/20161214/st-george/james-oddo-dyslexic-charter-school	predominately positive. Sentiment was this type of school is needed and long overdue.		– unsure of number

12/28/2016	NYSED Commissioner and Staten Island Regent	Had a meeting with Commissioner Elia and Regent Cea to share school concept and intent to apply for a charter school	Staten Island Borough Hall, St. George, Staten Island	Input given on grade span, least restrictive environment and mainstreaming	Input taken and considered when creating LOI	10
1/28/2017	Parents, teachers, students, community members	Created Parent and Community Survey. Link to survey posted on social media and emailed to thousands on Staten Island. Within 24 hours, it was shared over 170 times and 142 people completed the survey	Website – http://www.statenislandusa.com/education.html	Input was very positive and expressed support for Bridge Prep; Input provided as to what educational options people wanted to see in the school.	All Input was reviewed and incorporated into the school model and design when possible.	Number of responses on survey - 322
1/29/2017	Entire Staten Island Community	Founder and planning team members presented at Borough President's "Direct Connect Sunday" event to inform community about Bridge Prep and get Input. Flyers mailed, posted on social media and emailed to 11,000+ people.	Mt. Loretto – CYO MIV, Pleasant Plains, Staten Island.	Input was positive. People wanted to understand more and asked for ways to get actively involved.	We scheduled public information sessions to share our school model and to solicit more Input	550

1/30/2017	Parents, teachers, elected official's representatives	The Staten Island Federation of PTAs meeting to determine if school parents were interested in supporting Bridge Prep. Email blasts went out to all schools and parents.	UFT Headquarters, Great Kills, Staten Island	The Input was positive. Questions were asked about teacher hiring and if Bridge Prep would take teachers from district schools. After concern was addressed and all questions answered, a motion was put forth to support the opening of Bridge Prep and was unanimously approved by all PTAs in elementary, middle and high schools.	UFT leadership present at the meeting addressed any concerns regarding loss of teachers in DOE schools; Bridge Prep team shared idea about Teacher Development Center and district-charter collaboration.	60+
2/3/2017	Parents, elected officials and community stakeholders	Legislative Forum All of Staten Island local, state, and city elected officials including the Public Advocate, Comptroller, Congressman and District Attorney sponsored by CEC 31 and the Staten Island Federation of PTAs. Invitations to elected officials and all Staten	Petrides Educational Complex, Sunnyside, Staten Island	Shared Bridge Prep plans with panel and audience	Shared business cards, email addresses, community support survey and letter template and sent follow-up emails to elected officials	50+

		Island educational community made aware via email and social media posts.				
2/6/2017	Parents, elected official's representatives and community stakeholders	Presented Bridge Prep school model including grade span, instructional model and school design at Community Education Council 31 monthly meeting. Emails sent to CEC 31 email list and monthly meeting notice and agenda posted in schools.	Petrides Educational Complex, Sunnyside, Staten Island	Answered questions from CEC and people in attendance. CEC voted on Resolution to support Bridge Prep Charter School on Staten Island		20
2/8/2017	Parents, teachers, elected officials, community members	Meeting with NYS Education Commissioner Elia and Regent Cea. Flyers posted on social media and emailed out to entire educational community and elected officials	Petrides Educational Complex, Sunnyside, Staten Island	Answered questions from parents and shared business cards and ways community members could learn more and send letters of support	Continuing to collect information from people who want to be more involved and addressing questions	70+
2/9/2017	Parents, educators and entire Staten Island Community	Media Coverage: DNA Info Article alerting parents and community to	https://www.dnainfo.com/new-york/20170209/huguenot/boroug	N/A	N/A	

		upcoming public information sessions seeking input ***Plans for Staten Island School for Dyslexic Kids to Go Before Parents***	h-president-james-oddo-dyslexia-charter-school			
2/11/2017	Parents, advocates, elected officials and community members	Public information session on Bridge Prep. Flyers Distributed via email, social media and posted online and in local newspaper (Staten Island Advance) to alert the entire community of additional public information sessions to seek Input and share information.	St. Joseph by the Sea High School, Huguenot, Staten Island	Community asked for additional classes and services to help older students who have dyslexia (4th grade and up). Support for Bridge Prep's Key Design elements and mission Questions about class size and programmatic offerings.	In contact with NYC DOE to see what they can do and working with service providers to offer services to community including free student tutoring and collaborating with district teachers to help students Took Input around small class size to incorporate into planning.	25+
2/13/2017	Parents, advocates and community members	Public information session.	New Dorp High School, New Dorp, Staten Island	Attendees thrilled there could be a school coming noting need for classes and services to help older	Contacted NYC DOE to see what support could be provided and working with service providers to	30+

				students who have dyslexia (Support for Bridge Prep's Key Design elements and asked for ways to get involved and support Concern that NYSED will not support our school and Staten Island needs will be ignored.	offer services to community including free student tutoring, screening for dyslexia and learning disabilities and collaborating with district teachers to help students Shared additional rationale around grade span and enrollment projections.	
2/14/2017	Parents, educators and entire Staten Island Community	Media Coverage: NY1 News Story on Information Session and Public Meeting ***New Charter School will Help Students Suffering from Dyslexia***	St. Joseph by the Sea High School, Huguenot, Staten Island http://www.ny1.com/nyc/staten-island/news/2017/02/14/new-charter-school-will-help-students-suffering-from-dyslexia-.html	N/A	N/A	
2/15/2017	Parents, advocates and community	Public information session.	Central Family Life Center,	Additional information	Additional public information	10

	members		Stapleton, Staten Island	regarding dyslexia and need requested	sessions scheduled.	
2/16/2017	Community Members	Presentation at New Dorp Central Civic Association Meeting. Mailing sent out to New Dorp Civics' mailing list and posted on social media	New Dorp Public Library, New Dorp Staten Island	Participants of the New Dorp and Grant City areas wanted to know how they could support this school. They think it is needed and only question was really location of school.	Gave members the email if they want to send letters of support. We committed to coming back if granted a charter to share more information about applying	20+
3/7/2017	Community Board 3 Members	Presentation to Community Board 3 – Quality of Life Committee	Woodrow, Staten Island	There were many questions about charter schools and potential location. They wanted to ensure equality in schools. One member thought we are letting the NYCDOE off the hook by opening this school.	Addressed all questions and Committee invited us to present at the full Community Board Meeting	25+
3/13/2017	Schools, Vendors, Parents, Teachers, Associations with background in Dyslexia	Everyone Reading Annual Literacy Conference	CUNY Graduate Center – NY, NY	Very positive Input about Bridge Prep. Existing private schools specializing in dyslexia offered to help. Parents, advocates and	We collected contact information from participants and have added them to our email distribution list to keep in touch.	1000+

				educators throughout the city expressed interest in having a charter school like Bridge Prep in their community and asked for ways to support and get involved.	Capacity built for partnership development	
3/21/2017	Community Board Members and community at large	Community Board 2 Presentation	Sea View Hospital Lou Caravone Community Service Building, Willowbrook, Staten Island	Very positive Input about Bridge Prep with members of the community agreeing on need for specialized instructional option for this group of students.	Official support for Bridge Prep indicated and request for ways to support further were also noted.	50+
3/23/2017	Schools, Vendors, Parents, Teachers, Associations with background in Dyslexia	Everyone Reading Annual Literacy Conference	CUNY Graduate Center – NYC	See above	See above	See above
3/23/2017	Community Board Members and community at large	Community Board 1	All Saints Episcopal Church, Westerleigh, Staten Island.	Input was very positive and board voted to send a letter in support of Bridge Prep One member of the audience expressed concern around creating a any	Official support for Bridge Prep indicated and request for ways to support further were also noted.	50+

				school for specific population		
3/28/2017	Community Board Members and community at large	Community Board 3 – General Meeting Presentation	Woodrow Methodist Church Hall, Woodrow Staten Island	Input was very positive, specifically from many parents from PTAs at local schools	Official support for Bridge Prep indicated and request for ways to support further were also noted.	50+
3/29/2017	Entire Staten Island Community	Article in the Staten Island Advance and on SILive.com ***Proposed Staten Island school for dyslexic kids: 10 things to know***	http://www.silive.com/news/2017/03/10_things_you_need_to_know_abo_1.html	We reviewed comments on social media and SILive's site. Generally positive Input and most questions were regarding grade span.	No action needed.	5000+ subscribers
4/27/2017	Members of the business community, elected officials, schools, banks, real estate, etc.	Staten Island Economic Development Corporation – 19th Annual SIEDC Business Conference	Hilton Garden Inn, Bloomfield, Staten Island	We were there to generate awareness for dyslexia and Bridge Prep. The Input was more informational in nature.	No action needed. Added people to our mailing list who wanted to be included.	2,500 attendees, over 125 vendors and 20 sponsors
5/17/2017	NYC DOE special education leadership, D31 and D75 Superintendents, principals, teachers,	Staten Island Developmental Disabilities Spring Forum – A School for All Children	Institute for Basic Research, Willowbrook, Staten Island	Input shared on a personal basis. Materials shared at event on Bridge Prep.	Followed up with all who shared contact information or had questions.	90+

	advocates, parents, community based organization					
5/19/2017	Parents, advocates, council members, community members	Staten Island Developmental Disabilities Council General Council Presentation of Bridge Prep	Elizabeth Connolly Community Resource Center, New Springville, Staten Island	The Input was positive. Many questions and lively dialogue. They want to invite us back if the school is approved to present again.	Followed up with any members that shared contact information or had questions. The presentation was subsequently posted on SIDD's YouTube channel https://www.youtube.com/channel/UCXgbkCV2curHG74wmOy0gCw	60
6/5/2017	Parents, teachers, community members	Posted additional parent and community survey online. Survey was targeted to get specific Input about need and intent to apply to Bridge Prep. Sent to thousands and responses are still coming in as of July 5th	Website – http://www.statenislandusa.com/education.html	Input expressed support for Bridge Prep and indicated significant intent to apply should Bridge Prep be approved.	Additional Input incorporated into our Letter of Intent.	Number of responses to date on survey is 219

6/22/2017	Participants in Healthy Brain Network research study for children aged 5 - 21	Child Mind Institute sent parent and community survey to their Healthy Brain Network participants	Website – http://www.statenislandusa.com/education.html	Input captured in survey	N/A	Sent to over 700 participants on Staten Island
6/26/2017	Parents	Informational article in Staten Island Parent Magazine about Bridge Prep ***Charter School for Dyslexia Planned for Staten Island***	http://www.siparent.com/charter-school-for-dyslexia-planned-for-staten-island/	Overall positive comments to the article. Parents are upset NYC DOE is not helping students and would like middle school grades as well.	Responded back to parents. Considering a middle school offering down the road	Emailed to 14K addresses and print circulation is 30K on Staten Island delivered to parents, educators, doctors, schools, libraries, etc.
7/19/2017	Entire Staten Island Community	Borough President posted on newsfeed link to SILive article about Bridge Prep being invited to submit full application to open a charter school	https://www.facebook.com/statenislandusa/			12,000+ followers
7/19/2017	Parents and education community	CEC 31 posted on newsfeed that Bridge Prep was invited to submit full application to open a charter school in their Education News	https://www.facebook.com/photo.php?fbid=10209856092695212&set=a.1028002976559.2005809.1119845507&type=3&theater			1500+ followers
7/19/2017	Entire Staten Island Community	Information article on SILive ***Charter school for***	http://www.silive.com/news/2017/07/staten_island_charter_school			5000+ subscribers

		dyslexic students passes first Albany hurdle SILive announcing Bridge Prep was invited by NYSED to submit a full application. Positive comments included from the Borough President, President of CEC 31 and President of Staten Island Federation of PTAs.	_f.html			
7/19/2017	Entire Staten Island Community	CEC 31 President posted about Letter of Intent acceptance by NYSED	https://www.facebook.com/michael.reilly.7547/posts/10209914003902956?pnref=story			31,000+ followers
7/20/2017	Education Community	Announcement on Education Reports Facebook page: ***Charter school for dyslexic students passes first Albany hurdle***	https://www.facebook.com/Diane-C-Lore-555327201259995/			1000+ followers
8/18/2017	Facebook Community	Facebook Page launched to post updates and inform	https://www.facebook.com/SIDyslexiaSchool/	Messages asking if when school is opening	Messaged back to and keeping in touch as we	215

		public of Bridge Preps status, information about enrolling and be a channel for Input and questions			progress with authorization	
9/18/2017	Board of Trustees/Applicant Group	Mock Capacity Interview	Borough Hall, St. George, Staten Island	Held mock capacity interview for board and applicant group. Rec'd input from consultant on our budget, enrollment and lottery need more clarity, need to state our full role with the school, may need to broaden board capacity, and what to highlight in terms of what NYSED is looking for	We will expand board capacity, outsource budget and financial reporting to ensure viability, clearly articulate our lottery and enrollment policy, and be clear on our individual and collective role for Bridge Prep.	14
9/27/2017	Board of Trustees/Applicant Group	Applicant Group Conference Call with NYSED	Conference call	Told not moving forward	Speak to BOT to share news and next steps	6
10/3/2017	Board of Trustees/Applicant Group	Call from NYSED	Conference call	We were told we would now be invited to capacity interview	Notify BOT; schedule public hearing in the community with NYCDOE.	3
10/11/2017	Board of Trustees/Applicant Group	Capacity Interview	KIPP Academy 730 Concourse Village West Bronx, NY	N/A	N/A	15

10/16/2017	Parents, teachers, elected officials representations	Staten Island Federation of PTAs-monthly meeting	UFT Headquarters, Great Kills, Staten Island	Provided update on status of Bridge Prep Charter School	They are interested to hear when/if we are approved	50
10/17/2017	Entire Staten Island Community	Invitation publically shared for NYCDOE Public Hearing	Email blast sent to education listserv and community member listserv and notices shared with community partners	N/A	N/A	31,000+ on listserv. Also shared with CEC 31, local elected officials and parent groups; publicized on Bridge Prep social media. http://www.silive.com/news/2017/10/post_1771.html
10/24/2017	Entire Staten Island Community	Public Hearing	Petrides Educational Complex, Sunnyside, Staten Island	Heard from many families who have had to go off Island for school and the toll it has taken on them; reaffirmation of need and support for Bridge Prep; frustration with NYCDOE and NYSED for not being supportive of the needs of students in the community; Request to open multiple Bridge Prep schools in	Shared information and comments with NYCDOE and NYSED	70

				NYC.		
11/11/2017	Lead Applicant	Conversation with representative of Archdiocese of NY regarding potential lease space opportunities	Phone call	The Archdiocese is willing to listen to potential scenarios presented by Bridge Prep regarding potential lease space; prefers to have more formal follow up conversation in early 2018	Schedule follow up, in person meeting for January 2018; meet with BOT to discuss long term and immediate space strategy	2
11/14/2017	Lead Applicant	Conversation with Brett Gallini from Neighborhood Charter School of Harlem	Phone call	Connect with Brett to ask for his feedback and advice as a successful school that works with targeted population; discussed areas where Bridge Prep and newly authorized Neighborhood school in the Bronx could partner	Tim and Brett to reconnect after Bridge Prep submits new application in March 2018	2
11/28/2017	Members of Board/ Applicant Group	Meeting with Michael Tobman from Hebrew Language Academy Charter Network	Borough Hall, St. George, Staten Island	Informational meeting to learn more about Hebrew Language charter network for possible	Schedule follow up meeting	3

				collaboration		
12/14/2017	Parents, advocates, council members, community members	Staten Island Developmental Disabilities Council-Education Committee Meeting	Elizabeth Connolly Community Resource Center, New Springville, Staten Island	Provided update on status of Bridge Prep Charter School	The council are interested to hear when/if we are approved around ways to partner.	12
12/19/2017	Board/Applicant Group and interested parties	Meeting with principal of Moore Catholic High School and Board Member regarding potential leased space on their campus.	Borough Hall, St. George, Staten Island	Had introductory conversation about possibility of leasing or purchasing space; Space may not be viable for immediate siting.	Need to schedule follow up meeting after discussing with full BOT	8
1/8/2018	Board/Applicant Group and interested parties	Met with St. John Villa regarding space in their educational complex	57 Cleveland St. Arrochar, Staten Island	Had introductory conversation about St. John Villa closing and possibility of leasing space	Need to schedule a follow up meeting after public announcement of school closing	6
1/10/2018	Board /Applicant Group	School visit to observe PS 101's literacy program, including OG and Hochman writing	PS 101, 6540 Benson Avenue, Brooklyn	Teacher training is critical, implicit instruction is a must for the program to work; reaffirm ability of our school model to be effective for students of varying abilities, at various grades.	Review programmatic and staffing decisions; assess PD offerings	3

1/11/2018	Board/Applicant Group	Meeting with Regent Cea and David Frank from NYSED to listen to NYSED feedback on application	Borough Hall, St. George, Staten Island	NYSED recommended to clarify mission, ensure budget and narrative are aligned, ensure BOT is cohesive and can oversee school charter, consider entry grades carefully; Affirmed support for Bridge Prep to open and be successful on Staten Island	Held Board meeting on 1/18 to address all areas of concern from NYSED.	6
1/18/2018	Members of Board /applicant group	Bridge Prep BOT Meeting	Borough Hall, St. George, Staten Island	Discussed NYSED's feedback and needed modification to mission and budget, BOT capacity	Finalization of LOI, with modifications to grade span and target population clarity. Committee structure established and scheduled February BOT meeting.	9
1/25/2018	Members of Board /applicant group and Future Collaborators	School Partner Visit to Democracy Prep Pathways	240 East 123rd St. Harlem, NY	Affirmation of viability of Bridge Prep's school model and need; Staffing suggestions, School year/day recommendations, Speech & Language Pathologist as	Review input and key takeaways with BOT; set up follow up meeting with Democracy Prep leadership to discuss future partnership opportunities.	4

				teacher, align with emphasis on strategic hiring; Strategies for funding and financing staff; Use of MAP assessments to show growth.		
1/25/2018	Board/Applicant Group and interested parties	Meeting with representatives from St. John Villa regarding leasing potential space on their educational complex	57 Cleveland St. Arrochar, Staten Island	Schedule follow up conversation about leasing space with Bridge Prep board members,	St John Villa representatives will debrief conversation and will circle back with Bridge Prep representatives	4
1/26/2018	Board/Applicant Group	Meeting with Jon Salmon of Salmon Real Estate to discuss available building for potential lease	20 Ebbitts Street Oakwood, Staten Island	Representatives from Salmon Real Estate expressed strong interest in leasing the space; Bridge Prep needs to evaluate cost and determine if the space is the right fit.	Discuss with full BOT at next meeting and set time for follow up with Salmon Real Estate	2
1/28/2018	Entire Staten Island Community	Direct Connect Sunday – Open House	Petrides Educational Complex, Sunnyside, Staten Island	Parents, teachers CSD 31 leadership, and possible sources of funding for the school still very interested in Bridge Prep and want to see the	Individual follow up with parents and community members who expressed interest in Bridge Prep	250

				school open on Staten Island.		
1/29/2017	Board/Applicant Group	Call with NYCDOE Office of District Planning regarding underutilized space and potential for co-location	Conference Call	NYCDOE noted that space is limited and there are many competing priorities, including Bridge Prep; They will keep Bridge Prep in the loop and asked that we stay close if our space needs change.	Bridge Prep to resubmit space request via link provided by NYCDOE; Discuss public space strategy during next BOT meeting; make additional stakeholder calls NYCDOE will share with the planning team that our space request is being "re-activated" and that this space need remains on the radar on District 31 for SY 2019-2020	3
1/31/2018	Board/Applicant Group	NYSED Webinar for Charter School Applicant Groups	Webinar	Informative call regarding the new RFP	Confirmed LOI and application are aligned with new RFP	4
1/31/2018	Board/Applicant Group	Conversation with Founder of Middle Village Prep	Telephone Call	Informative call about budget strategies and potential for additions to board capacity and co-location in Catholic	Following up on feedback and recommendations	2

				school		
2/2/2018	Community Boards 1, 2 and 3	Outreach to Community Boards Provided updates on Bridge Prep's new application timeline, grade span and other minor changes.	Email and Phone Calls	There is interest in being kept up to date on charter school developments and expression of continued support	Bridge Prep to schedule future attendance at CB1, CB2 and CB3 meetings to discuss school, get feedback and identify partnerships	3
2/5/2018	Parents, elected official's representatives and community stakeholders	Presentation at CEC 31 Meeting	Petrides Educational Complex, Sunnyside, Staten Island	CEC 31 appreciates BPCS' constant line of communication and continues to support the school's opening in CSD 31 CEC 31 offered support in identifying space for BPCS. Members of the public asked questions about BPCS' programming and grade span; Several parents of students with a variety of academic struggles asked how they can	CEC 31 still urging to move forward. BPCS to attend 3/5 CEC 31 meeting. BPCS team in attendance provided families with contact information for BPCS website and email contact info.	75

				support in getting BPCS open and who they should contact expressing support. CSD 31 Superintendent wished BPCS luck in application process.		
2/5/2018	Board/Applicant Group	Call with BoostEd Finance	Phone call	Conversation around budget and financial consulting and support	In person meeting scheduled for second week of February 2018; discuss with BOT	2
2/14/2018	Board/Applicant Group and interested parties	Scheduled follow up meeting with Archdiocese of NY & NYC School Construction Authority to discuss space strategy and potential siting scenarios.	Borough Hall, St. George, Staten Island	Potential space available for BPCS siting in Archdiocese buildings of former and current schools (Holy Rosary and St. Joseph's school.) SCA understood BPCS space need and will work with NYCDOE as per usual process should the need for additional space be required.	Follow up conversation regarding Holy Rosary set. Official walk through at St. Joseph's scheduled.	10
2/16/2018	Board/Applicant Group	Meeting with BoostEd Finance to discuss budget	Borough Hall, St. George, Staten Island	Budget review.	Budget follow ups and confirmation with BOT	6

2/20/2018	Parents, elected official's representatives and community stakeholders	New York State Women - Staten Island Chapter - February Meeting Subject Dyslexia	Li Greci's Staaten, West Brighton, Staten Island	NYS Women want to support BPCS	NYSED email sent to parliamentarian.	40
2/21/2018	Board/Applicant Group	Meeting with special education consultant to review/discuss curriculum	New Dorp, Staten Island	Reviewed curriculum and instruction to gain feedback	Received recommendations on how to modify instruction and incorporated in application	2
2/21/2018	Board/Applicant Group	Meeting with current Speech and Language Pathologist/Specialist to discuss BPCS	New Dorp, Staten Island	Strongly believes in BPCS mission and structure. Asked to be involved further.	Set follow up conversation and meeting with larger BPCS team.	3
2/23/2018	Community Partners	BPCS ED and BOT representative's meeting with chairman and chairwomen of Nicotra Group to discuss potential leased space	Teleport, Bulls Head, Staten Island	Nicotra Group confirmed space available for BPCS on 6th floor of new corporate commons location and excited about potential partnership. BPCS shared planned budget and space needs with Nicotra Group. Nicotra group willing to work with	Circle back with Nicotra Group after application submitted to finalize planning and set up meeting with architect and designer for space.	6

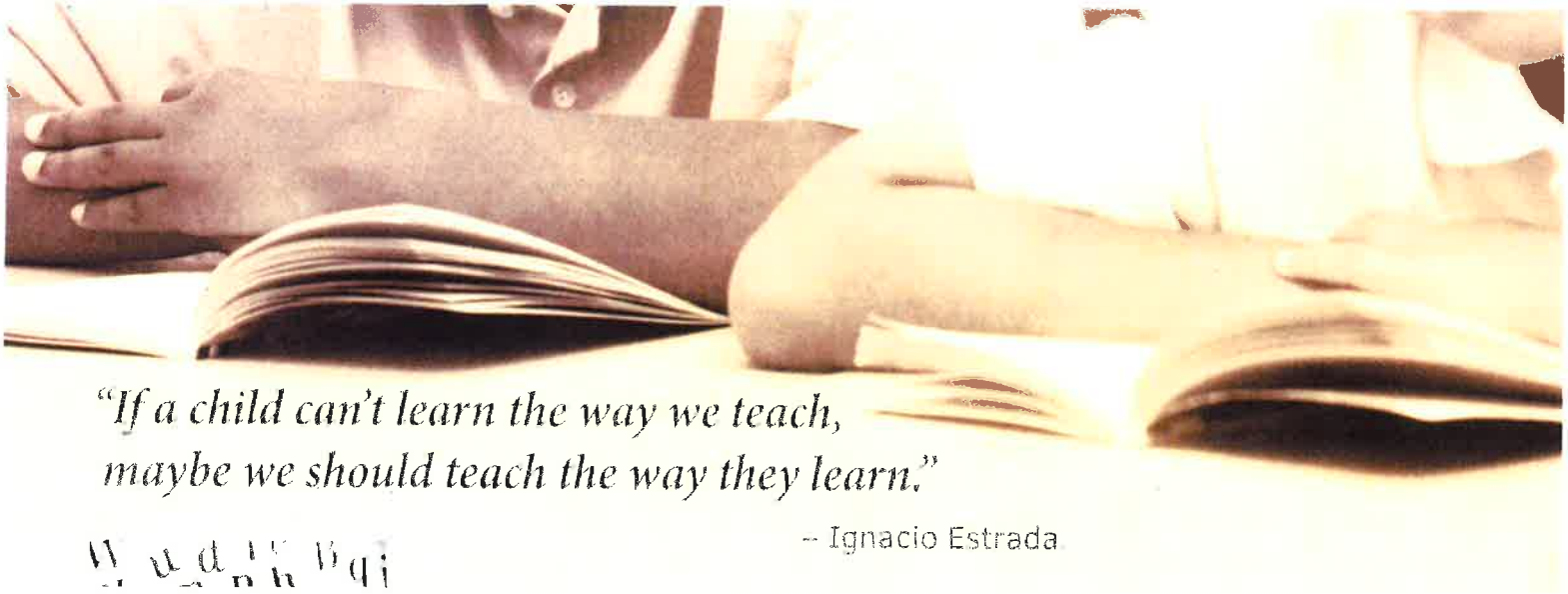
				BPCS to assure the space available is designed appropriately and meets needs of school.		
2/23/2018	Community Partners	BPCS ED and BOT members meeting and walkthrough at St. Joseph's to see available school building for potential lease.	St. Joseph's School, Rosebank, Staten Island	BPCS on site team believes space is viable for lease and is optimistic about location. Archdiocese and pastor will need to discuss long term planning and lease terms with BPCS before agreeing.	Review notes and follow up with entire BOT. Set follow up conversation with Archdiocese of NY and pastor to discuss next steps/decision.	6
2/26/2018	Board/Applicant Group	Meeting with BoostEd Finance to finalize budget	Borough Hall, St. George, Staten Island	Finalize budget to present to BOT before application submission	Make final budget adjustments, aligned to narrative and share with BOT.	4
2/26/2018	Board/Applicant Group	Teleconference with Little Bird HR to discuss consulting arrangement	Phone Call	Little Bird shared information to be included in BPCS attachment 8a.	Select recommendations from Little Bird implemented into BPCS staff policies (Attachment 8a)	2
3/2/2018	Community Partners	BPCS BOT member discussions with representatives from Bloomberg Philanthropies regarding fundraising,	Manhattan, New York	Bloomberg Philanthropies is looking forward to seeing how the organization can work with and	BPCS BOT representative to keep contacts at Bloomberg Philanthropies updated on	3

		grants and potential partnerships with BPCS		support BPCS upon authorization. Bloomberg Philanthropies asked BPCS to provide a list of anticipated funding needs for their thinking and to help strategize around potential funding opportunities with their organization or within their network of contacts	authorization status and develop requested list of potential funding ideas.	
3/5/2018	Parents, elected official's representatives and community stakeholders	CEC 31 Meeting to update CEC 31 on school prior to submission of application	Petrides Educational Complex, Sunnyside, Staten Island	CEC 31 representatives asked BPCS team members in attendance for status update and expressed their continued support	BPCS will attend CEC 31 meeting in April	40
3/5/2018	Community Partners	BPCS BOT representative's follow-up call with Archdiocese of NY representatives regarding next steps for lease of St. Joseph's school building.	Phone call	BPCS shared initial feedback and questions regarding the building and discussed next steps.	Meeting with Fr. Montoya (pastor) and BPCS to further advance discussions about BPCS immediate and long-term thinking. BPCS BOT to	4

					continue to evaluate space and strategy.	
3/8/2018	Advocates, experts and community partners	BPCS ED was invited to attend invitational forum regarding supporting students with dyslexia and other LBLDs hosted by Dyslexia (PLUS)	CCNY, New York, NY	NYC and NYS must do a better job supporting students with LBLDs. There are many community organizations and partners looking and willing to work with schools who serve this at risk population. BPCS mission well received in discussion with participants, who wished schools like BPCS would open in their community.	Share feedback with other members of planning team; follow up with potential programmatic partners	
3/9/2018	Board/Applicant Group	Meeting with current Speech and Language Pathologist/Specialist to discuss BPCS	Staten Island, NY	Had follow-up meeting and has decided to join BOT	Sent Application for completion	2
3/13/2018	Parents, advocates, council members, community members	Staten Island Developmental Disabilities Council Education Committee to update on Bridge	Elizabeth Connolly Community Resource Center, New Springville,	TBD	TBD	TBD

		Prep	Staten Island			
3/15/2018	Community Members	New Dorp Central Civic Association Meeting to update them on Bridge Prep. Deputy Borough President Ed Burke is the featured speaker	New Dorp Public Library, New Dorp Staten Island	TBD	TBD	TBD
3/16/2018	Advocates, experts and community partners; NYSED Office of Special Education	BPCS ED and BOT member selected as participants in inaugural forum to discuss guidance for NYS schools to promote outcomes for students with dyslexia, dysgraphia, and other LBLDS	NYSED Albany, New York	TBD	TBD	TBD
3/16/2018	Parents, elected officials and community stakeholders	Legislative Forum - All of Staten Island local, state, and city elected officials including the Public Advocate, Comptroller, Congressman and District Attorney sponsored by CEC 31 and the Staten Island Federation of PTAs. Invitations to elected officials and all Staten Island educational	Petrides Educational Complex, Sunnyside, Staten Island	TDB	TBD	TBD

		community made aware via email and social media posts.				
3/20/2018	Board/Applicant Group	Officially submit space request to NYCDOE via link: https://www.surveygizmo.com/s3/3423071/Request-for-Charter-School-Co-Location-in-DOE-Facilities	St. George, Staten Island	TBD	TBD	TBD
4/3/2018	Parents, teachers, and community stakeholders	CB3 – Quality of Life Committee Presentation of BPCS	Woodrow, Staten Island	TBD	TBD	TBD
5/10/2018	Board/Applicant Group	Follow-up call with NYCDOE Office of District Planning regarding underutilized space and potential for co-location after submitting space request	Conference Call	TBD	TBD	TBD



Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. For years, community advocates and parents have been asking for an educational option to meet the needs of these children.

We hope to offer a new, innovative choice for families via the charter model to create a school that uses instructional approaches devoted to serving these students. Charter schools were developed to create choices for families, raise students' academic achievement and provide a space for the use of innovation and best practices. We can think of no more compelling reason to develop a charter school than to directly respond to this specific community need.

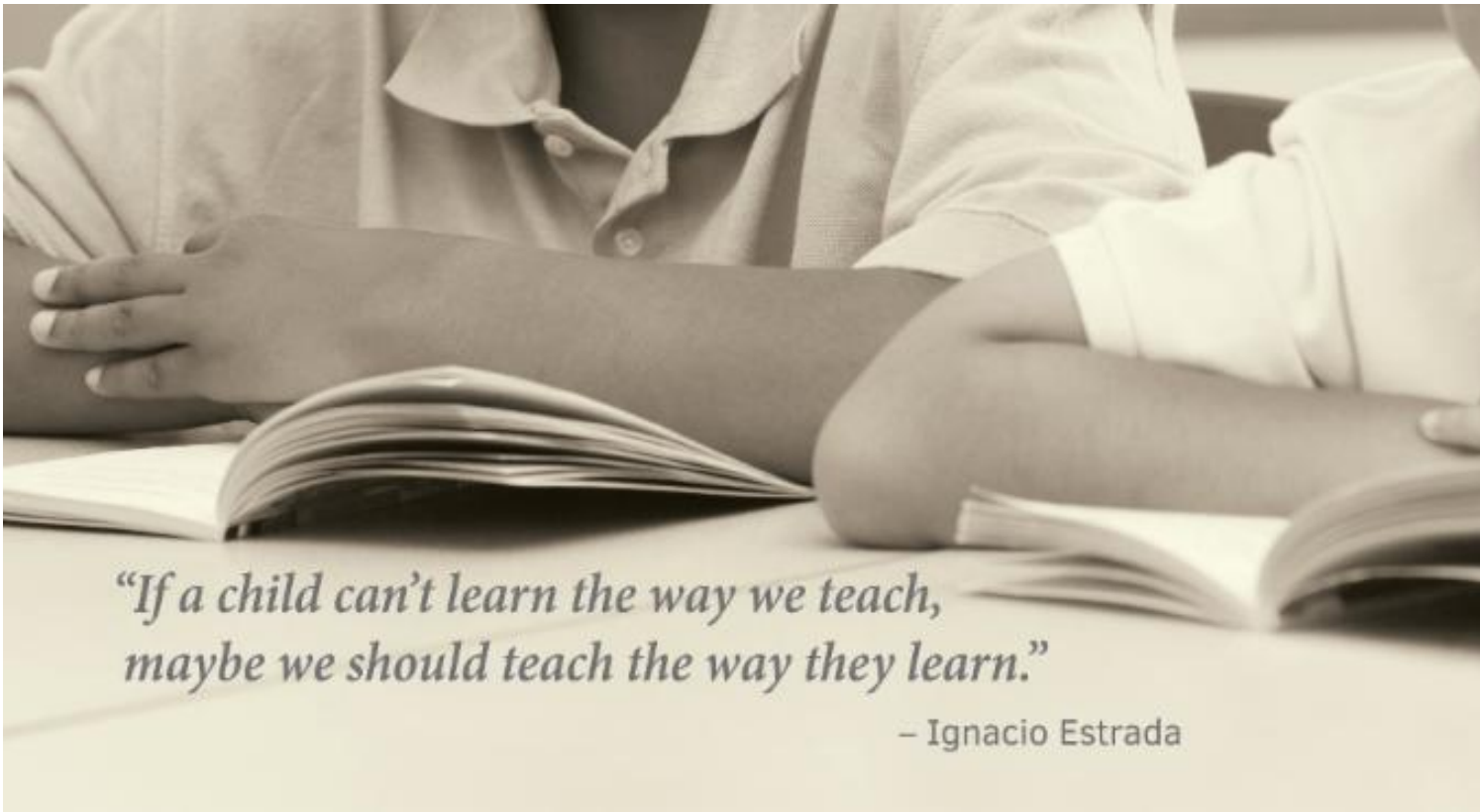
If our charter is authorized, our school will be the first and only public charter school in New York State and one of a handful in the US, dedicated to educating students with dyslexia and language-based learning difficulties. Our school will use Orton-Gillingham, a multisensory instructional approach intended primarily to help students who have difficulty with reading, spelling and writing. This method teaches the connection between sounds and letters to teach reading. Students with dyslexia require explicit, targeted and systematic instruction, as well as opportunities for practice with corrective feedback.

Our mission is to provide a high-quality education for students diagnosed with dyslexia and language-based learning difficulties, while also helping them gain the skills and confidence needed to achieve their full potential via the use of alternative, but research-based, proven teaching methods. At any point, if our students have mastered the learning strategies needed to overcome their academic challenges, they may return to a more traditional educational setting.

Community input is vital to our development as a school. What are your thoughts on a public school like this opening on Staten Island? Please fill out this survey and let us know!

Continue >

Online Surveys by
Constant Contact



Constant Contact Survey Results

Survey Name: Dyslexia Survey JAN 2017

Response Status: Partial & Completed

Filter: None

7/6/2017 4:06 PM EDT

TextBlock:

Esta encuesta también está disponible en español

*I am (check all that apply)

Answer	0% 100%	Number of Response(s)	Response Ratio
Parent of a child diagnosed with dyslexia		81	25.2 %
Student diagnosed with dyslexia		1	<1 %
Parent		129	40.1 %
Adult with dyslexia		10	3.1 %
Educator		92	28.6 %
Local community member		48	14.9 %
Local business owner		3	<1 %
Other		31	9.6 %
	Totals	**321**	**100%**

*What is your zip code?

322 Response(s)

*Do you have, or know of, a child who has been diagnosed with dyslexia or another language-based learning disability?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		296	91.9 %
No		26	8.0 %
No Response(s)		0	0.0 %
	Totals	322	100%

If so, does that child have an immediate family member who has been diagnosed with dyslexia?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		93	28.8 %
No		100	31.0 %
Unsure		121	37.5 %
No Response(s)		8	2.4 %
	Totals	322	100%

*Do you have or know a child that struggles with reading, writing, spelling, phonics, decoding, etc.?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		297	92.2 %
No		25	7.7 %
No Response(s)		0	0.0 %
	Totals	322	100%

Please list the school(s) this child/children attends and current grade(s):

218 Response(s)

*How do you feel about charter schools? (please choose one)

Answer	0% 100%	Number of Response(s)	Response Ratio
I support charter schools and believe that parents should have a choice in educational options for their child(ren)		210	65.2 %
I am not really sure what a charter school is		31	9.6 %
I am indifferent		50	15.5 %
I do not support charter schools		31	9.6 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

*Do you believe that parents or guardians should have the ability to choose the educational environment that best suits the needs of their child(ren)?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, parents should have the ability to choose an educational option that best meets the need of their child(ren).		318	98.7 %
No, families should be content with their option provided by their local school district regardless of need.		4	1.2 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

*Do you believe that parents or guardians should be able to choose the educational environment regardless of their address and/or their personal economic means?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, a student's address or family's personal economic situation should not determine their educational options.		312	96.8 %
No, students should go to the school option provided to them by their local district.		10	3.1 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

Do you think our school would be valuable for children with dyslexia and other language-based learning disabilities in the Staten Island community?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, children with dyslexia and other language-based learning disabilities in Staten Island would greatly benefit from this school!		315	97.8 %
No, this school would not benefit students with dyslexia and other language-based learning disabilities in Staten Island.		5	1.5 %
No Response(s)		2	<1 %
	Totals	**322**	**100%**

If you are a parent of a child with dyslexia or a language-based learning disability, would you submit an application for your child to attend the school?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		146	45.3 %
No		6	1.8 %
I am not a parent of a child with dyslexia		169	52.4 %
No Response(s)		1	<1 %
	Totals	**322**	**100%**

Do you think our school would be a valuable addition to the Staten Island community?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, this school would be a valuable addition to the Staten Island community.		315	97.8 %
No, there isn't a need for this type of school on Staten Island.		6	1.8 %
No Response(s)		1	<1 %
	Totals	**322**	**100%**

What do you think is most important for us to consider as we open and design this school in our community?

169 Response(s)

What are the top THREE challenges that your child or a child you know that struggles with reading or language faces in their current school?

178 Response(s)

What are the most important characteristics that you are looking for in an educational option for your child? (For example, small class size, distance to your home, personalized instruction, specially designed curriculum, etc.).

164 Response(s)

* We would love to hear your story! Let us know if you would like to share a personal experience you may have had with dyslexia in the following ways:

Answer	0% 100%	Number of Response(s)	Response Ratio
Video testimonial		4	1.2 %
Letter of support		45	14.5 %
Personal story or experience		36	11.6 %
Individual meeting with a school team member		36	11.6 %
Creative work (music, artwork, design, etc.)		2	<1 %
N/A		212	68.6 %
Other		11	3.5 %
	Totals	**309**	**100%**

Would you like to be part of future conversations around the development of our school or help out?

Please choose any of the following ways in which you would like to do so:

Answer	0% 100%	Number of Response(s)	Response Ratio
Host/attend an event		41	29.2 %
Write a letter to an elected official		69	49.2 %
Circulate informative materials as needed		55	39.2 %
Serve as an ambassador at various community events		21	15.0 %
Other		21	15.0 %
	Totals	**140**	**100%**

Please provide your contact information:

Answers	Number of Response(s)
First Name	168
Last Name	165
Home Phone	128
Email Address	163

Additional comments:

42 Response(s)

BRIDGE PREP CHARTER SCHOOL

SEPT

2019

Proposed School

To find out more information:
www.bridgeprepcharter.org

Follow us on Facebook:
https://www.facebook.com/SIDyslexiaSchool/

Questions or comments:
info@bridgeprepcharter.org

CONNECTING STUDENTS TO LITERACY

GRADES 1 -5

Bridge Prep is a specially designed Staten Island elementary school committed to ensuring that our students, especially those struggling with literacy, gain the skills and self-assurance to meet their full academic potential.

- ✓ Orton-Gillingham across all content areas
- ✓ A specialized writing program
- ✓ Small class sizes
- ✓ Student centered and supportive environment

A school designed for students with dyslexia and other language-based learning disabilities

January 20, 2018

Fellow Staten Islander,

For years, so many in our community have been pleading for support and a specially designed educational option for their children who struggle with literacy. As someone born and raised in our community, as an educator and as an advocate for high quality options for children, I believe that all children have the ability to learn, be successful and deserve a high- quality educational option that meets their needs. All too often, however, some of our most vulnerable students are lost in the traditional school structure and require a different approach in order to be successful. The current reality for many struggling readers on Staten Island is that they are either forced to continue struggling in their current schools or leave the borough for a school equipped with the programming and structure that provides them with an opportunity to improve their academic trajectory.

Beginning in 2014, we began visiting top performing public, private and charter schools across the country, in order to seek best practices, obtain feedback and observe excellent school models. Using the lessons we learned, as well as listening to feedback from our community, we formally announced our intention to open Bridge Prep Charter School, a specially designed charter elementary school committed to ensuring that our students, especially those struggling with literacy. If approved by the New York State Board of Regents, Bridge Prep would open on Staten Island in September 2019 with grades 1-2, adding a grade each year until we serve students in grades 1-5.

Our philosophy as a school and a community of learners is predicated on the fact that students learn in different ways and possess differing abilities and research is clear that explicit and structured language instruction is valuable for all students. With reading serving as the foundation upon which all learning is based, many students on Staten Island remain at risk of academic failure as a result of their continued struggles with literacy. This group of students experience reading and overall learning very differently than their peers and must be provided necessary supports and structure in order to achieve and experience success.

Our evidence-based, multisensory approach and school structure is designed to serve any student on Staten Island struggling with literacy. Two groups who will especially benefit from our balanced literacy approach and multisensory curriculum, are students with language-based learning disabilities, such as dyslexia and dysgraphia, and English Language Learners. The foundational components of our curricular design are the use of the highly structured **Orton-Gillingham approach** to teaching literacy, proven to work with all students, especially those who struggle to read and write and the research-based writing program, **The Writing Revolution.** Our students will engage in thematic **Creative Learning Extensions**, designed to enable their creative growth and our unique **Triad teaching model** allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios. A purposely-planned student schedule and partnerships with targeted community-based organizations, will provide adequate time for programming to support the development of the whole child beyond the usual classes, including:

- Set aside time for study skills, Executive Functioning and organizational sequencing; and
- A dedicated Social Emotional Learning class, and a fitness program with proven results of promoting academic growth for all students.

Though this journey is demanding, I am constantly reminded of the pressing need for such an option and the transformational impact our school will have. Community input is vital to our success and we look forward to your feedback and participation in our design and development. For more information about Bridge Prep and for ways to get involved, please visit our website at www.bridgeprepcharter.org or email me directly at tim@bridgeprecharter.org. I look forward to having you join us in this historic opportunity for our community!

Sincerely,

Timothy Castanza- Founder- Bridge Preparatory Charter School

Staten Island Advance
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STATEN ISLAND REAL-TIME NEWS

Proposed Staten Island school for dyslexic kids: 10 things to know

Posted March 29, 2017

Bridge Prep reaches out to local community

Bridge Preparatory Charter School is currently in the process of becoming the first school for dyslexic kids on Staten Island. Tim Castanza, the founder of the proposed school, has reached out to Staten Islanders at local community board meetings to garner support for the cause that has been championed by Borough President James Oddo.

Here are 10 things to know about the proposed school.

In this file photo, Borough President Oddo speaks about the proposed charter school for dyslexia. (Staten Island Advance/ Jan Somma-Hammel)

When will the school open?

Oddo got the ball rolling to bring a charter school to Staten Island that would serve students with dyslexia several years ago. He has hosted many public forums on the topic, met with families dealing with dyslexia and appealed to Board of Education officials, including City Schools Chancellor Carmen Farina.

Bridge Prep's planning team anticipates submitting its full application for consideration to the New York State Education Department (SED) in August. If the SED approves the application and grants a charter for the school, it will open for the 2018-2019 school year.

The planning team includes local parents, students, teachers, advocates, psychologists, former principals and specialists with vast experience working with students with dyslexia and language-based disabilities.

This photo features Rose Kerr, deputy director of education for the Office of the Borough President; Borough President James Oddo; Bridge Prep Founder Tim Castanza; Issac Gorodetski, director of public policy at the Office of the Borough President, and Laura Timoney, deputy director of education for the Office of the Borough President. (Photo courtesy of T. Castanza)

How did the school get its name?
Castanza said that when the planning team was thinking of the name of the school, "we were brought back to why we were doing this."

He said: "When we realized that we wanted to offer our kids an opportunity that would make the connection for them between their creative minds and the opportunities that await them in the rest of the world, coupled with the importance of bridges to our community, we couldn't resist." Hence the name: Bridge Preparatory Charter School for Creative Thinkers

(Staten Island Advance/Bill Lyons)

What grades will the school serve?
If approved for the 2018-2019 school year, Bridge Prep will serve students in grades 2-4, adding a grade each year until the school serves students in grades 1 through 8 by 2022-2023. It will be the first and only public charter school in New York State and one of a handful in the United States designed specifically to meet the needs of students with dyslexia and language-based learning difficulties.

(Staten Island Advance/ Jan Somma-Hammel)

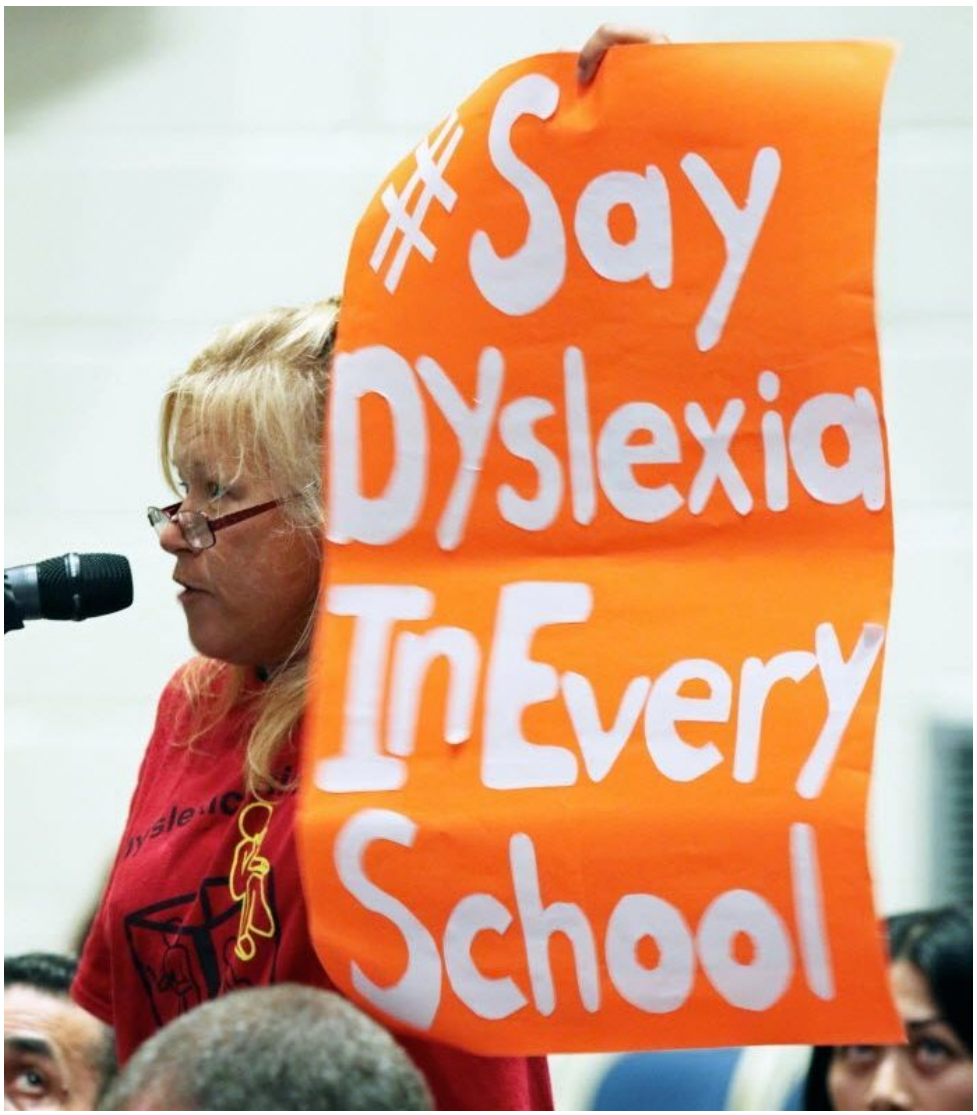
Why did Bridge Prep choose to go the charter school route?
Unlike Department of Education-operated public schools, charter schools are independent of the city DOE. Charter schools are held accountable for advancing student achievement by their authorizer -- the state Education Department in this case.

Like other charter schools, Bridge Prep will be tuition-free, and the application process will be open all Staten Island students. Available seats will be filled by lottery.

The photo above features Chris Zilinski, principal of Lavelle Prep, a local charter school that has found success. (Staten Island Advance/Jan Somma-Hammel)

Is the school only for students with dyslexia?
Bridge Prep will target and recruit students with dyslexia and other language-based learning disabilities, but is utilizing a multi-sensory curriculum and balanced approach to literacy that is designed for all students from gifted and talented students to English Language Learners, Castanza stated.

In this Advance file photo above, first-grade students at PS 57 in Clifton learn using a multi-sensory method. (Staten Island Advance/Jan Somma-Hammel)



Why is the school for dyslexia opening in this borough?

For many years, parents and community leaders, as well as local elected officials, have noted that Staten Island schools lack services for students with dyslexia. As a result, students on Staten Island are forced to either continue struggling in their current school or travel to attend schools in New Jersey, Brooklyn, Manhattan and Queens.

"All too often, some of our most vulnerable students are lost in the traditional school structure and require a different approach in order to be successful," said Castanza. "It is time our community receives such a specialized option."

Upward of 10,000 Staten Island students have dyslexia.

In this 2015 Advance file photo, Laura Cavalleri holds up a sign during a meeting of the Panel for Education Policy in the Petrides School auditorium.

Does the community support Bridge Prep?

Bridge Prep has received the support of many groups in the community, including Community Education Council 31, the Staten Island Federation of PTAs, the Staten Island Foundation, Wishes of Literacy, as well as local elected officials. It has been one of the borough president's key priorities.

"I am committed to advocating for these families and fighting for more educational programming that addresses the specific needs of children with dyslexia," said Oddo.

The photo above features participants of the first Dyslexia Walk in October 2016, sponsored by Wishes of Literacy at Clove Lakes Park. (Photo courtesy of Wendy Ramos)

.

What will the curriculum look like?

Bridge Prep will utilize enhanced, individualized and remedial instruction through Orton-Gillingham, an instructional approach which is specifically designed to help students with dyslexia. Instructors will use sight, hearing, touch and movement to help students connect language with letters and words. The school's approach to literacy will be aligned to state and Common Core academic standards.

The school will also implement the successful writing program, "Teaching Basic Writing Skills," developed by Judith Hochman. The program, which is currently being used at New Dorp High School, has been recognized for helping struggling students write with greater precision and confidence.

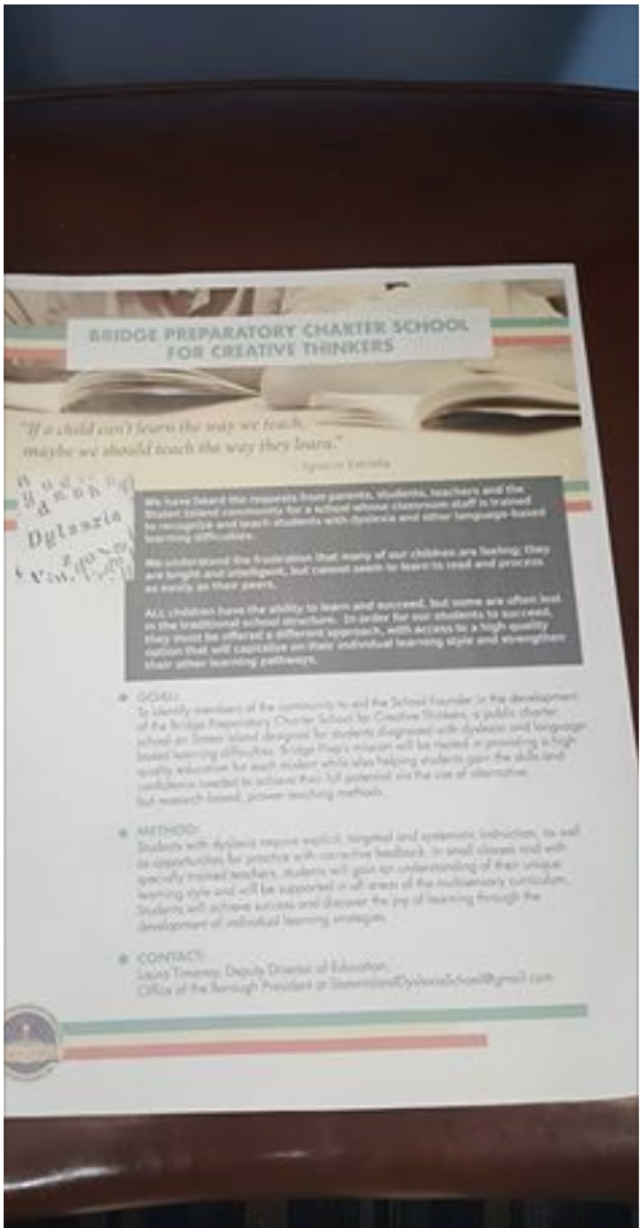
The Advance file photo above shows New Dorp High School, which has found success using the Hochman writing program.

Will there be after-school activities?

Following the model of other successful charter schools, Bridge Prep will have an extended school day, dedicated to student development of technology-based skills, organizational sequencing and structure, study skills and additional academic support.

Bridge Prep plans to partner with community-based organizations to provide a variety of after-school programs, such as sports, drama, dance, drums, creative design and martial arts.

(Staten Island Advance/ Anthony DePrimo)



Will teachers receive special training?

An important piece of Bridge Prep's model is teacher training. The Center for Teacher Development will provide staff with extensive opportunities for professional development. Teachers will also have time for collaborative planning and opportunities for hands-on practical experiences as part of the extended day structure and summer re-orientation program.

The school also plans to offer professional development opportunities to teachers and advocates throughout Staten Island to support any educator working with dyslexic students in the local community.

The images above, taken from the Facebook page of Community Board 1, show Laura Timoney, deputy director of education for the Office of the Borough President, with Tim Castanza, who is the founder of the proposed school, at a recent Community Board 1 meeting. (Photo courtesy of Lisa Crosby)

Schools PLEASE POST
Notice of **Public Meeting**/Agenda

Community Education Council
District 31

Community Education Council District 31

Petrides Educational Complex
715 Ocean Terrace, Staten Island, New York 10301
Tel: 718-420-5746 *Fax:* 718-420-5745
Email: CEC31@schools.nyc.gov
Website: www.CEC31.org

CALENDAR MEETING

Date: Monday, February 5, 2018
Time: 7:30 p.m.
Location: Petrides Complex, Building H
715 Ocean Terrace
Staten Island, NY 10301

Calendar Meeting Agenda

1) **Call to Order** and **Roll Call**
2) **Approval of December 2017 meeting minutes**
3) **Presidents Report**
4) **Presentation by Alberto Garcia & Lois Schwartz, Unity Games Staten Island**
5) **Honoring Student Winners: Respect for All**
6) **Honoring NYPD Highway Officers, for their Driving Impaired Education: Sergeant Donald Schneider, Officer Timothy Kessler**
7) **Presentation by Tim Castanza, Bridge Prep Charter School**
8) **Public Comments**
9) **Adjournment**

Next CEC Meetings:
* ***BUSINESS MEETING****: Monday, March 5, 2018 at 6:30 pm at Petrides, Bldg H*
* ***CALENDAR MEETING****: Monday, March 5, 2018 at 7:30 pm at Petrides, Bldg H*
* *715 Ocean Terrace, Staten Island, NY 10301*

All meetings are held at wheelchair accessible sites.

MEETING DATE & TIME IS SUBJECT TO CHANGE. INTERESTED PARTIES SHOULD ALWAYS CONFIRM BY CALLING THE CEC OFFICE @ 718-420-5746.

Community Education Council 31 Meeting

CALENDAR MINUTES	February 5, 2018	7:30PM	PETRIDES EDUCATION COMPLEX 715 OCEAN TERRACE, STATEN ISLAND, NY 10301

An audio-taped record of all CEC meetings is available for review under Freedom of Information Law (FOIL) procedures.

TYPE OF MEETING	**Business Meeting**
FACILITATOR	**Michael Reilly,** President
NOTE TAKER	**Randi Lazarus, Administrative Assistant**
ATTENDEES	**Michael Reilly, Aaron Bogad, Mike Rosen, Evelyn Cardona, Miguel Rodriguez, Michelle Lee, Lucia Curatolo Boylan, Taliah Alexander, Frank Squicciarini, Kidert Jean-Mary Anthony Lodico,**
ABSENT/EXCUSED	Irene Maiello, Excused
APPROVAL OF MINUTES	Minutes of December 2017 approved as written

Presentation by Tim Castanza, Laura Timoney & Rose Kerr, Bridge Prep Charter School - Connecting Students with Literacy

Tim Castanza, proposed founder of Bridge Prep Charter School, give an option to student's who struggle with literacy. Will know by June of 2018 if the school will open on Staten Island.

Applying to NYSED. If authorized, opening in September 2019

Opening grades – 1st and 2nd, then adding a grade every year until we have grades 1 – 5

Target cohort – students who struggle with literacy, including those with language-based learning disabilities and ELLs

Small class sizes and balanced Literacy Instruction across all content areas utilizing evidence-based Orton-Gillingham and The Writing Revolution

Location – Staten Island; District 31 but we do not have a definitive space yet

Feedback and input welcome at www.bridgeprepcharter.org

BRIDGE PREP SCHOOL FOR CREATIVE THINKERS

We want your feedback!

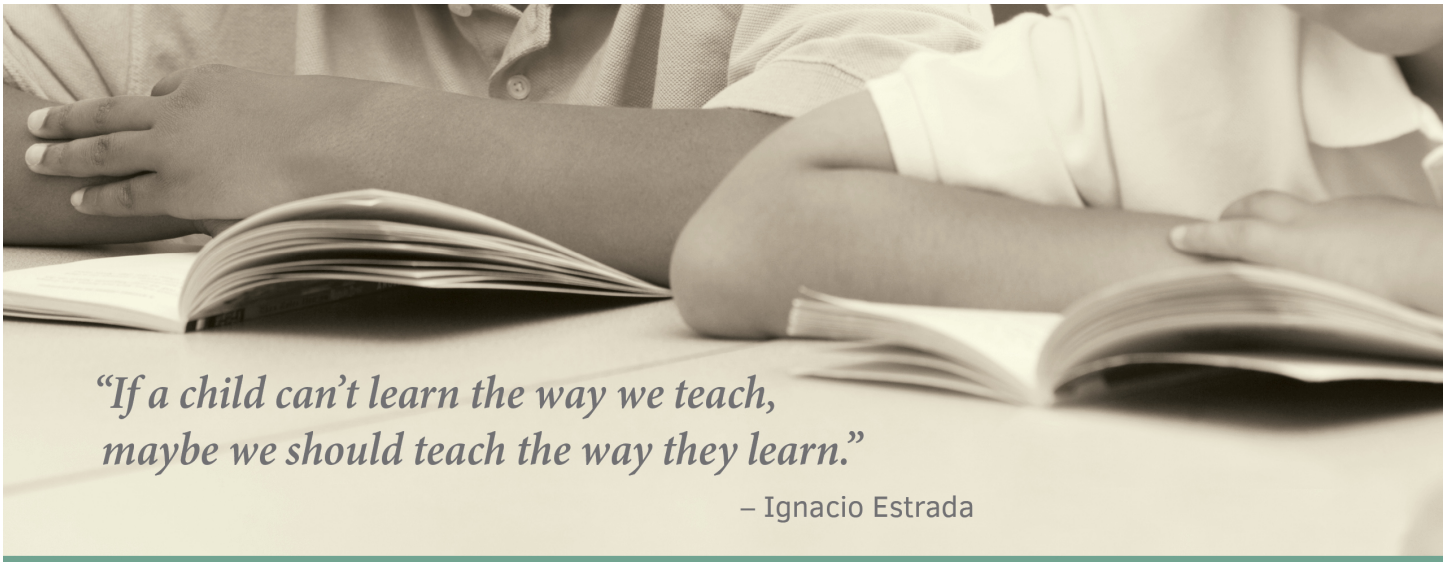
Join us at one of these meetings for a presentation and information session on the proposed dyslexia school, presented by the Office of the Borough President & Bridge Prep Planning Team

TUESDAY, MARCH 21 • 7:30PM
COMMUNITY BOARD 2 MEETING
LOU CARAVONE COMMUNITY SERVICE BUILDING AT SEA VIEW
460 Brielle Avenue, Staten Island, NY 10314

THURSDAY, MARCH 23 • 7:30PM
COMMUNITY BOARD 1 MEETING
ALL SAINTS EPISCOPAL CHURCH
2329 Victory Boulevard, Staten Island, NY 10314

TUESDAY, MARCH 28 • 7:30PM
COMMUNITY BOARD 3 MEETING
WOODROW METHODIST CHURCH HALL
1075 Woodrow Road, Staten Island, NY 10312

CONTACT: Laura Timoney, Deputy Director of Education
Office of the Borough President at StatenIslandDyslexiaSchool@gmail.com



PROPOSED DYSLEXIA SCHOOL INFORMATION SESSIONS & PUBLIC MEETINGS

presented by

Borough President James Oddo and the Dyslexia Charter School Planning Team

Please join us at one of these locations for a presentation on the proposed dyslexia school, followed by community input and questions.

THURSDAY, FEBRUARY 9 • 7:00PM - 8:30PM
CENTRAL FAMILY LIFE CENTER
59 Wright Avenue, Staten Island, NY 10304

SATURDAY, FEBRUARY 11 • 10:00AM - 11:30AM
ST. JOSEPH BY THE SEA HIGH SCHOOL
5150 Hylan Boulevard, Staten Island, NY 10312

MONDAY, FEBRUARY 13 • 7:00PM - 8:30PM
NEW DORP HIGH SCHOOL (cafeteria)
465 New Dorp Lane, Staten Island, NY 10306

CONTACT: Laura Timoney, Deputy Director of Education
Office of the Borough President at StatenIslandDyslexiaSchool@gmail.com

OFFICE OF THE BOROUGH PRESIDENT
[redacted]

JAMES S. ODDO
BOROUGH PRESIDENT
[redacted]

January 24, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents,

I hope this letter finds you well.

I am writing to offer my unequivocal support for the establishment of a charter school on Staten Island to serve students suffering with dyslexia and other language-based learning disabilities.

In almost two decades as an elected official – first as the mid-Island Council Member and currently as the Borough President – I have heard from parents time and time again that teachers in the New York City Department of Education ("DOE") are not instructing their otherwise bright children in a manner that will allow them not only to learn, but to maintain a high level of self-respect and self-esteem. Indeed, the DOE has not paid adequate attention to training teachers in the methods proven to help dyslexics learn; each and every year, parents are winning court cases that result in the DOE paying enormous tuition, transportation and legal costs for our students to be educated outside of Staten Island, out of New York City, *and even out of the state.*

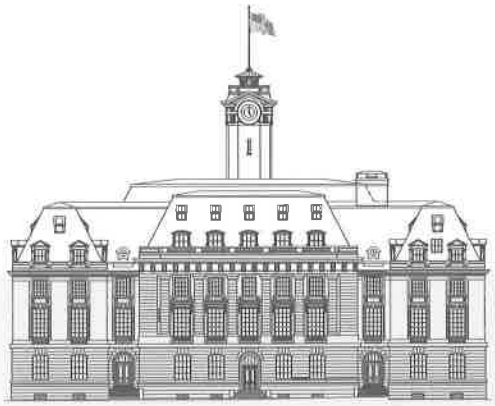
A school to address the critical needs of these students is long overdue, and I implore you to look favorably upon this application to open a first-of-its-kind school here on Staten Island. I believe such a school will not only be successful, but will be a model for such schools nationwide.

And most importantly, it is time to put an end to the psychological harm inflicted upon children who see school not as a joyous place to learn and socialize, but as a stressful place where their disability, unrecognized, sets them apart from other children and in many cases, leads them to a life of unfulfilled potential.

I fully support this application. I hope you will, too.

Sincerely,

James S. Oddo
President, Borough of Staten Island



CHAIRMAN
CODES COMMITTEE

CO-CHAIRMAN
LEGISLATIVE ETHICS COMMISSION

COMMITTEES
CIVIL SERVICE AND PENSIONS
EDUCATION
ETHICS AND INTERNAL GOVERNANCE
FINANCE
INSURANCE
INVESTIGATIONS AND GOVERNMENT OPERATIONS
JUDICIARY
RULES

THE SENATE
STATE OF NEW YORK
24TH District

SENATOR ANDREW J. LANZA
Assistant Senate Majority Whip

DISTRICT OFFICE
3845 RICHMOND AVENUE, SUITE 2A
STATEN ISLAND, NY 10312
PH: (718) 984-4073
FAX: (718) 984-4455

ALBANY OFFICE
708 LEGISLATIVE OFFICE BUILDING
ALBANY, NY 12247
PH: (518) 455-3215
FAX: (518) 426-6852

EMAIL: LANZA@NYSENATE.GOV
WEBSITE: WWW.LANZA.NYSENATE.GOV
SENATORLANZA

March 13, 2018

New York State Education Department
[redacted]

To Whom It May Concern:

I am writing to you today to voice my support for the creation and approval of Bridge Prep Charter School on Staten Island for students who struggle with literacy, including students with language-based learning disabilities and ELLs. It has become clear in recent years that there is a real need for a targeted literacy-based education program on Staten Island. Bridge Prep would be the first and only public charter school in New York State designed to educate students with dyslexia and language-based learning difficulties.

Bridge Prep will provide a young generation of vulnerable students with a multisensory instructional approach intended to help with reading, spelling, and writing. This method, called the Orton-Gillingham method, teaches the connection between sounds and letters to teach reading. While the school intends to open on Staten Island, it will benefit all of New York City with its forward thinking ideals. A great education is the foundation of every child's life, and Bridge Prep will help them get one step closer of reaching their goals of ending educational inequity and providing families with an option that best meets the needs of their child.

I applaud the efforts of Bridge Prep's planning team and many others in our local community who have tirelessly donated their time and talents toward such a worthy objective. If you have any further questions regarding my support for a charter school dedicated to connecting students to literacy, please contact my district office at 718-984-4073.

Sincerely,

ANDREW J. LANZA
Senator, 24th Dist.

MICHAEL J. CUSICK
Assemblyman 63rd District
Richmond County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIRMAN
Committee on Election Law
COMMITTEES
Governmental Employees
Higher Education
Mental Health
Transportation
Veterans' Affairs
Ways and Means

February 15, 2017

NYS Education Department
Board of Regents, Room 110 EB
[redacted]

Dear Members of the Board of Regents,

I am writing to you in strong support for approval of the first and only public charter school in New York State that would focus on students with dyslexia and other language-based learning disabilities, giving them the opportunity to take advantage of specialized education in a setting conducive to their academic improvement. This initiative already has a significant support base among various activist groups, including community advocates and parents, who have staunchly pushed for a school choice that gives these students a level playing field with regard to equal access to a high quality education that fits the style of learning necessary for their future success.

As you are probably aware, the New York City Department of Education has received court orders to continue covering the exorbitant expenses of these disabled students, particularly tuition and transportation costs, which consequently has hurt and encumbered its ability to provide monetary assistance to other dependent students in need. This ongoing effort to bring a public charter school to Staten Island would serve as a cost-effective measure by reducing the financial burden on the city and giving these students the option to pursue their studies in a proper learning environment tuition-free.

Academic achievement for students with dyslexia and other language-based learning disabilities requires a level of mastery in a curriculum designed to help them improve their reading, writing, and spelling skills through close contact with systematic teaching by experienced instructors. Institutional barriers and limited school options have continued to constrain these students in their ability to climb the academic ladder and reach new heights in their educational careers that would give them the confidence and desire to someday enter the professional world. Public charter schools are meant to provide alternative avenues for families looking to better the situations of their children who would otherwise be at a disadvantage because of their learning disability.

[redacted]

As Assemblyman for the 63rd district, I hope that you will fully take into consideration all of these notable benefits and the broad movement of grassroots support behind this proposed plan for a public charter school for students with dyslexia and other language-based learning disabilities. It is a targeted approach to meeting a valuable community need for a group of underperforming students who require a form of education that will serve to help them grow academically and overcome their learning impediments. Granting approval for this plan is a much-need step towards expanding educational opportunities for these students who could potentially make significant school progress if given the chance.

Sincerely,

Michael J. Cusick
Member of Assembly

[redacted]

RONALD CASTORINA, JR.
Assemblyman 62nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Cities

COMMITTEES
Banks
Housing
Labor
Tourism, Parks, Arts and
Sports Development

February 2, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

I am writing you in support of a public charter school seeking to serve students suffering from dyslexia and other language-based learning disabilities. We have heard many pleas from parents seeking to help their children. Unfortunately, they have to seek educational opportunities outside of Staten Island in Brooklyn, Queens, Manhattan, and even New Jersey. The NYC DOE schools cannot meet their needs. Students with dyslexia and other language-based learning disabilities require explicit, targeted and systematic instruction as well as opportunities for practice with corrective feedback. In small class settings, with specially trained teachers, students can gain an understanding of their unique learning style and be supported in all areas of the multisensory curriculum while discovering the joy of learning through the development of individual learning strategies.

Every year the city of New York is subject to litigation from families and is forced to pay large sums for the tuition, transportation and legal costs for children with dyslexia to be properly educated – often at out-of-state schools. This school will be the first and only public charter school in New York State and one of a handful in the United States, dedicated to educating students with dyslexia and language-based learning disabilities. While some may have reservations about charter schools, this school offers the opportunity to shift the narrative. The school is being championed by a diverse planning team of parents, community advocates, experts and advisors who have spent their careers dedicated to serving this community of children.

I respectfully urge that you consider the application for this public charter school on Staten Island. If you have any further questions or concerns, please feel free to contact my office at (718) – 967 – 5194.

Respectfully yours,

Ronald Castorina, Jr.
Member of the Assembly, 62nd District

RC:rl

[redacted]

NICOLE MALLIOTAKIS
Member of Assembly 64th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Governmental Employees

COMMITTEES
Banks
Corporations, Authorities & Commissions
Transportation
Ways and Means

February 14, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents,

I write to you in support of Borough President James Oddo and Mr. Timothy Castanza in their quest to establish *Bridge Preparatory Charter School for Creative Thinkers* in September 2018.

In every well-functioning community, educational institutions play a vital role in child development. Many would argue that education is one of the most beneficial aspects of an organized society. As we continue to develop and make improvements to the neighborhoods and communities in which we live, we must strive to provide specialized education so that all children have the ability to learn, and obtain a high quality education that meets their needs. It has been reported that more than 10,000 Staten Island students face the challenges of dyslexia, and we must make a conscious effort to provide them with an adequate opportunity to learn.

The State of New York provides students with many options on where they want to learn and develop their skills in the school setting. But we must recognize that not all students are provided a high quality education that is tailored toward their needs. From an early age, students with dyslexia and other language based learning disabilities require explicit, targeted and systematic instruction in a smaller classroom setting so they can gain a better understanding of their unique learning style. For many years, parents and community advocates on Staten Island have been asking for an educational option to meet the needs of these children. Now is the time to open a public charter school dedicated to supporting children with dyslexia and other language based learning disabilities. This school will help children with developmental disabilities gain the skills and confidence needed to reach their full potential.

As a community leader, I must stress the importance of providing educational equality through the development of this charter school. The opening of *Bridge Preparatory Charter School for Creative Thinkers* will provide a choice for students who need early intervention and close the inequality gap on Staten Island.

Very truly yours,

Nicole Malliotakis
Member of Assembly, 64th District

MATTHEW J. TITONE
Assemblyman 61st District
Richmond County

CHAIR
Committee on Oversight,
Analysis & Investigation

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Environmental Conservation
Education
Health
Judiciary
Tourism, Parks, Arts &
Sports Development

SUBCOMMITTEES
Oversight of the Department of
Environmental Conservation
Trusts & Estates

February 7, 2017

Board of Regents
New York State Education Department
[redacted]

Dear Members of the Board of Regents,

I write today in support of a new public charter school for students with Dyslexia and other language-based needs on Staten Island.

Students with dyslexia and other language- based learning disabilities require explicit, targeted and systematic instruction as well as opportunities for practice with corrective feedback. In small class settings, with specially trained teachers, students can gain an understanding of their unique learning style and be supported in all areas of the multisensory curriculum and discover the joy of learning through the development of individual learning strategies.

Every year the city of New York is subject to litigation from families and is forced to pay large sums for the tuition, transportation and legal costs for children with dyslexia to be properly educated – often at out-of-state schools. Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. For years, community advocates and parents have been asking for an educational option to meet the needs of these children on Staten Island.

The school is being championed by a diverse planning team of parents, community advocates, experts and advisors who have spent their careers dedicated to serving this community of children. If authorized, it will be the first and only public charter school in New York State and one of a handful in the United States, dedicated to educating students with dyslexia and language-based learning difficulties.

While some (myself included) may have reservations about charter schools, this school offers an opportunity to shift the narrative. It is being developed for the precise reasons charter schools were brought about in the first place: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk. I can think of no more compelling reason to develop a charter school than to directly respond to this specific community need.

Very Truly Yours,

Matthew J. Titone
Member of Assembly

[redacted]

CHAIR
BANKS
COMMITTEE MEMBER
CHILDREN AND FAMILIES
CITIES
CIVIL SERVICE AND PENSIONS
CODES
CONSUMER PROTECTION
CRIME VICTIMS, CRIME AND CORRECTION
FINANCE
JUDICIARY
LABOR
E-MAIL ADDRESS
SAVINO@NYSENATE.GOV

THE SENATE
STATE OF NEW YORK

DIANE J. SAVINO
SENATOR, 23RD DISTRICT
INDEPENDENT DEMOCRATIC CONFERENCE LIAISON TO THE EXECUTIVE BRANCH

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PHONE (718) 727-9406
FAX (718) 727-9426
2872 W 15TH STREET
BROOKLYN, NEW YORK 11224
PHONE (718) 333-0311
FAX (347) 492-3263

January 31, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents:

I write to you today in support of an application to open a public charter school on Staten Island, dedicated to supporting children with dyslexia and other language-based learning disabilities. Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. For years, community advocates and parents have been asking an additional option on Staten Island dedicated to meeting the needs of this group of students.

All students, regardless of a disability, should gain the skills and confidence needed to achieve their full potential. With countless options for schools across the city, it is time for the New York State Department of Education to create a high quality school specifically designed to tackle the needs of this population.

Often times we find that students who have these disabilities are forced to travel off-island, or possibly out of state to receive the proper education needed. The working class already has some of the longest commute times in the nation—the same should not be said for students. Students with dyslexia and other language- based learning disabilities require explicit, targeted and systematic instruction. Corrective feedback in a small class setting is imperative to the student's unique learning style.

The school is being promoted by a diverse planning team of parents, community advocates, experts and advisors who have spent their careers dedicated to serving this community and its children. If the charter is authorized, the school will be a unique leader in not only New York State, but the entire nation.

Charter schools were developed to create choices for families. This school is being developed for the precise reasons charter schools were brought about: to create a choice for families, raise

students' academic achievement, and apply innovative but research-based ideas to serve students.

I hope that you will take this applicant's request with the utmost seriousness, as this growing need on Staten Island will surely see positive results from a passionate community.

Sincerely,

Diane Savino
23rd District

DISTRICT OFFICE
2955 VETERANS ROAD WEST, 2E
STATEN ISLAND, NY 10309
PHONE: (718) 984-5151
FAX: (718) 948-1592

CITY HALL
250 BROADWAY, SUITE 1551
NEW YORK, NY 10007
PHONE: (212) 788-6989
Borelli@council.nyc.gov

THE COUNCIL
OF
THE CITY OF NEW YORK
JOSEPH C. BORELLI
MINORITY WHIP
COUNCIL MEMBER, 51TH DISTRICT, STATEN ISLAND

COMMITTEES
GOVERNMENT OPERATIONS
MENTAL HEALTH
ECONOMIC DEVELOPMENT
WATERFRONTS
TECHNOLOGY
VETERANS

January 26, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents,

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. For years, community advocates and parents have been asking for an educational option to meet the needs of these children on Staten Island. In a city with as many options as NYC the question is not whether there is school choice, but rather **which students** are given choices, **which choices** they are given and **under which terms**? Why shouldn't students with dyslexia, like other students across our city, have a high quality public school choice specifically designed to best meet there needs?

Every year the city of New York is subject to litigation from families and is forced to pay large sums for the tuition, transportation and legal costs for children with dyslexia to be properly educated – often at out-of-state schools. Students with dyslexia and other language- based learning disabilities require explicit, targeted and systematic instruction as well as opportunities for practice with corrective feedback. In small class settings, with specially trained teachers, students can gain an understanding of their unique learning style and be supported in all areas of the multisensory curriculum and discover the joy of learning through the development of individual learning strategies. The school is being championed by a diverse planning team of parents, community advocates, experts and advisors who have spent their careers dedicated to serving this community of children.

If authorized, our school will be the first and only public charter school in New York State and one of a handful in the United States, dedicated to educating students with dyslexia and language based

learning difficulties. Charter schools were developed to create choices for families, and we can think of no more compelling reason to develop a charter school than to directly respond to this specific community need. While some may have reservations about charter schools, this school offers an opportunity to shift the narrative. This school is being developed for the precise reasons charter schools were brought about in the first place: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

We are excited to continue to engage with the entire Staten Island community to share our plans, obtain feedback and grow support. As such, we plan on offering a variety of options where all members of our community can participate.

Respectfully yours,

Joseph C. Borelli
Minority Whip
51st Council District

☐ DISTRICT OFFICE
900 SOUTH AVENUE, SUITE 403
STATEN ISLAND, NY 10314
(718) 980-1017
FAX (718) 980-1051

☐ CITY HALL OFFICE
NEW YORK, NY 10007
(212) 788-7159

smatteo@council.nyc.gov

THE COUNCIL OF
THE CITY OF NEW YORK

STEVEN MATTEO

MINORITY LEADER

COUNCIL MEMBER • 50TH DISTRICT
STATEN ISLAND

COMMITTEES
FINANCE
SANITATION
PUBLIC SAFETY
RECOVERY AND RESILIENCY
STANDARD AND ETHICS
RULES, PRIVILEGES AND ELECTIONS

February 3, 2017

Board of Regents
New York State Education Department
[redacted]

Dear Members of the Board of Regents,

I am writing to support the intention of the Bridge Charter Preparatory School for Creative Thinkers to establish itself as an educational institution dedicated to the student dyslexic community on Staten Island.

As you know, dyslexic students have particular needs and do not necessarily thrive with a traditional academic curriculum. It is important that we make substantial attempts to provide the kind of environment and teaching that will draw upon the tremendous talents of these young people and empower them to acquire the knowledge and skills that children need as they make their way through their academic lives.

Too often, Staten Islanders are forced to seek services for their kids that are inconvenient for these families and costly to the taxpayer. Providing a charter school that is dedicated to the instruction of these individuals will help fill a services gap that faces many Staten Island families.

I fully support any eventual application made to create a Charter school for this purpose and hope that you will give all due courtesy and consideration to them as they make their way through this process. Please feel free to reach out to me directly at [redacted] or have the appropriate member of your staff contact my office.

Very truly yours,

Steven Matteo
Minority Leader, 50th Council District

SM/dmc

DANIEL M. DONOVAN, JR.
11TH DISTRICT, NEW YORK

COMMITTEE ON HOMELAND SECURITY
CHAIRMAN
SUBCOMMITTEE ON EMERGENCY PREPAREDNESS, RESPONSE, AND COMMUNICATIONS

COMMITTEE ON FOREIGN AFFAIRS

DONOVAN.HOUSE.GOV

UNITED STATES
HOUSE OF REPRESENTATIVES

1725 LONGWORTH BUILDING
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(202) 225-3371

265 NEW DORP LANE
SECOND FLOOR
STATEN ISLAND, NY 10306
(718) 351-1062

7308 13TH AVENUE
BROOKLYN, NY 11228
(718) 630-5277

February 2, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents,

I write in support of opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities.

For years, community advocates and parents have asked for an educational option to meet the needs of these bright children. I can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Given the lack of educational options available to meet their needs, dyslexic students on Staten Island must either continue to struggle in their current schools or travel off the Island for education more tailored to their learning style. Every year the New York City Department of Education pays large sums for tuition, transportation and legal costs for children with dyslexia to be properly educated outside our borough.

The school's proposed mission of providing a high-quality education through alternative, but thoroughly researched, teaching methods is a valuable and productive endeavor. As the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties, this school could prove transformational. By opening a public charter school on Staten Island that teaches the curriculum in the way these students learn – through a multisensory instructional approach like the Orton-Gillingham method – students could be educated in their own community.

I respectfully ask for your fair and full consideration. This is a historic opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Sincerely,

Daniel M. Donovan, Jr.
Member of Congress

Community Education Council 31

Department of Education of the City of New York

Community Education Council
District 31

Michael Reilly, *President* **Frank Squicciarini,** *1st V.P.* **Miguel Rodriguez,** *2nd V.P.* **Irene Maiello,** *Rec. Secretary* **Aaron Bogad,** *Treasurer*

Council Members:
Mike Rosen
Alexandra Ichizli
Evelyn Cardona
Kidert Jean-Mary
Michelle Lee

March 9, 2018

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

My name is Michael Reilly and I am writing on behalf of CEC District 31in support of the opening of Bridge Prep Charter School on Staten Island. Bridge Prep is dedicated to supporting any child who struggles to acquire literacy, and CEC 31 fully supports the school's mission of connecting students to literacy, including ELLs and those with language-based learning disabilities. Bridge Prep presented again at our February 5, 2018 CEC meeting and the Council continues to support the opening of this school on Staten Island. Additionally, in February 2017 the Council voted to urge NYSED to approve this application.

For years, community advocates and parents have been asking for an educational option to meet the needs of these children. We can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need. This school is being developed for the exact reasons charter schools were originally conceived: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

As the first public charter school in New York State dedicated to educating students with these needs, this school would be truly transformational. By opening a public charter school on Staten Island that teaches the curriculum in the way they learn, through a multisensory instructional approach like the Orton-Gillingham method, our students would be able to be educated in their community in an option designed to meet their needs, a right all children deserve.

I ask you to respond to our community's need and take a bold step to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Thank you so much for your kind consideration and support.

Sincerely,

Michael Reilly
President

[redacted]

Staten Island Federation of Parent -Teacher

Miguel Rodriguez, President
Aaron Bogard, 1stVice President
Steven McCrimmon, 2ndVice President
Krista Fischer, Recording Secretary
Cindi Gerber, Corresponding Secretary
Marian Brioso, Treasurer

[redacted]

February 10, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

My name is Miguel Rodriguez and I am writing on behalf of the Staten Island Federation of PTA's (SIFPTA) in support of the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities. SIFPTA has been representing every public school PTA on Staten Island for the past 90 years.

For years, community advocates and parents have been asking for an educational option to meet the needs of these bright children. We can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need. This school is being developed for the exact reasons charter schools were originally conceived: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Given the lack of educational options available to meet their needs, dyslexic students on Staten Island are forced to either continue to struggle in their current schools or have to travel off the Island to be educated in New Jersey, Brooklyn, Manhattan and Queens, coming at great cost to the public, to their families and most importantly, to their development as children. The school's proposed mission of providing a high quality education to students through the use of alternative but researched based teaching methods, is something that **all** students in our community can benefit from.

As the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties, this school would be truly transformational. By opening a public charter school on Staten Island that teaches the curriculum in the way they learn, through a multisensory instructional approach like the Orton-Gillingham method, our students would be able to be educated in **their** community in an option designed to meet **their** needs, a right all children deserve.

I ask you to respond to our community's need and take a bold step to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential. It is for those reasons that our delegates voted **UNANIMOUSLY** to support the creation of the Bridge Preparatory Charter School for Creative Thinkers.

Thank you so much for your kind consideration and support.

Sincerely,

Miguel Rodriguez
President

Cc:
Hon. Andrew Cuomo- Governor of the State of New York
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. James P. Oddo, Borough President of Staten Island
Hon. Daniel M. Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly
Hon. Matthew Titone, member of New York State Assembly
Hon. Ronald Castorina Jr., member of New York State Assembly
Hon. Nicole Malliotakis, member of New York State Assembly
Hon. Joseph Borelli, Minority Whip, New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill de Blasio, Mayor of the City of New York
Chancellor Carmen Fariña, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

United Activities Unlimited

[redacted]

March 12, 2018

Brian Licata
Deputy Director, Workforce Development
United Activities Unlimited Inc.
[redacted]

To Whom It May Concern:

I am writing on behalf of United Activities Unlimited and our support of the Bridge Prep Charter School of Staten Island. UAU is a comprehensive community based agency that provides services to Staten Island students to improve economic opportunities, academic achievement, family support and general wellness. We look forward to supporting the Bridge Prep Charter School through a number of educational programs we offer.

Currently, UAU provides 23 after school centers in Staten Island public schools. These programs offer students services such as tutoring, homework help, counseling as well as sports activities. A program of this kind would be created to assist the students of the Bridge Prep Charter School. UAU also provides numerous summer programs throughout Staten Island for students, including a STEM camp which serves to expose children to the growing field of Science and Technology.

In addition to our after school and camp programs, UAU provides schools with curriculum based lessons such as the *College Access for All* and the *Too Good for Drugs* programs. UAU works directly with students in the classroom to reinforce the importance of these topics. Also, through our workforce development programs, we have access to many college students who return to Staten Island and serve as mentors in our schools. Bridge Prep Charter School would have access to all of these initiatives.

United Activities Unlimited is committed to supporting the Bridge Prep Charter School through our many educational programs. We look forward to working with them in building a network to support the needs of their students.

Sincerely,
Brian Licata

Brian Licata

The Staten Island Foundation
260 CHRISTOPHER LANE, SUITE 3B
STATEN ISLAND, NY 10314
(718) 697-2831 FAX: (718) 697-3180
www.thestatenislandfoundation.org

February 8, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

The Staten Island Foundation is pleased to endorse the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities. This school would be meeting a very real community need for the many students for whom services are lacking locally.

It is exciting to think about the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties. The Staten Island Foundation has been a supporter of the multisensory instructional approach that this school is expected to take--the Orton-Gillingham method. We have had excellent reports of the success of this approach and feel strongly that this type of school would do well in this community.

We look forward to seeing it happen.

Thank you so much for your kind consideration and support.

Sincerely,

Elizabeth Dubovsky
Executive Director

LITERACY PARTNERS

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Kate Schroeder O'Neill
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Jeffrey Sharp
Samantha Yanks

Liz Smith
Honorary Chair

Anthony Tassi
Executive Director

February 10, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents,

My name is Lionel Ouellette, and I am writing on behalf of Literacy Partners in support of the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities.

Literacy Partners provides continuing education opportunities for adult learners seeking to earn their high school equivalency diplomas in the New Brighton area of Staten Island. Between 70 to 80% of adults seeking their high school equivalency diplomas having learning disabilities and it is known that dyslexia has a higher occurrence in the children of parents with the disability. Great education gains have been made on Staten Island but there exists a gap that remains to be filled for children with dyslexia.

For years, community advocates and parents have been asking for an educational option to meet the needs of these bright children. We can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need. This school is being developed for the exact reasons charter schools were originally conceived: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Given the lack of educational options available to meet their needs, dyslexic students on Staten Island are forced to either continue to struggle in their current schools or have to travel off the Island to be educated in New Jersey, Brooklyn, Manhattan and Queens, coming at great cost to the public, to their families and most importantly, to their development as children. The school's proposed mission of providing a high quality education to students through the use of alternative but researched based teaching methods, is something that all students in our community can benefit from.

As the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties, this school would be truly transformational. By opening a public charter school on Staten Island that teaches the curriculum in the way they learn, through a multisensory instructional approach like the Orton-Gillingham method, our students would be able to be educated in their community in an option designed to meet their needs, a right all children deserve.

[redacted] [redacted] [redacted] [redacted]

I ask you to respond to our community's need and take a bold step to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Thank you so much for your kind consideration and support.

Sincerely,

Lionel E. Ouellette
Director of Programs
Literacy Partners

Cc:
Hon. Andrew Cuomo- Governor of the State of New York
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. James P. Oddo, Borough President of Staten Island
Hon. Daniel M. Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly
Hon. Matthew Titone, member of New York State Assembly
Hon. Ronald Castorina Jr., member of New York State Assembly
Hon. Nicole Malliotakis, member of New York State Assembly
Hon. Joseph Borelli, Minority Whip, New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill de Blasio, Mayor of the City of New York
Chancellor Carmen Fariña, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

Staten Island MakerSpace [redacted]

makerspace.nyc

July 26, 2017

Timothy Castanza
Executive Director
Bridge Preparatory Charter School for Creative Thinkers
[redacted]

Dear Mr. Castanza,

Staten Island MakerSpace fully supports your efforts to bring a new charter school to our neighborhood that will provide the highest quality learning environment for students with dyslexia and other learning disabilities. We are happy to partner with Bridge Preparatory Charter School for Creative Thinkers to provide hands on, project based learning opportunities for students at your school. We know from experience that students who have difficulties learning in the classroom often excel when they are able to learn by using their hands, and can see how science, math, social studies, and more, apply to real world scenarios.

Please accept this letter of support on behalf of Staten Island MakerSpace and we look forward to working with you to develop project based programs that enhance your curriculum going forward.

Sincerely,

DB Lampman
Associate Director

Saint Columcille Irish Cultural Center

Established 1995

February 8, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents,

My name is Paddy Glynn, and I am writing on behalf of the over four hundred Members, Associates and Affiliates of the St. Columcille Irish Cultural Center in support of the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities.

For years, community advocates and parents have been asking for an educational option to meet the needs of these bright children. We can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need. This school is being developed for the exact reasons charter schools were originally conceived: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Given the lack of educational options available to meet their needs, dyslexic students on Staten Island are forced to either continue to struggle in their current schools or have to travel off the Island to be educated in New Jersey, Westchester County, Brooklyn, Manhattan and Queens, coming at great cost to the public, to their families and most importantly, to their development as children. The school's proposed mission of providing a high quality education to students through the use of alternative but researched based teaching methods, is something that **all** students in our community can benefit from.

As the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties, this school would be truly transformational. By opening a public charter school on Staten Island that teaches the curriculum in the way they learn, through a multisensory instructional approach like the Orton-Gillingham method, our students would be able to be educated in **their** community in an option designed to meet **their** needs, a right all children deserve.

I ask you to respond to our community's need and take a bold step to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Thank you so much for your kind consideration and support.

Sincerely,
Patrick W Glynn Jr
President

Cc:
Hon. Andrew Cuomo- Governor of the State of New York
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. James P.Oddo, Borough President of Staten Island
Hon. Daniel M. Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly
Hon. Matthew Titone, member of New York State Assembly
Hon. Ronald Castorina Jr., member of New York State Assembly
Hon. Nicole Malliotakis, member of New York State Assembly
Hon. Joseph Borelli, Minority Whip, New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill deBlasio, Mayor of the City of New York
Chancellor Carmen Fariña, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

Executive Board

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Trustees
Marty Crimmins
Jack King
Joseph O'Sullivan

718-667-8842

1000 Richmond Terrace
S.I., NY 10301

ColumcilleCulturalCenter@yahoo.com
A 501c3 Non-Profit Organization

Jacqueline McCabe
[redacted]

February 4, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents,

My name is [redacted]
Before that I went to [redacted] I have trouble hearing and use hearing aids. I have trouble with writing and math, I have trouble understanding and remembering what I read. I have to travel to school every day in New Jersey, because the school is so far away.

It's very difficult to go to activities after school. I really like [redacted]. I wish there was a [redacted] closer to my home so that I could have a more complete high school experience. I would also be able to see my friends more.

I am sure that the school will be full with other kids who will learn like me. At [redacted] we get lots of help. We use computers, we have small classes, we have small class sizes, the teachers are nice and helpful and they care about me.

For all of these reasons, I support the opening of a charter school in Staten Island that would serve students with dyslexia and other language-based learning needs. The students of Staten Island deserve better options. It's time for Staten Island to open their own Community School.

Sincerely, [redacted]
[redacted]

[redacted]

cc: Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Andrew Cuomo, Governor of the State of New York

February 7, 2017

Dear Sir or Madam,

I am writing this letter as the concerned mother of a child with dyslexia. My son [redacted] early this year. My decision to have [redacted] privately evaluated, was one which was neglected by the educators at [redacted] struggles began in Kindergarten when we noticed him falling behind as early as the second week. [redacted] teacher stated that "[redacted] was not up to par with his classmates" and suggested to open an IEP. As a new mother to the public school system I was unfamiliar with this process but followed her advice. In following her advice an IEP was opened and [redacted] started to receive a speech therapy service which was beneficial towards his progress. [redacted] expressed how happy he was on the days that he meets with his speech therapist. Shortly thereafter I was informed by school administration that [redacted] did not qualify to continue with speech therapy services. I questioned the decision due to the fact that [redacted] was still having such difficulty with reading , writing, and still could not identify all letters of the alphabet.

At the May 2016 IEP meeting , I was advised by the school assement team that a 12:1 k-1 placement would be the proper setting for [redacted]. Unaware of the environment of a 12:1 classroom I agreed based solely upon the recommendations made by the school. [redacted] was coming from a general education kindergarten classroom at this point in time. It was clearly stated that if at any point I felt uncomfortable with his current placement [redacted] would be able to be transfer to another class setting.

[redacted] were very excited to start the first grade. [redacted] was aware his classroom environment would be different than that of his sister, but still expressed his enthusiasm. On the very first day of school and witnessing the behavior and maturity of his peers, instantly it was evident that the incorrect decision was made to place [redacted] in this classroom. Within the first week of school I reached out to the school to question his classroom placement. At which point I was reassured that his placement was correct. [redacted] regression academically, mentally, emotionally, and physically was immediate weeks to follow. [redacted] was evaluated privately in October 2016 because his academic needs where not being met. At that point [redacted]. A letter of intent was immediately sent to school administration with [redacted] diagnosis. My husband and I then recruited the help of a private parent advocate to assist in our endeavor to have [redacted] properly placed within [redacted] parent advocate explained to me that what has happened to [redacted] is a travesty and he should have never been placed in the most restrictive environment as a starting point . Our meeting request was not granted until late December 2016. During our December 2016 meeting school administration was in full agreement that due to the dynamic of [redacted] classroom he was improperly placed. As of today February 7th 2017 [redacted] 's situation remains the same. [redacted] is still not receiving the resources of [redacted] needed for his success.

My family and I have been fighting for almost six months just to get the help my son desperately needs; he was just brushed aside and misplaced by the public school system. I have witnessed my son from being a happy confident child to a little boy who calls himself stupid every single day. I have watched the light from his eyes dim day by day the news of possibly having a charter school placed on Staten Island to help my son [redacted] and the thousands of other children who need this program so desperately is the hope of watching that light return back into his eyes.

This charter school is needed on Staten Island. The public school education system just does not have the proper resources to help our children, so many children slip through the cracks. Private tutoring for qualified [redacted] specialist is just out of reach financially for so many families. Insurance companies do not recognize dyslexia as a medical condition to have any means of reimbursement or coverage. This school will be a tremendous asset to our community and the thousands of Staten Island children and families facing the same uphill battle. With your help we can make this new charter school a reality.

Respectfully,

[redacted]

March 3, 2017

New York State Education Department
89 Washington Ave.
[redacted]

Dear Members of the Board of Regents:

My name is [redacted] I am a single parent of [redacted] who are dyslexic. They are intelligent students with average IQs, but have trouble with words- reading, writing, and speaking them. My older daughter is a [redacted] and my younger daughter is a [redacted]
I am writing this letter in support of the opening of a public charter school on Staten Island dedicated to teaching children with dyslexia and other language-based learning disabilities.

A charter school dedicated to developing the curriculum and teaching children with dyslexia in the way they learn, through a direct and multisensory instructional approach like the Orton Gillingham would dramatically change the lives of many students living on Staten Island who struggle with learning how to read, write and understand math and science. Reading, writing, and doing math is a fundamental right it is why we send our children to school. I can only image how my children felt going to school each day and not being able to read or write or do math like the other students. Yet, they both would get up and do it again the very next day with the hope that this new day would be different.

The lives of my children changed dramatically when they were able to "break the code" to reading. Both of them benefited from the Wilson and Orton Gillingham methods, which enabled them to gain the skills and confidence needed to achieve their full potential. My younger daughter receives one hour of Wilson reading instruction a day in school and my older daughter is in the final stages of her reading program with a private Orton Gillingham tutor in New Jersey.

Although this school comes a little too late for my children to benefit, this is an historic opportunity for students and a bold step in the right direction to end educational inequality on Staten Island as well as end the financial, emotional, and social burden placed on students and families who have struggled with dyslexia. I am asking that you support the efforts of those dedicated people who are involved creating the Bridge Preparatory Charter School for Creative Thinkers.

Thank you so much for your kind consideration and support.

Sincerely,

[redacted]

February 6, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents,

I am writing in support of a charter school on Staten Island that would serve children with dyslexia and other language based learning needs.

I have been a dance educator for over 30 years and have worked with dozens of dyslexic children, many who have low self esteem after being shuffled around to different Staten Island schools, and some were even left back a grade. They would spend hours struggling with tutors because the schools cannot meet their needs. Many families would travel to New Jersey schools for children with dyslexia or move their family to another state to get the proper services for their child.

I believe a charter school is needed on Staten Island for dyslexic students and other language based learning need to fulfill a growing need in this area as there are no specific schools of the sort located on Staten Island.

Thank you,

Lydia Bellach Ruocco

cc:
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Andrew Cuomo, Governor of the State of New York
Hon. James Oddo, Borough President of Staten Island
Hon. Daniel Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
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Hon. Nicole Malliotakis, member of New York State Assembly
Hon. Joseph Borelli, Minority Whip New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill DeBlasio, Mayor of New York City
Chancellor Carmen Farina, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

October 25, 2017

My son [redacted] rade now. However, I want to start where [redacted] education began (pre-k). When he was excited and wanted to go to school. He wanted to meet the teachers and make new friends. He was eager to learn all though, he had no idea what was in store for him, and neither did I. [redacted] loved school so much on days off [redacted] would ask me if he could go to school. Then [redacted] was in the 1st grade, and [redacted] came home and said to me "The teacher makes me feel stupid." Imagine your child coming home telling you someone makes them feel stupid, none the less the person making them feel this way is their teacher. An educator the person that is supposed to not only teach them but support and encourage your child, and that's the person making them feel stupid. The once happy little boy that loved to go to school started to change. Would you want to go to school if your teacher made you feel stupid? Would you want to go to school if in front of the whole class, your teacher let everyone know you were two levels below everyone else in reading? How would you feel if you walked around for 6 hours out of the day feeling stupid? It's hard to shake that feeling after leaving school, when that's how you are made to feel all day. The smile that you see in the picture from the first day of pre-k is now gone, and I blame that on you the Board of Education. You refuse to train your teachers to be able to teach dyslexic children, and it's not because you do not have the funds it's just because you choose not to. You know the need is out there, and you ignore it. When there are meetings such as the Bridge Prep Charter School Public Hearing, you don't show up. Where are you when there is a meeting like this one, and the parents and kids are there? Are you too ashamed to show your faces for what you have done to these children not only my own? Are you cowards? Are you embarrassed at all?

Back to [redacted] education or lack thereof. [redacted] struggled through 1st grade, but it wasn't enough for you, struggled through 2nd grade still not enough, struggled in 3rd grade nope not enough, but then we got to 4th grade, and he couldn't do the work at all, BINGO that was it that's when you would help (what you call help) when my son was unable to do the work at all. According to the DOE, it must be that a child falls behind three years in order to get help. Why would you ever want that to happen to any child? Why does it have to go that far? At that point do you have any idea how hard it is for them to catch up? It is IMPOSSIBLE! That is like a person going to a doctor and a doctor telling them they have stage 1 cancer, but the doctor won't treat them until they have stage 4 cancer and they are near death. You might say it's not the same because a person cannot die from dyslexia but plenty of children have committed suicide over this because all the years of failing, destroying their self-esteem they believe they are stupid, not worthy of an education because that's what you have shown them. The fact is 19% of dyslexics have suicidal thoughts or have attempted to commit suicide. The Board of Education should be held responsible for each one of those unnecessary deaths because, you can change the broken system and you choose not to.

My son now attends [redacted] in Queens, and we live in Staten Island. He must leave at 6:15 am to be at school for 8:20 am and a lot of times he doesn't always make it. He gets out of school at 2:30

pm and can be home anywhere from 4:30-5 pm. It's a long day for an [redacted] year-old he basically has the work day of an adult. On top of all of that, he gets car sick. He is so unhappy he is in tears begging me every single day not to send him before he leaves for school. Can you imagine seeing your child a once happy boy that wanted to go to school now actually in tears begging not to go to school? Every time he talks about school he cries as you can see in the video I provided. He once described school as a prison without bars on the windows. Is that how you really want these kids to look at school and feel?

[redacted] biggest outlet is sports. He not only loves to play Basketball, Football and Baseball he loves to watch all three games, and he can talk sports with the best of them. He has so much knowledge on all three sports it's impressive. At times he has known more than adults that have followed the games their whole life. There have been times he has had to miss out on sports such as practice or games because he didn't get home in time from school. Do you think that's fair? He should be able to be a kid just like every other kid. It feels like because he is dyslexic it's become a punishment.

I was at a town hall meeting with the chancellor Carmen Farina. She discussed how her grandchildren spent a weekend at her house and they had tons of homework and a project, and it wasn't fair it ruined their weekend. After that, she said she was going to tell all schools no homework on the weekend. The chancellor finally saw something firsthand what other parents go through. It took the chancellor to be affected by something for a change to possibly happen. It is sad to say, but maybe the same thing must happen with dyslexia?

My son and all the other kids that are dyslexic deserve to be like every other kid and go to a school in their community. My son says, "I just want to be normal" I have told him several times he is normal. How could he believe he is normal when he is the only one out of his friends traveling three hours away to go to a school. That doesn't seem like a normal situation, and even a child knows that. Why does it have to be this hard to get an education? You are educators shouldn't you want to give **ALL CHILDREN** the right education? We aren't asking for much other than the right education for our kids. Did you get the right education? Do you know how to read? All I want, and all my son wants is to know how to read. Are we asking for too much? To you, my son and all the other kids like him are just a name and number on a piece of paper, but they are real people with real feelings.

What you are doing to them.

Thank You

[redacted]

[redacted]

[redacted]

City of New York

Community Board No. 1

[redacted]

April 25, 2017

New York State Education Department

[redacted]

e-mail: [redacted]

Re: Letter of support for Bridge Preparatory Charter School for Creative Thinkers

Dear Members of the Board of Regents:

On March 23, 2017 Community Board #1 voted 34-0-1 to support and encourage the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Many dyslexic students on Staten Island continue to struggle in their current schools or have to travel off the Island to be educated in New Jersey, Brooklyn, Manhattan and Queens, at great cost to the public, to their families and to their development as children. The school's mission of providing a high quality education to students through the use of alternative, but researched based teaching methods is something that all students in our community will benefit from.

For years, community advocates and parents have been asking for an educational option to meet the needs of these bright children. We can think of no more compelling reason to develop a charter school than to directly respond to this specific, and very real, community need. This school is being developed for the exact reasons charter schools were originally conceived: to create a choice for families, raise students' academic achievement, and apply innovative but research-based ideas to serve students, especially those most at risk.

As the first public charter school in New York State dedicated to educating students with dyslexia and other language-based learning difficulties, this school would be truly transformational. By opening a public charter school on Staten Island that teaches the

curriculum in the way they learn, through a multisensory instructional approach like the Orton-Gillingham method, our students would be able to be educated in their community, a right all children deserve.

I ask you to respond to our community's need and take a bold step in the right direction to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Thank you so much for your kind consideration and support.

Sincerely,

Nicholas Siclari
Chairman

Cc: Hon. Andrew Cuomo- Governor of the State of New York
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Daniel M. Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly
Hon. Matthew Titone, member of New York State Assembly
Hon. Ronald Castorina Jr., member of New York State Assembly
Hon. Nicole Malliotakis, member of New York State Assembly
Hon. Joseph Borelli, Minority Whip, New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill de Blasio, Mayor of the City of New York
Chancellor Carmen Fariña, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent
Ms. Laura Timoney, Deputy Director of Education Office of the Borough President

BOROUGH OF STATEN ISLAND
COMMUNITY BOARD #3
[redacted]
Website: www.nyc.gov/sicb3

April 14, 2017

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

I am writing this letter on behalf of Community Board 3 Staten Island in support of the opening of a public charter school on Staten Island dedicated to supporting children with dyslexia and other language-based learning disabilities.

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. Many dyslexic students on Staten Island continue to struggle in their current schools or have to travel off the Island to be educated in New Jersey, Brooklyn, Manhattan, and Queens, at great cost to the public, to their families and to their development as children. The school's mission of providing a high quality education to students through the use of alternative, but researched based teaching methods is something that all students in our community will benefit from.

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I ask you to respond to our community's need and take a bold step in the right direction to end this form of educational inequity, by putting student learning above all else, and authorizing this school. This is a historic opportunity for students in our community and an opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Thank you so much for your kind consideration and support.

Sincerely,

Frank Morano
Chairman of the Board

cc: Hon. Andrew Cuomo- Governor of the State of New York
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Daniel M. Donovan, United States Representative 11th District of New York
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Hon. Joseph Borelli, Minority Whip, New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill de Blasio, Mayor of the City of New York
Chancellor Carmen Farina, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

February 4, 2017

New York State Education Department

Dear Members of the Board of Regents,

I am writing you today to express my support of opening a charter school in Staten Island, NY that would serve students with dyslexia and other language-based learning needs.

In October, 2016, my old son, was , receptive and and I had no clue on what steps to take in order to get him help. I researched online for any schools or organizations that would provide him with services. I contacted friends, teachers, schools and neighbors to see if there were any options available and it all came down to the same result – there were no schools for dyslexia in Staten Island and the ones that were available cost more than I make in a year and these schools were also located in downtown Brooklyn and North Jersey. My son is currently receiving services through the board of education for Speech and has SETTS , but he still struggles every day with comprehension, recognition of letters and numbers and with all of this help, no one is qualified in the board of education to teach a dyslexic child or has dyslexic training.

He will be attending [redacted] grade in the fall and I am so afraid that he will struggle more and more without the proper help he deserves and what every child with dyslexia deserves. A charter school in Staten Island will give them all confidence and provide them with the skills to be successful in life.

A charter school in Staten Island will benefit the 10,000 students here that have been diagnosed with dyslexia and other language-based learning disorders and time is of the essence to help all of these children.

Sincerely,

[redacted]

cc:
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Andrew Cuomo, Governor of the State of New York
Hon. James Oddo, Borough President of Staten Island
Hon. Daniel Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly
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Hon. Joseph Borelli, Minority Whip New York City Council
Hon. Steven Matteo, Minority Leader New York City Council
Hon. Deborah Rose, member of New York City Council
Hon. Bill DeBlasio, Mayor of New York City
Chancellor Carmen Farina, Chancellor New York City Schools
Anthony Lodico, District 31 Superintendent

February 8, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents,

I am writing this letter in support of the new Charter School for Dyslexia and other Language Learning Disabilities that is expected to open on Staten Island in 2018. My grandson was diagnosed with [redacted]. I watched how he suffered not being called on in class because it took extended time for his explanations due to a speech related deficit, and being the only child in class not receiving rewards on the classroom chart because he didn't complete his work on time or score a high enough grades on his tests, and when he raised his hand to volunteer for a classroom job he was ignored. His teacher was uneducated and unwilling to assist in his deficit needs. All these negatives left him with a low self esteem, and shows a necessary need for teachers to be educated in effectively teaching children with disabilities.

My daughter, and I attended many seminars to educate ourselves on my grandson's [redacted] disabilities, and realized that he needed to be placed in a school setting where they were able to address his learning styles.

In doing our research we realized there was no such facility on Staten Island. We toured schools in New York City, Queens, Brooklyn, and New Jersey. The school is desperately needed on Staten Island because my grandson had to travel to New Jersey as a [redacted] grader. He had to leave the house by six thirty in the morning, and did not return until after four in the afternoon. Waking a child up at five in the morning to meet the bus schedule, and by the time he returned home in the late afternoon he was exhausted, and it was a struggle to complete his homework. It's important to have a local school to meet the needs of these children with Dyslexia and other Language Learning Disabilities.

Sincerely,

[redacted]

[redacted]

New York State Education Department
[redacted]

Dear Members of the Board of Regents:

I am writing to express my support for the proposed Charter school that would help children with dyslexia and other language-based learning issues. As a mom to a [redacted] who spent his grammar school years feeling stupid and dealing with the daily struggles in a school that could not meet his needs I cannot tell you how important this school is to our Staten Island community. My son spent many, many years as a struggling student at [redacted] Because my son struggled I was continually pressured by the administration to put him in the self contained special education classes even though there was absolutely nothing wrong with him other than the fact that he struggled with reading and writing. It was a fight neither I, nor my son should have had to fight, however, because there was no school to deal with his issues, we had no choice. The Staten Island Charter school will provide children who struggle with language-based learning needs the opportunity to achieve their full potential without the damage to their self-esteem that my son had to deal with.

Thank you for your consideration of my request. I am sure the children of the Staten Island community will greatly benefit from this charter school.

Sincerely,

[redacted]

cc:
Hon. Christine D. Cea, Regent 13th Judicial District
Hon. Betty A. Rosa, Chancellor, New York State Board of Regents
Hon. Andrew Cuomo, Governor of the State of New York
Hon. James Oddo, Borough President of Staten Island
Hon. Daniel Donovan, United States Representative 11th District of New York
Hon. Andrew Lanza, member of New York State Senate
Hon. Diane Savino, member of New York State Senate
Hon. Michael Cusick, member of New York State Assembly

Attachment 3: Course Descriptions

This attachment contains:

1. Core Knowledge (CK) high level topic summary "Core Knowledge at a Glance"[1]

2. The Core Knowledge Sequence[2] for grades 1-5 in language arts, history, geography, math[3], science and fine arts. Further, it provides the specific content and skills required in a sequence from year to year that provides the foundation for all subsequent teaching and learning.

3. The Singapore Math Scope and Sequence for Primary Mathematics, U.S. Edition[4]. Singapore Math has arranged this guide to indicate the specific math topics, skills within each topic and the grade in which the topic is introduced or specifically addressed. The Singapore Math content will be cross-walked with the CK sequence, so coherency will be maintained.

4. The Morningside Center 4R Program[5] Scope and Sequence Pre-K to 5th grade. There is a brief explanation of the unique aspects of the program combining literature with social emotional skill-building.

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[1] Core Knowledge "At a Glance": Coreknowledge.org
[2] Core Knowledge Sequence: Content and Skill Guidelines: Grades K-8.- Coreknowledge.org
[3] Core Knowledge math sequence will be cross-walked with Singapore Math for content coherency
[4] SingaporeMath.com
[5] Morningside Center The 4Rs: http://www.morningsidecenter.org/4rs-research-study

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases Text
History and Geography	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	I. Attention to visual detail II. Creating Art III. Looking and Talking about Art	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra	I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Core Knowledge Sequence

Content and Skill Guidelines for Grades K–8

Core Knowledge®

ART DIRECTION AND DESIGN: Liza Greene and Holly Lanigan
COVER: Liza Greene

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Third printing of Core Knowledge Preschool Sequence

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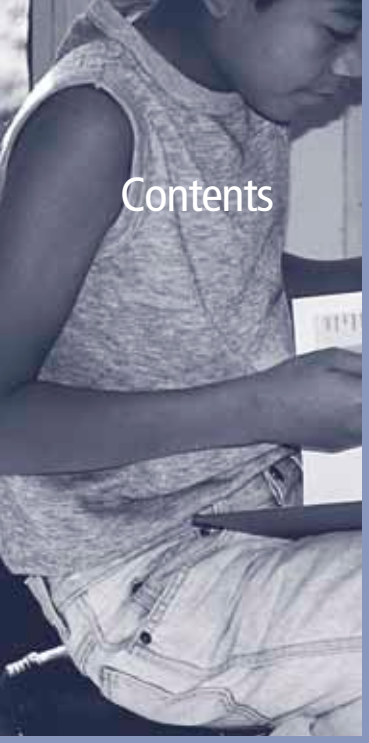

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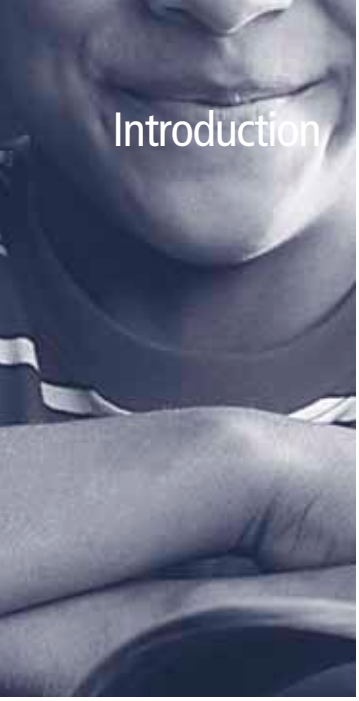

Introduction

WHAT IS THE *CORE KNOWLEDGE SEQUENCE*?

The *Core Knowledge Sequence* is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it is intended to provide a coherent, content specific foundation of learning, while allowing flexibility to meet local needs.

The *Sequence* represents an effort to describe and state the *specific* core of shared knowledge that all children should learn in U.S. schools, and that speakers and writers assume their audience knows. It should be emphasized that the *Core Knowledge Sequence* is not a list of facts to be memorized. Rather, it is a guide to *coherent content* from grade to grade, designed to encourage *cumulative* academic progress as children build their *knowledge and skills* from one year to the next.

The *Core Knowledge Sequence* is distinguished by its specificity. While other standards provide general guidelines concerning what students should be able to do, they typically offer little help to teachers in detailing specific content or skills. The *Sequence* provides a solid foundation on which to build instruction. Moreover, because the *Sequence* offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that often result from vague curricular guidelines.

TEACHING THE *CORE KNOWLEDGE SEQUENCE*

"Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others, using prior knowledge to extend reading ability and comprehension."

This language arts standard is fairly typical of many performance standards. It is broad enough that disagreement is difficult—students *should* be able to comprehend, evaluate and respond to works of literature—but offers little help to teachers in planning units and lessons.

Standards typically describe what students should be able to do, but not what students should know. The content-rich, thoughtfully designed *Core Knowledge Sequence* complements state standards by offering a concrete curriculum to guide teaching and learning. Instead of spending hours researching and planning what to teach, teachers are freed to think more creatively about how to teach. They know what children have learned in previous grades and what they will need in succeeding grades. They can avoid useless repetition. They are less likely to be confronted by big gaps in what students have learned.

THE *SEQUENCE* AS THE CORE OF THE CURRICULUM

The *Core Knowledge Sequence* is not meant to outline the whole of a school's curriculum, but rather to provide a coherently organized plan for content and skills instruction, while remaining flexible enough to not exclude locally determined or other required content and skills.

Effective Core Knowledge teachers recognize that topics from the *Sequence* must not be eliminated or changed from one grade level to another. The topics in the *Sequence* have been carefully chosen to ensure educational equity. We want all students, advantaged and disadvantaged alike, to share in the common knowledge that can lead to success. "Picking and choosing" elements of the *Sequence*

or taking out topics can lead to the very inequities we wish to avoid. Core Knowledge is an integrated and sequenced curriculum that builds over time. Leaving out some of the building blocks will inevitably weaken the foundation for future learning. The Core Knowledge *Day-by-Day Planner* was designed to assist teachers in pacing and planning all topics on a given grade level, while providing a format in which you can add locally determined or other required content and skills. See Appendix D, "Core Knowledge Grade-by-Grade Resource Recommendations."

THE CONSENSUS BEHIND THE *CORE KNOWLEDGE SEQUENCE*

The *Core Knowledge Sequence* is the result of a lengthy and rigorous process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education.

To achieve a consensus on the topics to be included in the *Core Knowledge Sequence*, in 1986, the Foundation first analyzed the many reports issued by state departments of education and by professional organizations, such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science, which recommend general outcomes for elementary and secondary education. We also examined the knowledge and skills specified in the successful educational systems of several other countries, including France, Japan, Sweden, and Germany.

In addition, we formed an advisory board on multiculturalism that proposed the inclusion of diverse cultural traditions that American children should all share as part of their school-based common culture. We sent the resulting materials to three independent groups of teachers, scholars, and scientists around the country, asking them to create a master list of the core knowledge children should have learned by the end of the grade 6. About 150 teachers, including college professors, scientists, and administrators, were involved in this initial step.

These items were combined into a draft *Sequence*, and additional groups of teachers and specialists were asked to agree on a grade-by-grade sequence of the items. That draft sequence was then sent to some 100 educators and specialists who participated in a national conference that was called to hammer out a working agreement on core knowledge for the first six grades; kindergarten, grades 7 and 8, and preschool were subsequently added to the *Sequence*.

This important meeting took place in March 1990. The conferees were elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country. A total of 24 working groups decided on revisions to the draft sequence. The resulting provisional *Core Knowledge Sequence* was fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Lee County, Florida. Also, the Visual Arts and Music sections of the *Sequence* were further developed based on the research of the Core Knowledge Foundation, with the assistance of advisors and teachers.

Because the *Sequence* is intended to be a living document that provides a foundation of knowledge that speakers and writers assume their audiences know, it has been—and will continue to be periodically updated and revised. In general, however, there is more stability than change in the *Sequence*. (See E. D. Hirsch Jr.'s *Cultural Literacy* for a discussion of the inherent stability of the content of literate culture.)

EQUAL ACCESS TO KNOWLEDGE PROMOTES EXCELLENCE AND FAIRNESS

Only by specifying the knowledge that all children should share can we guarantee equal access to that knowledge. In our current system, disadvantaged children especially suffer from low expectations that translate into watered-down curricula. In schools teaching the *Core Knowledge Sequence,* however, disadvantaged children, like all children, are exposed to a coherent core of challenging, interesting knowledge. This provides a foundation for later learning, but also makes up the common ground for communication in our diverse society.

All the most successful educational systems in the world teach a core of knowledge in the early grades. As both research and common sense demonstrate, we learn new knowledge by building on what we already know. It is important to begin building foundations of knowledge in the early grades because that is when children are most receptive, and because academic deficiencies in the first eight grades can permanently impair the quality of later schooling.

MULTICULTURALISM IN THE *SEQUENCE*

Respect for the diversity in our population is fostered by the subjects specified in the *Core Knowledge Sequence*, which has been reviewed by distinguished scholars in the field of multicultural studies. Some people have urged the Foundation to make a separate listing of multicultural entries in this *Sequence*, but to do so would contradict our embrace of an inclusive, rather than divisive, multiculturalism. As Professor James Comer of Yale University has written in a review of E. D. Hirsch's *Cultural Literacy*,

. . . respect for cultural diversity is important but is best achieved when young people have adequate background knowledge of mainstream culture. In order for a truly democratic and economically sound society to be maintained, young people must have access to the best knowledge available so that they can understand the issues, express their viewpoints, and act accordingly.

The *Core Knowledge Sequence* is designed to provide "access to the best knowledge available," including significant knowledge of diverse peoples and cultures. For a more detailed discussion of these issues, see E. D. Hirsch's essay, "Toward a Centrist Curriculum: Two Kinds of Multiculturalism in Elementary School" on our website.

THE ARTS IN THE CURRICULUM

The Core Knowledge Foundation sees the arts not as a peripheral part of the curriculum, but as an essential part of the knowledge all children should learn in the early grades.

Early instruction in the arts should be noncompetitive, and provide many opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects. Equally important, children should be exposed to fine paintings, great music, and other inspiring examples of art. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and acknowledged masterworks.

Through attaining a basic knowledge of the arts, children are not only better prepared to understand and appreciate works of art, but also to communicate their ideas, feelings, and judgments to others. A good understanding of the arts grows out of at least three modes of knowledge—creative (i.e., directly making artworks), historical, and analytical. Early study of the arts should embrace all three modes with special emphasis on creativity and active participation.

The arts guidelines in the *Core Knowledge Sequence* are organized into two main sections: the Visual Arts and Music. While the *Sequence* does not present other arts such as dance or drama as separate disciplines, we acknowledge their importance and have incorporated them in other disciplines (for example, dance is in Music; drama, in Language Arts).

CORE KNOWLEDGE SCHOOLS

The Core Knowledge Foundation serves as the hub of a nationwide network of hundreds of Core Knowledge schools. Presentations and workshops are available to introduce Core Knowledge and to assist schools in the implementation of the *Core Knowledge Sequence*. Core Knowledge schools are dedicated to teaching solid academic content and skills to all children. To implement Core Knowledge, many people involved with the school's operations, including both staff and parents, need to engage in a great deal of thoughtful discussion and cooperative planning. Teachers make a commitment to teach all the topics in the *Sequence* at the assigned grade levels. This commitment ensures consistency, and helps avoid serious gaps in knowledge, and repetitions in instruction, as students progress through the grades.

The *Sequence* serves as the planning document in each classroom. Its high level of specificity proves useful not only when planning but also when communicating among staff members and with parents. Core Knowledge schools develop a school-wide plan to teach all of the topics in the *Sequence*. Typically this plan is developed over a period of two to three years, either by phasing in topics and subjects, or by adding additional grade levels each year. The Foundation holds national conferences to provide opportunities for networking with other Core Knowledge schools and obtaining new ideas for teaching the topics in the *Sequence*.

For more information on adopting or implementing the *Core Knowledge Sequence*, including recommended professional development, contact the Core Knowledge Foundation at 434-977-7550 or at coreknow@coreknowledge.org.

RESOURCES FOR TEACHING THE *CORE KNOWLEDGE SEQUENCE*

As an initial introduction to Core Knowledge, teachers and parents may wish to consult the books in the Core Knowledge series, titled *What Your Preschooler–Sixth Grader Needs to Know*, edited by E. D. Hirsch, Jr. The books are available at bookstores nationwide, or they may be ordered from the Core Knowledge Foundation by calling 1-800-238-3233.

Once a decision has been made to implement Core Knowledge, we strongly recommend the purchase of the grade specific *Core Knowledge Teacher Handbook* and the *Day-by-Day Planner*. A grade-by-grade listing of recommended resources for both teachers and students is included in Appendix D.

For a list of current resources and prices, visit the Core Knowledge website at www.coreknowledge.org or contact us directly at:

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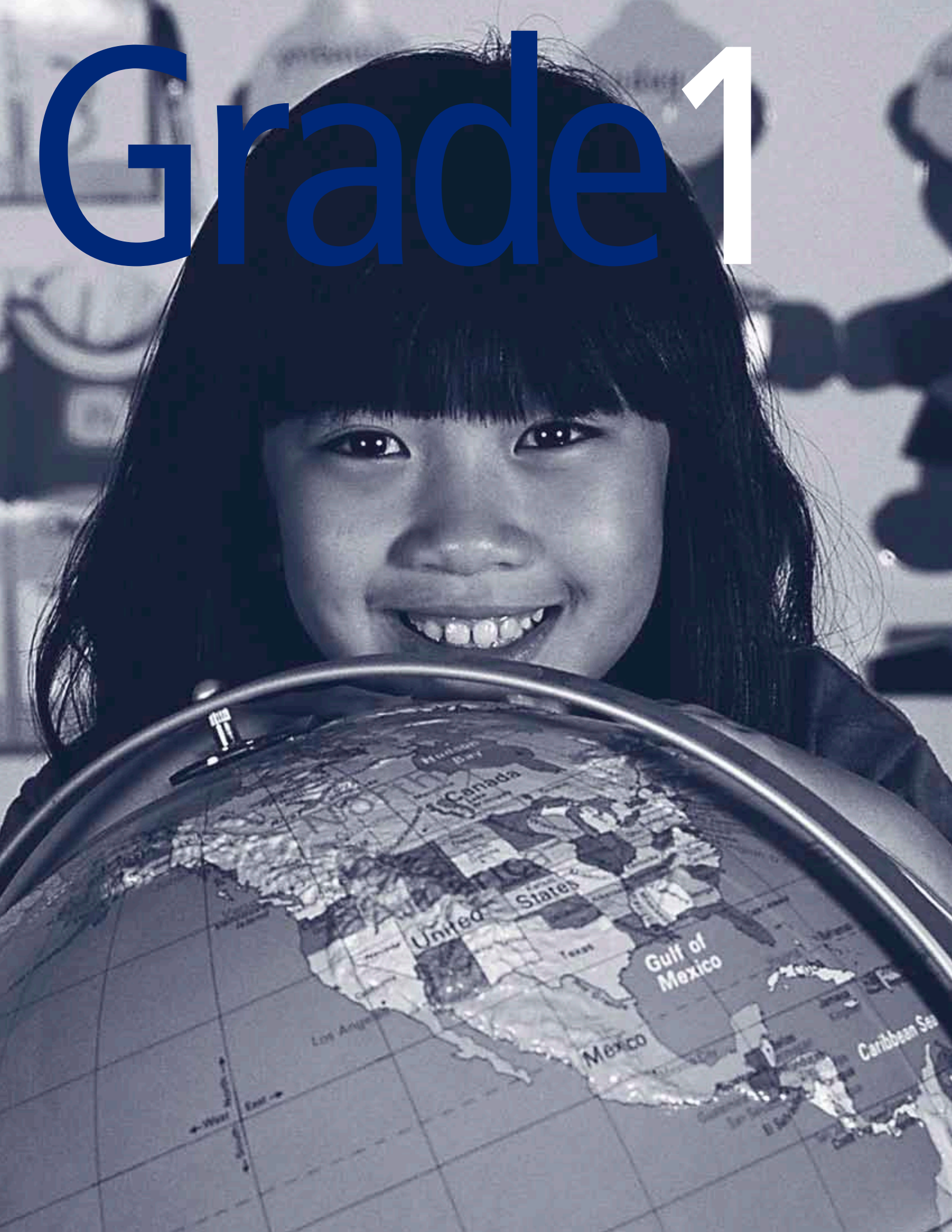
Grade 1



Overview of Topics

Grade 1

Language Arts

I. Listening and Speaking
   A. Classroom Discussion
   B. Presentation of Ideas and Information
   C. Comprehension and Discussion of Read-Alouds—All Texts
   D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
   E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
II. Reading
   A. Print Awareness
   B. Phonemic Awareness
   C. Phonics: Decoding and Encoding
   D. Oral Reading and Fluency
   E. Reading Comprehension—All Texts
   F. Reading Comprehension—Fiction, Drama, and Poetry
   G. Reading Comprehension—Nonfiction and Informational Text
III. Writing
   A. Narrative Writing
   B. Informative/Explanatory Writing
   C. Persuasive Writing (Opinion)
IV. Language Conventions
   A. Handwriting and Spelling
   B. Parts of Speech and Sentence Structure
   C. Capitalization and Punctuation
V. Poetry
VI. Fiction
   A. Stories
   B. Aesop's Fables
   C. Different Lands, Similar Stories
   D. Literary Terms
VII. Sayings and Phrases

History and Geography

World:

I. Geography
   A. Spatial Sense
   B. Geographical Terms and Features
II. Early World Civilizations
   A. Mesopotamia: The "Cradle of Civilization"
   B. Ancient Egypt
   C. History of World Religions
III. Modern Civilization and Culture: Mexico
   A. Geography
   B. Culture

American:

I. Early People and Civilizations
   A. The Earliest People: Hunters and Nomads
   B. Early American Civilizations
II. Early Exploration and Settlement
   A. Columbus
   B. The Conquistadors
   C. English Settlers
III. From Colonies to Independence: The American Revolution
IV. Early Exploration of the American West
V. Symbols and Figures

Visual Arts

I. Art from Long Ago
II. Elements of Art
   A. Color
   B. Line
   C. Shape
   D. Texture
III. Kinds of Pictures: Portrait and Still Life

Music

I. Elements of Music
II. Listening and Understanding
   A. Musical Terms and Concepts
   B. Music Can Tell a Story
   C. American Musical Traditions (Jazz)
III. Songs

Mathematics

I. Patterns and Classification
II. Numbers and Number Sense
III. Money
IV. Computation
   A. Addition
   B. Subtraction
   C. Solving Problems and Equations
V. Measurement
VI. Geometry

Science

I. Living Things and Their Environments
   A. Habitats
   B. Oceans and Undersea Life
   C. Environmental Change and Habitat Destruction
   D. Special Classifications of Animals
II. The Human Body
   A. Body Systems
   B. Germs, Diseases, and Preventing Illness
III. Matter
IV. Properties of Matter: Measurement
V. Introduction to Electricity
VI. Astronomy
VII. The Earth
   A. Geographical Features of the Earth's Surface
   B. What's Inside the Earth
VIII. Science Biographies

Language Arts: Grade 1

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 1, domains include: Early World Civilizations; Modern Civilization and Culture: Mexico; Early American Civilizations; Early Exploration and Settlement; From Colonies to Independence: The American Revolution; Early Exploration of the American West; Living Things and Their Environments; The Human Body; Matter; Introduction to Electricity; Astronomy: Introduction to the Solar System; The Earth.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up*, *down*, *first*, *last*, *before*, *after*, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as "Hit the nail on the head" and "Let the cat out of the bag" (see page 34).

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the first grade level, a child's ability to understand what he hears far outpaces his ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included on pages 32–34. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 1 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction read-aloud topics from the first grade history, science, music, and visual arts topics listed on pages 35–47, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.

- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. PHONEMIC AWARENESS

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/… /a/…/t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply bit or *mitt*.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words.

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/b/ spelled 'b' as in *boy*, 'bb'; as in *tubby*
/d/ spelled 'd' as in *dog*, 'dd' as in madder, 'ed' as in *filled*
/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*
/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*
/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*
/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
/l/ spelled 'l' as in *lip*, 'll' as in *sell*
/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*
/p/ spelled 'p' as in *pet*, 'pp' as in *happy*
/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*
/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*
/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*
/v/ spelled 'v' as in *vet*, 've' as in *twelve*
/w/ spelled 'w' as in *wet*, 'wh' as in *when*
/x/ spelled 'x' as in *tax*
/y/ spelled 'y' as in *yes*
/z/ spelled 'z' as in *zip*, 'zz' as in b*uzz*, 's' as in *dogs*
/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*
/sh/ spelled 'sh' as in *ship*
/th/ spelled 'th' as in *thin*
/th/ spelled 'th' as in *then*
/qu/ spelled 'qu' as in *quick*
/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/a/ spelled 'a' as in *cat*
/e/ spelled 'e' as in *get*
/i/ spelled 'i' as in *hit*
/o/ spelled 'o' as in *hot*
/u/ spelled 'u' as in *but*
/ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*
/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*
/ie/ spelled 'i_e' as in *bike,* 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
/ue/ spelled 'u_e' as in *cute*
/aw/ spelled 'aw' as in *paw*
/oo/ spelled 'oo' as in *look*,
/oo/ spelled 'oo' as in *soon*
/ou/ spelled 'ou' as in s*hout*
/oi/ spelled 'oi' as in *oil*
/er/ spelled 'er' as in *her*
/ar/ spelled 'ar' as is *car*
/or/ spelled 'or' as in *for*

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. READING COMPREHENSION—ALL TEXTS

Teachers: During the beginning of first grade, most students will still need to devote consider able energy when reading to deciphering the written text. Over the course of this year, they

will learn even more elements of the code, meaning that the decodable texts that they can read independently will increasingly resemble "real stories" and trade books. With practice and repeated readings of the same text, students will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both of these factors, i.e., the student's increasing fluency and the use of more authentic text—which is now decodable because of the student's increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text expected at the kindergarten level. This expectation is reflected in the increased number of objectives below that have been added to the kindergarten level objectives. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering "why" questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first*, *next*, *then*, etc.
- Identify words that link ideas, i.e., *for example*, *also*, *in addition*.

F. READING COMPREHENSION—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. READING COMPREHENSION—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction topics from the first grade history, science, music and visual arts topics listed on pages 35–47, with emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Teachers: It is important to recognize that of all the communication skills—listening, speaking, reading, and writing—writing is the most demanding and challenging. During the beginning of first grade, children still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. During this period, teachers should continue to support written expression through shared writing experiences that are modeled and scaffolded by an adult.

At some point during the first grade year, however, most children will feel comfortable enough with the basic skills to begin making a transition to writing more independently. Young children's desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age appropriate expectations about what first grade student writing should resemble. Students have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect students to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a student who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as good spelling for this stage of literacy acquisition. Dictionary-correct spelling will be a realistic goal when students have learned more spellings and learned how to use a dictionary to check spelling.

Furthermore, while teachers can begin to model and scaffold the use of a writing process, such as "Plan-Draft-Edit," it is equally important not to dampen student enthusiasm by rigidly insisting that *all* student writing be edited over and over again to bring the text to the "publication" stage. A sensible balance that encourages children to use their current skill knowledge when writing—without stifling creative expression—is optimal at the first grade level.

Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

A. NARRATIVE WRITING

- Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title and an ending that are relevant to the narrative.

B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. HANDWRITING AND SPELLING

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, *fone* for *phone*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I*, *me*, *my*, *they*, *them*, orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Produce and expand complete sentences orally and in shared writing exercises.

C. CAPITALIZATION, AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, and items in a series.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although children are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

V. Poetry

Hope (Langston Hughes)
I Know All the Sounds the Animals Make (Jack Prelutsky)
My Shadow (Robert Louis Stevenson)
The Owl and the Pussycat (Edward Lear)
The Pasture (Robert Frost)
The Purple Cow (Gelett Burgess)
Rope Rhyme (Eloise Greenfield)
Sing a Song of People (Lois Lenski)
Solomon Grundy (traditional)
The Swing (Robert Louis Stevenson)
Table Manners [also known as "The Goops"] (Gelett Burgess)
Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child)
Washington (Nancy Byrd Turner)
Wynken, Blynken, and Nod (Eugene Field)

VI. Fiction

Teachers: While the following works make up a strong core of literature, the "content" of language arts includes not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding and encoding skills (see above, II. Reading and III. Writing).

The titles here constitute a core of stories for this grade. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In first grade, most of the following titles should be read-aloud selections. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to "read it all by myself."

Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. STORIES

The Boy at the Dike (folktale from Holland)
The Frog Prince
Hansel and Gretel
selections from *The House at Pooh Corner* (A. A.Milne)
How Anansi Got Stories from the Sky God (folktale from West Africa)
It Could Always Be Worse (Yiddish folktale)
Jack and the Beanstalk
The Knee-High Man (African-American folktale)
Medio Pollito (Hispanic folktale)
The Pied Piper of Hamelin
Pinocchio
The Princess and the Pea
Puss-in-Boots
Rapunzel
Rumpelstiltskin
Sleeping Beauty
The Tale of Peter Rabbit (Beatrix Potter)

Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)
Why the Owl Has Big Eyes (Native American legend)

B. AESOP'S FABLES

The Boy Who Cried Wolf
The Dog in the Manger
The Wolf in Sheep's Clothing
The Maid and the Milk Pail
The Fox and the Grapes
The Goose and the Golden Eggs

C. DIFFERENT LANDS, SIMILAR STORIES

Teachers: To give students a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce students to similar folktales from different lands, such as the following:

Lon Po Po (China) and Little Red Riding Hood
Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam)
Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

Note: Children should learn terms relating to drama as part of their participation in a play appropriate for first graders—possibly a dramatized version of one of the stories listed above.

D. LITERARY TERMS

Characters, heroes, and heroines
Drama
- actors and actresses
- costumes, scenery and props
- theater, stage, audience

VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

A.M. and P.M.
An apple a day keeps the doctor away.
Do unto others as you would have them do unto you. [also in Kindergarten]
Fish out of water
Hit the nail on the head.
If at first you don't succeed, try, try again.
Land of Nod
Let the cat out of the bag.
The more the merrier.
Never leave till tomorrow what you can do today.
Practice makes perfect. [also in Kindergarten]
Sour grapes
There's no place like home.
Wolf in sheep's clothing

History and Geography: Grade 1

Teachers: In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

World History and Geography

I. Geography

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying.

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.

B. GEOGRAPHICAL TERMS AND FEATURES

- peninsula, harbor, bay, island

II. Early World Civilizations

Teachers: As you introduce children to early civilizations, keep in mind the question, What is civilization? Help children see recurring features such as settling down, agriculture, building towns and cities, and learning how to write.

A. MESOPOTAMIA: THE "CRADLE OF CIVILIZATION"

- Importance of Tigris and Euphrates Rivers
- Development of writing, why writing is important to the development of civilization
- Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization

B. ANCIENT EGYPT

- Geography
  - Africa
  - Sahara Desert
- Importance of Nile River, floods and farming
- Pharaohs
  - Tutankhamen
  - Hatshepsut, woman pharaoh
- Pyramids and mummies, animal gods, Sphinx
- Writing: hieroglyphics

See also Visual Arts 1: Art from Long Ago: Art of Ancient Egypt.

C. HISTORY OF WORLD RELIGIONS

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

Note: Students will be introduced to Hinduism and Buddhism in grade 2, and examine Islam in more detail in grade 4. They also examine lasting ideas from Judaism and Christianity in grade 6.

Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

- Judaism
  - Belief in one God
  - Story of the Exodus: Moses leads the Hebrews out of Egypt
  - Israel, Chanukah, Star of David, Torah, synagogue
- Christianity
  - Christianity grew out of Judaism
  - Jesus, meaning of "messiah"
  - Christmas and Easter, symbol of the cross
- Islam
  - Originated in Arabia, since spread worldwide
  - Followers are called Muslims
  - Allah, Muhammad, Makkah, Qur'an, mosque
  - Symbol of crescent and star (found on the flags of many mainly Islamic nations)

III. Modern Civilization and Culture: Mexico

Note: For historical connections, see American History 1: Maya and Aztec civilizations; Conquistadors, Cortes, Moctezuma. See also Music 1: "La Cucaracha"; Language Arts 1: "Medio Pollito," and Visual Arts 1: Diego Rivera, *Piñata* and, *The History of Medicine in Mexico* (mural).

A. GEOGRAPHY

- North American continent, locate Mexico relative to Canada and the United States
- Central America, Yucatan Peninsula
- Pacific Ocean, Gulf of Mexico, Rio Grande
- Mexico City

B. CULTURE

- Indian and Spanish heritage
- Traditions: fiesta, piñata
- National holiday: September 16, Independence Day

American History and Geography

Teachers: The study of American history begins in grades K–2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. Early People and Civilizations

A. THE EARLIEST PEOPLE: HUNTERS AND NOMADS

- Crossing from Asia to North America (the land bridge as one possibility)
  - From hunting to farming
  - Gradual development of early towns and cities

B. EARLY AMERICAN CIVILIZATIONS

Teachers: Children will study the Maya, Inca, and Aztec civilizations in detail in grade 5. First grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

Here, introduce children to these civilizations. Though it is historically accurate to note the warlike nature of the Maya and Aztecs, it is recommended that mention of the practice of human sacrifice be left to the fifth grade.

- Maya in Mexico and Central America
- Aztecs in Mexico
  - Moctezuma (also called Montezuma)
  - Tenochtitlan (Mexico City)
- Inca in South America (Peru, Chile)
  - Cities in the Andes, Machu Picchu

Note: Early exploration and the colonial years will be studied in greater depth and detail in grade 3. First grade teachers should examine the third grade guidelines to see how these topics build in the later grade.

II. Early Exploration and Settlement

A. COLUMBUS

Teachers: Review from kindergarten the story of Columbus's voyage in 1492.

B. THE CONQUISTADORS

- The search for gold and silver
- Hernán Cortés and the Aztecs
- Francisco Pizarro and the Inca
- Diseases devastate Native American population

C. ENGLISH SETTLERS

- The story of the Lost Colony
  - Sir Walter Raleigh
  - Virginia Dare
- Virginia
  - Jamestown
  - Captain John Smith
  - Pocahontas and Powhatan
- Slavery, plantations in Southern colonies
- Massachusetts
  - Pilgrims, Mayflower, Thanksgiving Day
  - Massachusetts Bay Colony, the Puritans

Note: The now-familiar name "Powhatan" was used by English settlers for the leader whose name was Wahunsonacock.

III. From Colonies to Independence: The American Revolution

Teachers: The American Revolution will be studied in greater depth and detail in grade 4. First grade teachers should examine the fourth grade guidelines to see how these topics build in the later grade. It is recommended that first grade teachers focus on the topics specified here, and leave for fourth grade the more detailed study of the Revolution. In first grade, emphasize the *story* of the birth of our nation.

See below, Symbols and Figures: Liberty Bell.

See also Music 1: "Yankee Doodle."

- Locate the original thirteen colonies.
- The Boston Tea Party
- Paul Revere's ride, "One if by land, two if by sea"
- Minutemen and Redcoats, the "shot heard round the world"
- Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal. . . ."
- Fourth of July
- Benjamin Franklin: patriot, inventor, writer
- George Washington: from military commander to our first president
  Martha Washington
  Our national capital city named Washington
- Legend of Betsy Ross and the flag

IV. Early Exploration of the American West

Teachers: America's westward growth will be studied in grade 2 and in greater depth and detail in grade 5. First grade teachers should examine the second and fifth grade guidelines to see how these topics build in later grades.

- Daniel Boone and the Wilderness Road
- The Louisiana Purchase
  Explorations of Lewis and Clark
  Sacagawea
- Geography: Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River.

V. Symbols and Figures

- Recognize and become familiar with the significance of
  Liberty Bell
  Current United States president
  American flag
  Bald eagle

Visual Arts: Grade 1

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Art from Long Ago

Teachers: Help children see how art has been an important human activity since early times.

- Look at and discuss
  - Cave paintings
  - Art of Ancient Egypt
    - Great Sphinx
    - Mummy cases: Tutankhamen's coffin
    - Bust of Queen Nefertiti

See also World History 1: Ancient Egypt.

II. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In first grade, focus on the following:

A. COLOR

Teachers: Review from Kindergarten the idea of "warm" and "cool" colors.

- Know that red, yellow, and blue are commonly referred to as the "primary colors," and that
  - blue + yellow = green
  - blue + red = purple
  - red + yellow = orange
- Observe the use of color in
  - Claude Monet, *Tulips in Holland*
  - James A. McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistler's Mother*)
  - Diego Rivera, *Piñata*

See also World History 1: Mexico, *re piñata.*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in
  - Jacob Lawrence, *Parade*
  - Henri Matisse, *The Swan*
  - Georgia O' Keeffe, one of her *Shell* paintings

C. SHAPE

- Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including
  - Jacob Lawrence, *Parade*
  - Grant Wood, *Stone City, Iowa*

D. TEXTURE

Teachers: Provide opportunities for children to experience both tactile and visual texture (these terms are for your reference only) by having them describe qualities of texture in natural objects (tactile texture) and in works of art (visual texture).

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in
  Native American baskets (such as a pomo basket)
  Edgar Degas, *Little Fourteen-Year-Old Dancer* (also known as *Dressed Ballet Dancer*)
  Albrecht Dürer, *Young Hare*

III. Kinds of Pictures: Portrait and Still Life

Teachers: Introduce children to the terms we use to describe different kinds of paintings, discuss examples, and provide opportunities for children to create their own works in different genres. When you look at the specified works, ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why they think the artist chose to depict things in a certain way, etc.

- Recognize as a portrait or self-portrait:
  Leonardo da Vinci, *Mona Lisa*
  Francisco Goya, *Don Manuel Osorio Manrique de Zuñiga*
  Vincent van Gogh, *Self-Portrait* [1889]
- Recognize as a still life:
  Vincent van Gogh, *Irises*
  Paul Cézanne, studies with fruit, such as *Apples and Oranges*
- Recognize as a mural (a painting on a wall):
  Diego Rivera, *The History of Medicine in Mexico*

See also World History 1: Mexico, *re* murals of Diego Rivera.

Music: Grade 1

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognize a steady beat; moving to a beat; play a steady beat; recognize accents.
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognize short and long sounds.
  - Discriminate between fast and slow.
  - Discriminate between obvious differences in pitch: high and low.
  - Discriminate between loud and soft.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Recognize like and unlike phrases.
  - Recognize that music has timbre or tone color.
  - Sing unaccompanied, accompanied, and in unison.
- Understand that music is written down in a special way and become familiar with the following notation:
  - 𝅝 whole note 𝅗𝅥 half note ♩ quarter note

II. Listening and Understanding

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

A. MUSICAL TERMS AND CONCEPTS

- Composers
  - Know that a composer is someone who writes music.
  - Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from *A Little Night Music* (*Eine kleine Nachtmusik*).
- Orchestra
  - Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion.
  - Know that the leader of the orchestra is called the conductor.
  - Listen to Sergei Prokofiev, *Peter and the Wolf.*

Note: Children will review families of instruments and specific instruments in later grades.

B. MUSIC CAN TELL A STORY

- Opera
  Understand that opera combines music, singing, and acting.
  Listen to selections from Humperdinck's *Hansel and Gretel:* "Brother, Come Dance with Me," "I Am the Little Sandman," "Children's Prayer."
- Instrumental Music
  Listen to Paul Dukas, *The Sorcerer's Apprentice.*
- Ballet
  Understand that ballet combines music and movement, often to tell a story.
  Listen to Tchaikovsky's *Nutcracker Suite.*

Note: If resources are available, read aloud to students the story behind Tchaikovsky's *Nutcracker*, and either attend a performance or show scenes from the ballet, which is available on videotape. You may also wish to introduce children to the Suite from Tchaikovsky's *Sleeping Beauty*, in relation to the story in Language Arts 1, "Sleeping Beauty."

Teachers: Familiarize children with other types of dance, such as square dancing and tap dancing.

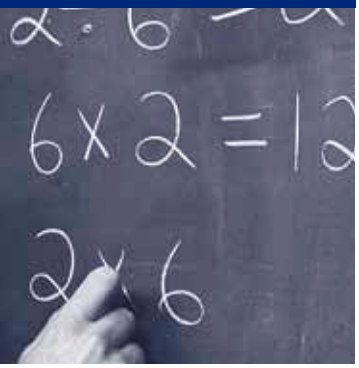
C. AMERICAN MUSICAL TRADITIONS

- Jazz
  Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise.
  Recognize Louis Armstrong as a great early jazz musician.

III. Songs

Teachers: You may also wish to teach children the song "Brother, Come Dance with Me" in connection with their introduction to the opera *Hansel and Gretel.* And you may wish to teach the poem "Thanksgiving Day" ("Over the river and through the wood") as a song (see Language Arts 1: Poetry).

America the Beautiful
Billy Boy
Dry Bones
For He's a Jolly Good Fellow
Frère Jacques
La Cucaracha
Make New Friends
Michael, Row the Boat Ashore
Oh, Dear, What Can the Matter Be?
Oh, John the Rabbit
Oh! Susanna
On Top of Old Smokey
She'll Be Comin' 'Round the Mountain
Skip to My Lou
Take Me Out to the Ball Game
There's a Hole in the Bucket
When the Saints Go Marching In
Yankee Doodle



Mathematics: Grade 1

Teachers: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to math as math. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important—indeed, it is prerequisite to achieving "higher order" skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. Patterns and Classification

- Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.
- Define a set by the common property of its elements.
- In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.
- Recognize patterns and predict the extension of a pattern.

II. Numbers and Number Sense

Teachers: Review and build on topics from kindergarten.

- Write numbers 0 - 100.
- Count from 0 - 100 by ones; twos; fives; tens.
- Count by tens from a given single-digit number.
- Count forward and backwards.
- Use tallies.
- Identify ordinal position, 1st to 10th.
- Identify dozen; half-dozen; pair.
- Recognize place value: ones, tens, hundreds.
- Identify more and less; counting how many more or less.
- Given a number, identify one more and one less; ten more and ten less.
- Compare quantities using the signs <, >, and = .
- Recognize fractions as part of a whole: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$
- Create and interpret simple pictorial graphs and bar graphs.

III. Money

- Identify and recognize relative value of penny, nickel, dime, quarter.
- Recognize and use dollar ($) and cents (¢) signs.
- Show how different combinations of coins equal the same amounts of money.

IV. Computation

A. ADDITION (using concrete objects, and paper and pencil)

- Know the meaning of the plus (+) sign.
- Know what a "sum" is.
- Know addition facts to 10 + 10 (untimed mastery).
- Add in any order.
- Know what happens when you add zero.
- Know how to write addition problems horizontally and vertically.
- Know that when you add 3 numbers, you get the same sum regardless of grouping of addends.
- Solve two-digit addition problems with and without regrouping.

B. SUBTRACTION (using concrete objects, and paper and pencil)

- Understand subtraction as "taking away."
- Know the meaning of the minus sign (-).
- Know what a "difference" is.
- Know subtraction facts corresponding to addition facts (untimed mastery).
- Know how to write subtraction problems horizontally and vertically.
- Solve two-digit subtraction problems with and without regrouping.
- Mentally subtract 10 from a two-digit number.

C. SOLVING PROBLEMS AND EQUATIONS

- Write an addition or subtraction equation to solve basic one-step story and picture problems.
- Solve simple equations in the form of ___ - 2 = 7; 5 + ___ = 7.

V. Measurement

- Identify familiar instruments of measurement, such as ruler, scale, thermometer.
- Compare objects according to:
  - Linear measure
    - Measure length using non-standard units.
    - Measure length in inches and feet, and in centimeters.
    - Measure and draw line segments in inches and centimeters.
  - Weight
    - Compare weights of objects using a balance scale.
    - Measure weight in non-standard units and in pounds.
  - Capacity (volume)
    - Estimate and measure capacity in cups.
    - Identify quart, gallon.
  - Temperature: associate temperature in degrees Fahrenheit with weather.
- Time
  - Sequence events: before and after; first, next, last.
  - Compare duration of events: which takes more or less time.
  - Read a clock face and tell time to the half-hour.
  - Know the days of the week and the months of the year, both in order and out of sequence.
  - Orientation in time: today, yesterday, tomorrow; morning, afternoon, evening, night; this morning vs. yesterday morning, etc.

VI. Geometry

- Identify left and right hand.
- Identify top, bottom, middle.
- Know and use terms of orientation and relative position, such as:

closed, open	around
on, under, over	far from, near
in front, in back (behind)	above, below
between, in the middle of	to the right of, to the left of
next to, beside	here, there
inside, outside	

- Identify and draw basic plane figures: square, rectangle, triangle, circle.
- Describe square, rectangle, triangle according to number of sides.
- Identify basic solid figures: sphere, cube, cone.
- Identify basic shapes in a variety of common objects and artifacts (balls, cans, windows, pictures, books, buildings, cars, etc.).
- Make congruent shapes and designs.

Science: Grade 1

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. Living Things and Their Environments

Teachers: Introduce the idea of interdependence between living things and their environment.

Note: The food chain will be studied again in grade 3.

A. HABITATS

- Living things live in environments to which they are particularly suited.
- Specific habitats and what lives there, for example:
  - Forest [oak trees, squirrels, raccoons, snails, mice]
  - Meadow and prairie [wildflowers, grasses, prairie dogs]
  - Underground [fungi, moles, worms]
  - Desert [cactus, lizard, scorpion]
  - Water [fish, oysters, starfish]
- The food chain or food web: a way of picturing the relationships between living things
  - Animals: big animals eat little ones, big animals die and are eaten by little ones.
  - Plants: nutrients, water, soil, air, sunlight

B. OCEANS AND UNDERSEA LIFE

- Most of the earth is covered with water.
- Locate oceans: Pacific, Atlantic, Indian, Arctic.
- Oceans are salt water (unlike fresh water rivers and lakes).
- Coast, shore, waves, tides (high and low)
- Currents, the Gulf Stream
- Landscape of the ocean floor: mountain peaks and deep valleys (trenches)
- Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales
- Dangers to ocean life (for example, overfishing, pollution, oil spills)

C. ENVIRONMENTAL CHANGE AND HABITAT DESTRUCTION

- Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example:
  - Effects of population and development
  - Rainforest clearing, pollution, litter

D. SPECIAL CLASSIFICATIONS OF ANIMALS

- Herbivores: plant-eaters (for example, elephants, cows, deer)
- Carnivores: flesh-eaters (for example, lions, tigers)
- Omnivores: plant and animal-eaters (for example, bears)
- Extinct animals (for example, dinosaurs)

II. The Human Body

A. BODY SYSTEMS

Teachers: Introduce the idea of body systems, and have children identify basic parts of the following body systems:

Note: Major body systems will be studied in greater detail in grades 2–6.

- Skeletal system: skeleton, bones, skull
- Muscular system: muscles
- Digestive system: mouth, stomach
- Circulatory system: heart and blood
- Nervous system: brain, nerves

B. GERMS, DISEASES, AND PREVENTING ILLNESS

- Taking care of your body: exercise, cleanliness, healthy foods, rest
- Vaccinations

III. Matter

Note: Children are likely to have a notion of atoms that, in absolute scientific terms, is inaccurate. The goal in this grade is to introduce concepts and terms that, over time, will be more precisely defined. Use the Teacher Handbook to define what you and your students should know and learn in Grade 1.

Teachers: Introduce children to the idea that everything is made of matter, and that all matter is made up of parts too small to see.

- Basic concept of atoms
- Names and common examples of three states of matter:
  solid (for example, wood, rocks)
  liquid (for example, water)
  gas (for example, air, steam)
- Water as an example of changing states of matter of a single substance

IV. Properties of Matter: Measurement

Teachers: Have children describe and classify objects according to what they are made of, and according to their physical properties (color, shape, size, weight, texture, etc.).

- Units of measurement:
  Length: centimeter, inch, foot
  Volume: gallon, quart
- Temperature: degrees Fahrenheit

V. Introduction to Electricity

Teachers: Through reading aloud, observation and experiment, explore with children basic principles of electricity and electrical safety rules.

Note: Electricity will be studied in more detail in grade 4.

- Static electricity
- Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch)
- Conductive and nonconductive materials
- Safety rules for electricity (for example, never put your finger, or anything metallic, in an electrical outlet; never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub; never put your finger in a lamp socket; etc.)

VI. Astronomy: Introduction to the Solar System

- Sun: source of energy, light, heat
- Moon: phases of the moon (full, half, crescent, new)
- The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)
  (Note: In 2006, Pluto was classified as a dwarf planet.)
- Stars
  Constellations, Big Dipper
  The sun is a star.
- Earth and its place in the solar system
  The earth moves around the sun; the sun does not move.
  The earth revolves (spins); one rotation takes one day (24 hours).
  Sunrise and sunset
  When it is day where you are, it is night for people on the opposite side of the earth.

VII. The Earth

See also World History and Geography: Spatial Sense.

A. GEOGRAPHICAL FEATURES OF THE EARTH'S SURFACE

- The shape of the earth, the horizon
- Oceans and continents
- North Pole and South Pole, Equator

Note: Topics in geology will be studied in more detail in grade 4.

B. WHAT'S INSIDE THE EARTH

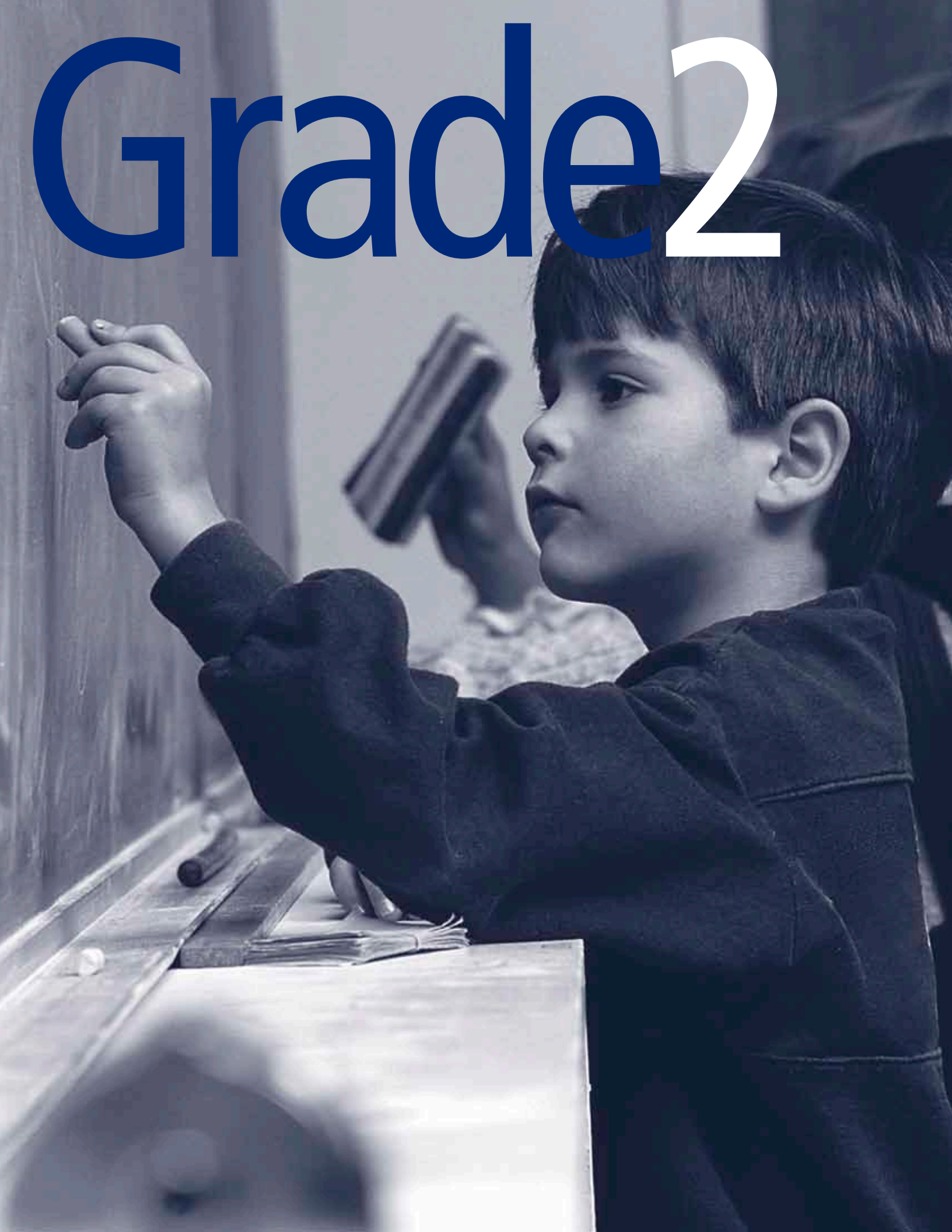
- Inside the earth
  Layers: crust, mantle, core
  High temperatures
- Volcanoes and geysers
- Rocks and minerals
  Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary
  Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)

VIII. Science Biographies

See above, Environmental Change and Habitat Destruction, *re* Rachel Carson; Electricity, *re* Thomas Edison; Human Body: Vaccinations, *re* Edward Jenner; Human Body: Germs, Diseases, *re* Louis Pasteur.

Rachel Carson (got people to stop using DDT)
Thomas Edison (invented an electric light bulb)
Edward Jenner (found a way to stop smallpox)
Louis Pasteur (made milk safe to drink)

Grade 2



Overview of Topics

Grade 2

Language Arts

I. Listening and Speaking
   A. Classroom Discussion
   B. Presentation of Ideas and Information
   C. Comprehension and Discussion of Read-Alouds—All Texts
   D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
   E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
II. Reading
   A. Phonics: Decoding and Encoding
   B. Oral Reading and Fluency
   C. Reading Comprehension—All Texts
   D. Reading Comprehension—Fiction, Drama, and Poetry
   E. Reading Comprehension—Nonfiction and Informational Text
III. Writing
   A. Narrative Writing
   B. Informative/Explanatory Writing
   C. Persuasive Writing (Opinion)
IV. Language Conventions
   A. Spelling
   B. Parts of Speech and Sentence Structure
   C. Capitalization and Punctuation
V. Poetry
VI. Fiction
   A. Stories
   B. Mythology of Ancient Greece
   C. American Folk Heroes and Tall Tales
   D. Literary Terms
VII. Sayings and Phrases

History and Geography

World:

I. Geography
   A. Spatial Sense
   B. Geographical Terms and Features
II. Early Asian Civilizations
   A. Geography of Asia
   B. India
   C. China
III. Modern Japanese Civilization
   A. Geography
   B. Culture
IV. The Ancient Greek Civilization

American:

I. American Government: The Constitution
II. The War of 1812
III. Westward Expansion
   A. Pioneers Head West
   B. Native Americans
IV. The Civil War
V. Immigration and Citizenship
VI. Fighting for a Cause
VII. Geography of the Americas
   A. North America
   B. South America
VIII. Symbols and Figures

Visual Arts

I. Elements of Art
II. Sculpture
III. Kinds of Pictures: Landscapes
IV. Abstract Art
V. Architecture

Music

I. Elements of Music
II. Listening and Understanding
   A. The Orchestra
   B. Keyboard Instruments
   C. Composers and Their Music
III. Songs

Mathematics

I. Numbers and Number Sense
II. Fractions
III. Money
IV. Computation
   A. Addition
   B. Subtraction
   C. Introduction to Multiplication
   D. Solving Problems and Equations
V. Measurement
   A. Linear Measure
   B. Weight
   C. Capacity (Volume)
   D. Temperature
   E. Time
VI. Geometry

Science

I. Cycles in Nature
   A. Seasonal Cycles
   B. Life Cycles
   C. The Water Cycle
II. Insects
III. The Human Body
   A. Cells
   B. Digestive and Excretory Systems
   C. Taking Care of Your Body: A Healthy Diet
IV. Magnetism
V. Simple Machines
VI. Science Biographies

Language Arts: Grade 2

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 2, domains include: Early Asian Civilizations; Modern Japanese Civilization; The Ancient Greek Civilization; American Government: The Constitution; The War of 1812; Westward Expansion; The Civil War; Immigration and Citizenship; Fighting for a Cause; Cycles in Nature; Insects; The Human Body; Magnetism; Simple Machines.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up*, *down*, *first*, *last*, *before*, *after*, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as "Don't judge a book by its cover" and "Better late than never" (see page 60).

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.

- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the second grade level, students are becoming increasingly skilled as independent readers. Nevertheless, research indicates that reading comprehension ability does not catch up to listening comprehension until the middle school grades. It is therefore still important to provide second graders with extensive read aloud experiences of both fiction and nonfiction texts.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included on pages 58–60. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 2 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Summarize in one's own words selected parts of a read-aloud.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction read-aloud topics from the second grade history, science, music, and visual arts topics listed on pages 61–75, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading

and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN SECOND GRADE

/b/ spelled 'b' as in *boy*, 'bb', as in *tubby*
/d/ spelled 'd' as in dog, 'dd' as in *madder*, 'ed' as in *filled*
/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*
/g/ spelled 'g' as in *get*, 'gg' as in *egg*
/h/ spelled 'h' as in *him*
/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*
/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
/l/ spelled 'l' as in *lip*, 'll' as in *sell*
/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*
/p/ spelled 'p' as in *pet*, 'pp' as in *happy*
/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*
/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*
/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*
/v/ spelled 'v' as in *vet*, 've' as in *twelve*
/w/ spelled 'w' as in *wet*, 'wh' as in *when*
/x/ spelled 'x' as in *tax*
/y/ spelled 'y' as in *yes*
/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*
/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*
/sh/ spelled 'sh' as in *ship*
/th/ spelled 'th' as in *thin*
/th/ spelled 'th' as in *then*
/qu/ spelled 'qu' as in *quick*
/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN SECOND GRADE

/a/ spelled 'a' as in *cat*
/e/ spelled 'e' as in *get*, 'ea' as in *head*
/i/ spelled 'i' as in *hit*, 'y' as in *myth*
/o/ spelled 'o' as in *hot*, 'a' as in *wall*
/u/ spelled 'u' as in *but*, 'o' as in *son*
/ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*, 'ey' as in *hey*, 'ei' as in *weight*, 'ea' as in *great*
/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*, 'i' as in *ski*, 'ey' as in *key*

/ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
/ue/ spelled 'u_e' as in *cute*, 'u' as in *unit*, 'ue' as in *cue*
/aw/ spelled 'aw' as in *paw*, 'au' as in *Paul,* 'augh' as in *caught*, 'ough' as in *bought*
/oo/ spelled 'oo' as in *look*, 'u' as in *student*, 'ue' as in *blue*, 'ui' as in *fruit*, 'ew' as in *new*, 'u_e' as in *tune*
/oo/ spelled 'oo' as in *soon*
/ou/ spelled 'ou' as in *shout*, 'ow' as in *now*
/oi/ spelled 'oi' as in *oil*, 'oy' as in *toy*
/er/ spelled 'er' as in *her*, 'ur' as in *hurt*, 'ir' as in *bird*, 'ar' as in *dollar*
/ar/ spelled 'ar' as in *car*
/or/ spelled 'or' as in *for*, 'ore' as in *more*, 'our' as in *four*, 'oor' as in *door*
Schwa spelled 'a' as in *about*
/shun/ spelled 'tion' as in *mention*

B. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

C. READING COMPREHENSION—ALL TEXTS

Teachers: At the second grade level, students should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier grades. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Summarize in one's own words selected parts of a text.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read. independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering "why" questions that require recognizing cause/effect relationships.
- Interpret information that is read independently and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first*, *next*, *then*, etc.
- Identify words that link ideas, i.e., *for example*, *also*, *in addition*.

D. READING COMPREHENSION—FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

E. READING COMPREHENSION—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction topics from the second grade history, science, music and visual arts topics listed on pages 61–75 with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- Interpret information presented in diagrams, charts, graphs, etc.
- With assistance, categorize and organize facts and information for a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Teachers: Students develop ever increasing code knowledge and fluency in reading during second grade and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing.

Teachers should, however, have age appropriate expectations about what second grade student writing should resemble. Students' spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the students will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word.

For example, a student who writes *doller* for *dollar*, *wate* for *wait* or *weight* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as acceptable spelling for this stage of literacy acquisition. With continued writing practice, students should begin to include more dictionary correct spellings for words that they read and write frequently. Dictionary-correct spelling as the rule will be a realistic goal when students have learned more spellings, had repeated writing practice opportunities and have learned how to use a dictionary to check spelling.

At the second grade level, teachers should model and scaffold use of a writing process, such as "Plan-Draft-Edit," as students learn to write in various genres. It is important, though, not to dampen student enthusiasm for writing by rigidly insisting that *all* student writing be edited over and over again to bring the text to the "publication" stage. A sensible balance that encourages children to use their current skill knowledge when writing, as well as a simple editing rubric for review—without stifling creative expression—is optimal at the second grade level.

Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

A. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples. relevant to the topic, and specific steps (if writing explanatory text).
- Group similar information into paragraphs.
- Use linking words such as *also*, *another*, *and*, etc. to connect ideas within a paragraph.

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as *because*, *also*, *another*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form sentences and paragraphs to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. SPELLING

- Write phonemically plausible spellings for words using current code knowledge, e.g., write *doller* for *dollar*, *wate* for *wait* or *weight*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetize words to the second letter.
- Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I*, *me*, *my*, *they*, *them*, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles *a* and *an* appropriately orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Recognize, identify, and use complete simple and compound sentences.

C. CAPITALIZATION, AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

V. Poetry

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.

See below, Literary Terms—limerick, *re* Edward Lear.

Bed in Summer (Robert Louis Stevenson)
Bee! I'm expecting you (Emily Dickinson)
Buffalo Dusk (Carl Sandburg)
Caterpillars (Aileen Fisher)
Discovery (Harry Behn)
Harriet Tubman (Eloise Greenfield)
Hurt No Living Thing (Christina Rossetti)
Lincoln (Nancy Byrd Turner)
The Night Before Christmas (Clement Clarke Moore)
Rudolph Is Tired of the City (Gwendolyn Brooks)
Seashell (Federico Garcia Lorca)
Smart (Shel Silverstein)
Something Told the Wild Geese (Rachel Field)
There Was an Old Man with a Beard (Edward Lear)
Who Has Seen the Wind? (Christina Rossetti)
Windy Nights (Robert Louis Stevenson)

VI. Fiction

Note: Review Drama from first grade, and engage children in dramatic activities, possibly with one of the stories below in the form of a play.

Teachers: The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte's Web* or "How the Camel Got His Hump." It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.

The titles below constitute a core of stories for this grade. Expose children to many more stories, including classic picture books, read-aloud books, etc. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. STORIES

Note: "The Magic Paintbrush" is also known as "Tye May and the Magic Brush" and "Liang [or Ma Liang] and the Magic Brush."

See also World History 2: India, *re* "The Blind Men and the Elephant" and "The Tiger, the Brahman, and the Jackal."

Beauty and the Beast
The Blind Men and the Elephant (a fable from India)
A Christmas Carol (Charles Dickens)
Charlotte's Web (E. B. White)
The Emperor's New Clothes (Hans Christian Andersen)
The Fisherman and His Wife (Brothers Grimm)
How the Camel Got His Hump (a "Just-So" story by Rudyard Kipling)
Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)
The Magic Paintbrush (a Chinese folktale)
El Pajaro Cu (a Hispanic folktale)
selections from *Peter Pan* (James M. Barrie)
Talk (a West African folktale)
The Tiger, the Brahman, and the Jackal (a folktale from India)
The Tongue-Cut Sparrow (a folktale from Japan)

B. MYTHOLOGY OF ANCIENT GREECE

Teachers: See World History and Geography 2: The Ancient Greek Civilization.

Note: Roman names are listed in parentheses because, although children do not study ancient Rome until third grade in the *Core Knowledge Sequence*, you are likely to encounter both Greek and Roman names in various books of myths you may use.

- Gods of Ancient Greece (and Rome)
  - Zeus (Jupiter)
  - Hera (Juno)
  - Apollo (Apollo)
  - Artemis (Diana)
  - Poseidon (Neptune)
  - Aphrodite (Venus)
  - Demeter (Ceres)
  - Ares (Mars)
  - Hermes (Mercury)
  - Athena (Minerva)
  - Hephaestus (Vulcan)
  - Dionysus (Bacchus)
  - Eros (Cupid)
  - Hades (Pluto)
- Mount Olympus: home of the gods
- Mythological creatures and characters
  - Atlas (holding the world on his shoulders)
  - centaurs
  - Cerberus
  - Pegasus
  - Pan
- Greek Myths
  - Prometheus (how he brought fire from the gods to men)
  - Pandora's Box
  - Oedipus and the Sphinx
  - Theseus and the Minotaur
  - Daedelus and Icarus

Note: Students will read more myths in third grade; see Language Arts 3.

Arachne the Weaver
Swift-footed Atalanta
Demeter and Persephone
Hercules (Heracles) and the Labors of Hercules

C. AMERICAN FOLK HEROES AND TALL TALES

Teachers: Johnny Appleseed and Casey Jones were introduced in kindergarten.

See also Music 2: III. Songs, "John Henry."

Paul Bunyan
Johnny Appleseed
John Henry
Pecos Bill
Casey Jones

D. LITERARY TERMS

Teachers: In the course of their studies, children should learn the following terms:

myth
tall tale
limerick

VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Back to the drawing board
Better late than never
Cold feet
Don't cry over spilled milk.
Don't judge a book by its cover.
Easier said than done
Eaten out of house and home
Get a taste of your own medicine
Get up on the wrong side of the bed
In hot water
Keep your fingers crossed.
Practice what you preach.
The real McCoy
Two heads are better than one.
Turn over a new leaf
Where there's a will there's a way.
You can't teach an old dog new tricks.

History and Geography: Grade 2

Teachers: In second grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in second grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

World History and Geography

I. Geography

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review and reinforce topics from grade 1, including:

See also below, American History and Geography: Geography of the Americas.

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.

B. GEOGRAPHICAL TERMS AND FEATURES

Teachers: Review terms from grade 1 (peninsula, harbor, bay, island), and add:

- coast, valley, prairie, desert, oasis

II. Early Asian Civilizations

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

A. GEOGRAPHY OF ASIA

- The largest continent, with the most populous countries in the world
- Locate: China, India, Japan

See also Language Arts 2: "The Tiger, the Brahman, and the Jackal," and "The Blind Men and the Elephant," *re* India.

B. INDIA

- Indus River and Ganges River
- Hinduism
  Brahma, Vishnu, Shiva

See also Visual Arts 2: Architecture: Great Stupa, *re* Buddhism.

Many holy books, including the Rig Veda
- Buddhism
  - Prince Siddhartha becomes Buddha, "the Enlightened One"
  - Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia.
  - King Asoka (also spelled Ashoka)

See also Language Arts 2: "The Magic Paintbrush."

C. CHINA

Teachers: Students will study China again in grade 4. Second grade teachers should examine the fourth grade guidelines to see how these topics build in the later grade.

- Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
- Teachings of Confucius (for example, honor your ancestors)
- Great Wall of China
- Invention of paper
- Importance of silk
- Chinese New Year

III. Modern Japanese Civilization

Note: Students will study feudal Japan in grade 5. See also Language Arts 2: "The Tongue-Cut Sparrow"; Visual Arts 2: Elements of Art: Hokusai, *The Great Wave;* and, Architecture: Himeji Castle.

A. GEOGRAPHY
- Locate relative to continental Asia: "land of the rising sun"
- A country made up of islands; four major islands
- Pacific Ocean, Sea of Japan
- Mt. Fuji
- Tokyo

B. CULTURE
- Japanese flag
- Big modern cities, centers of industry and business
- Traditional craft: origami
- Traditional costume: kimono

IV. The Ancient Greek Civilization

Teachers: Students will study Greece again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

See also Language Arts 2: Greek Myths; Visual Arts 2: Sculpture, Discus Thrower; Architecture, The Parthenon.

Note: Suggested topics for learning about Alexander include his tutoring by Aristotle, his horse Bucephalus, and the legend of the Gordian knot.

- Geography: Mediterranean Sea and Aegean Sea, Crete
- Sparta
- Athens as a city-state: the beginnings of democracy
- Persian Wars: Marathon and Thermopylae
- Olympic games
- Worship of gods and goddesses
- Great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

American History and Geography

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. American Government: The Constitution

Teachers: Through analogies to familiar settings—the family, the school, the community—discuss some basic questions regarding American government, such as: "What is government?" "What are some basic functions of American government?" (Making and enforcing laws; settling disputes; protecting rights and liberties, etc.) Only basic questions need to be addressed at this grade level. In fourth grade students will examine in more detail specific issues and institutions of American government, including, for example, the separation of powers, and the relation between state and federal government.

- American government is based on the Constitution, the highest law of our land.
- James Madison, the "Father of the Constitution"
- Government by the consent of the governed: "We the people"

II. The War of 1812

- President James Madison and Dolley Madison
- British impressment of American sailors
- Old Ironsides
- British burn the White House
- Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner"
- Battle of New Orleans, Andrew Jackson

III. Westward Expansion

Teachers: Students will study Westward Expansion in greater depth and detail in grade 5. Second grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade. It is recommended that second grade teachers keep their focus on the people and events specified here, and leave for fifth grade the figures and ideas specified for that grade.

A. PIONEERS HEAD WEST

- New means of travel
  - Robert Fulton, invention of the steamboat
  - Erie Canal
  - Railroads: the Transcontinental Railroad
- Routes west: wagon trains on the Oregon Trail
- The Pony Express

B. NATIVE AMERICANS

- Sequoyah and the Cherokee alphabet
- Forced removal to reservations: the "Trail of Tears"
- Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse")
- Effect of near extermination of buffalo on Plains Indians

See also Language Arts 2: Iktomi stories.

IV. The Civil War

Teachers: Students will study the Civil War in greater depth and detail in grade 5. Second grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

- Controversy over slavery
- Harriet Tubman, the "underground railroad"
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, "Angel of the Battlefield," founder of American Red Cross
- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

V. Immigration and Citizenship

Teachers: Students will study Immigration and Urbanization in greater depth and detail in grade 6. Second grade teachers should examine the sixth grade American History guidelines to see how these topics build in the later grade. In second grade, it is recommended that teachers use narrative, biography, and other accessible means to introduce children to the idea that many people have come to America (and continue to come here) from all around the world, for many reasons: to find freedom, to seek a better life, to leave behind bad conditions in their native lands, etc. Discuss with children: What is an immigrant? Why do people leave their home countries to make a new home in America? What is it like to be a newcomer in America? What hardships have immigrants faced? What opportunities have they found?

- America perceived as a "land of opportunity"
- The meaning of "e pluribus unum" (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
  - Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
  - What it means to be a citizen of a nation
  - American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
  - Becoming an American citizen (by birth, naturalization)

VI. Fighting for a Cause

Teachers: Through narrative, biography, and other accessible means, introduce students to the idea that while America is a country founded upon "the proposition that all men are created equal," equality has not always been granted to all Americans. Many people, however, have dedicated themselves to the struggle to extend equal rights to all Americans. Specific figures and issues to study include:

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

Note: In grade 4, students will study, in the historical context of antebellum reform, early pioneers in the women's movement in America, including Elizabeth Cady Stanton, Lucretia Mott, Margaret Fuller, and Sojourner Truth.

Note: Students will study the modern American civil rights movement in more depth and detail in grade 8.

Note: In fifth grade, the American Geography requirements include "fifty states and capitals." Teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

VII. Geography of the Americas

A. NORTH AMERICA

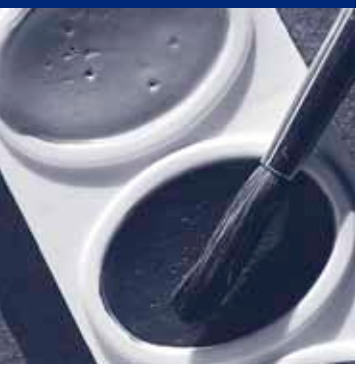
- North America: Canada, United States, Mexico
- The United States
  - Fifty states: 48 contiguous states, plus Alaska and Hawaii
  - Current territories (American Samoa, Guam, Puerto Rico, and U.S. Virgin Islands)
  - Mississippi River
  - Appalachian and Rocky Mountains
  - Great Lakes
- Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
- Central America

B. SOUTH AMERICA

- Brazil: largest country in South America, Amazon River, rain forests
- Peru and Chile: Andes Mountains
- Locate: Venezuela, Colombia, Ecuador
- Bolivia: named after Simon Bolivar, "The Liberator"
- Argentina: the Pampas
- Main languages: Spanish and (in Brazil) Portuguese

VIII. Symbols and Figures

- Recognize and become familiar with the significance of
  - U. S. flag: current and earlier versions
  - Statue of Liberty
  - Lincoln Memorial



Visual Arts: Grade 2

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In second grade, continue when appropriate to discuss qualities of line, shape, color, and texture that children learned about in kindergarten and first grade.

- Recognize lines as horizontal, vertical, or diagonal.
- Observe the use of line in
  Pablo Picasso, *Mother and Child*
  Katsushika Hokusai, *The Great Wave at Kanagawa Nami-Ura* from *Thirty-six Views of Mt. Fuji*

See also World History 2: Japan, *re* Hokusai.

II. Sculpture

See also World History 2: The Ancient Greek Civilization, *re The Discus Thrower;* and China, *re Flying Horse.*

- Observe shape, mass, and line in sculptures, including
  The Discus Thrower
  Flying Horse (from Wu-Wei, China)
  Auguste Rodin, *The Thinker*

III. Kinds of Pictures: Landscapes

Teachers: Briefly review from grade 1: portrait, self-portrait, and still life. In discussing the following works, ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why they think the artist chose to depict things in a certain way, etc.

- Recognize as landscapes and discuss
  Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
  El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
  Henri Rousseau, *Virgin Forest*
  Vincent van Gogh, *The Starry Night*

IV. Abstract Art

Note: You may wish to recall from kindergarten, Joan Miró, *People and Dog in the Sun.*

- Compare lifelike and abstract animals, including
  Paintings of birds by John James Audubon
  Albrecht Dürer, *Young Hare*
  Paul Klee, *Cat and Bird*
  Pablo Picasso, *Bull's Head* (made from bicycle seat and handlebars)
  Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculpture, including
  Marc Chagall, *I and the Village*
  Constantin Brancusi, *Bird in Space*

V. Architecture

See also World History 2: The Ancient Greek Civilization, *re* the Parthenon; India, *re* the Great Stupa; Japan, *re* Himeji Castle.

- Understand architecture as the art of designing buildings.
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon).
- Noting line, shape, and special features (such as columns and domes), look at
  The Parthenon
  Great Stupa (Buddhist temple in Sanchi, India)
  Himeji Castle (also known as "White Heron Castle," Japan)
  The Guggenheim Museum (New York City)

Music: Grade 2

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognize a steady beat, accents, and the downbeat; play a steady beat.
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognize short and long sounds.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Recognize like and unlike phrases.
  - Recognize timbre (tone color).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognize verse and refrain.
  - Recognize that musical notes have names.
  - Recognize a scale as a series of notes.
  - Sing the C major scale using "do re mi" etc.
- Understand the following notation:

  staff, 𝄞 treble clef, names of lines and spaces in the treble clef

  𝅝 whole note 𝅗𝅥 half note ♩ quarter note

  whole rest, half rest, quarter rest

II. Listening and Understanding

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

Note: In third grade, students will take a closer look at the brass and woodwind families.

Note: If you have recordings or other resources, also introduce African drumming and Latin American music with percussion.

A. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to
  - Camille Saint-Saëns, from *Carnival of the Animals:* "The Swan" (cello) and "Elephants" (double bass)
  - Antonio Vivaldi, *The Four Seasons* (see below, Composers and Their Music)
- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to
  - Carlos Chavez, *Toccata for Percussion*, third movement.

See also below, Composers and Their Music, Bach, *Toccata and Fugue in D minor* (organ).

B. KEYBOARD INSTRUMENTS

- Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:
  Wolfgang Amadeus Mozart, *Rondo Alla turca* from *Piano Sonata K. 331*
  Ludwig van Beethoven, *Für Elise*
  Felix Mendelssohn, from *Songs without Words*, "Spring Song"

C. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Antonio Vivaldi, *The Four Seasons*
- Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man's Desiring*; *Toccata and Fugue in D minor*
- Ludwig van Beethoven, *Symphony No. 6 ("Pastoral")*: first movement and from final movement, "Thunderstorm" to end of symphony

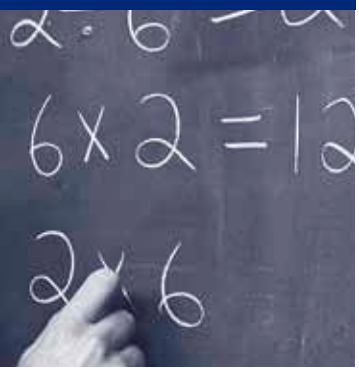
III. Songs

See also Language Arts 2: American tall tales, *re* "Casey Jones," and "John Henry."

See also American History 2: Civil War, *re* "Dixie," "Follow the Drinking Gourd," and "When Johnny Comes Marching Home."

See also American History 2: War of 1812, *re* "The Star-Spangled Banner."

Buffalo Gals
Casey Jones (chorus only)
Clementine
Dixie
Do-Re-Mi
The Erie Canal
Follow the Drinking Gourd
Good Bye Old Paint
Home on the Range
I've Been Working on the Railroad
John Henry
Old Dan Tucker
The Star-Spangled Banner
Swing Low, Sweet Chariot
This Land Is Your Land
When Johnny Comes Marching Home



Mathematics: Grade 2

Teachers: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to math as math. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important—indeed, it is prerequisite to achieving higher order skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. Numbers and Number Sense

- Write numbers to 1,000.
- Read and write words for numbers from one to one-hundred.
- Order and compare numbers to 1,000, using the signs <, >, and = .
- Count
  - by twos, threes, fives, and tens
  - by tens from any given number
  - by hundreds to 1,000; by fifties to 1,000
  - forward and backward
- Use a number line.
- Use tallies.
- Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.
- Identify even and odd numbers.
- Identify dozen; half-dozen; pair.
- Recognize place value: ones, tens, hundreds, thousands.
- Write numbers up to hundreds in expanded form (for example 64 = 60 + 4; 367 = 300 + 60 + 7).
- Given a number, identify one more and one less; ten more and ten less.
- Round to the nearest ten.
- Create and interpret simple bar graphs.
- Identify and extend numerical and symbolic patterns.
- Record numeric data systematically and find the lowest and highest values in a data set.

II. Fractions

- Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$.
- Recognize fractions that are equal to 1.

III. Money

- Recognize relative values of a penny, nickel, dime, quarter, and dollar.
- Write amounts of money using $ and ¢ signs, and the decimal point.
- Show how different combinations of coins equal the same amounts of money.
- Add and subtract amounts of money.

IV. Computation

A. ADDITION

- Achieve timed mastery of addition facts (2 seconds).
- Recognize what an addend is.
- Know how to write addition problems horizontally and vertically.
- Know how to add in any order and check a sum by changing the order of the addends.
- Estimate the sum.
- Solve two-digit and three-digit addition problems with and without regrouping.
- Find the sum (up to 999) of any two whole numbers.
- Add three two-digit numbers.
- Practice doubling (adding a number to itself).

B. SUBTRACTION

- Understand the inverse relation between addition and subtraction; use addition to check subtraction.
- Know addition and subtraction "fact families."
- Achieve mastery of subtraction facts.
- Estimate the difference.
- Know how to write subtraction problems horizontally and vertically.
- Solve two-digit and three-digit subtraction problems with and without regrouping.
- Given two whole numbers of 999 or less, find the difference.

C. INTRODUCTION TO MULTIPLICATION

- Recognize the "times" sign (**x**).
- Know what "factor" and "product" mean.
- Understand that you can multiply numbers in any order.
- Multiplication facts: know the product of any single-digit number x 1, 2, 3, 4, 5.
- Know what happens when you multiply by 1, by 0, and by 10.
- Practice simple word problems involving multiplication.

D. SOLVING PROBLEMS AND EQUATIONS

- Solve basic word problems.
- Write and solve simple equations in the form of ___ - 9 = 7; 7 + ___ = 16; 4 x ___ = 8.

V. Measurement

A. LINEAR MEASURE

- Make linear measurements in feet and inches, and in centimeters.
- Know that one foot = 12 inches.
- Know abbreviations: ft., in.
- Measure and draw line segments in inches to 1/2 inch, and in centimeters.
- Estimate linear measurements, then measure to check estimates.

B. WEIGHT

- Compare weights of objects using a balance scale.
- Estimate and measure weight in pounds, and know abbreviation: lb.

C. CAPACITY (VOLUME)

- Estimate and measure capacity in cups.
- Measure liquid volumes: cups, pints, quarts, gallons.
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. TEMPERATURE

- Measure and record temperature in degrees Fahrenheit to the nearest 2 degrees.
- Know the degree sign: °

E. TIME

- Read a clock face and tell time to five-minute intervals.
- Know how to distinguish time as A.M. or P.M.
- Understand noon and midnight.
- Solve problems on elapsed time (how much time has passed?).
- Using a calendar, identify the date, day of the week, month, and year.
- Write the date using words and numbers.

VI. Geometry

Teachers: Review and reinforce topics from grade 1 as necessary (left and right, orientation and position, etc.)

- Identify and draw basic plane figures: square, rectangle, triangle, circle.
- Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).
- Measure perimeter in inches of squares and rectangles.
- Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate solid figures with planar shapes: sphere (circle), cube (square), pyramid (triangle).
- Make congruent shapes and designs.
- Identify lines as horizontal; vertical; perpendicular; parallel.
- Name lines and line segments (for example, line AB; segment CD).
- Identify a line of symmetry, and create simple symmetric figures.

Science: Grade 2

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. Cycles in Nature

A. SEASONAL CYCLES

- The four seasons and earth's orbit around the sun (one year)
- Seasons and life processes
  - Spring: sprouting, sap flow in plants, mating and hatching
  - Summer: growth
  - Fall: ripening, migration
  - Winter: plant dormancy, animal hibernation

B. LIFE CYCLES

- The life cycle: birth, growth, reproduction, death
- Reproduction in plants and animals
  - From seed to seed with a plant
  - From egg to egg with a chicken
  - From frog to frog
  - From butterfly to butterfly: metamorphosis (see below: Insects)

C. THE WATER CYCLE

Note: In fourth grade, students will review the water cycle and study other topics in meteorology.

- Most of the earth's surface is covered by water.
- The water cycle
  - Evaporation and condensation
  - Water vapor in the air, humidity
  - Clouds: cirrus, cumulus, stratus
  - Precipitation, groundwater

II. Insects

- Insects can be helpful and harmful to people.
  - Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects
  - Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting
- Distinguishing characteristics
  - Exoskeleton, chitin
  - Six legs and three body parts: head, thorax and abdomen
  - Most but not all insects have wings.
- Life cycles: metamorphosis
  - Some insects look like miniature adults when born from eggs, and they molt to grow (examples: grasshopper, cricket).
  - Some insects go through distinct stages of egg, larva, pupa, adult (examples: butterflies, ants).

- Social insects
  Most insects live solitary lives, but some are social (such as ants, honeybees, termites, wasps).
  Ants: colonies
  Honeybees: workers, drones, queen

III. The Human Body

A. CELLS

- All living things are made up of cells, too small to be seen without a microscope.
  Cells make up tissues.
  Tissues make up organs.
  Organs work in systems.

B. THE DIGESTIVE AND EXCRETORY SYSTEMS

Teachers: Explore with children what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste. Children should become familiar with the following:

- Salivary glands, taste buds
- Teeth: incisors, bicuspids, molars
- Esophagus, stomach, liver, small intestine, large intestine
- Kidneys, urine, bladder, urethra, anus, appendix

C. TAKING CARE OF YOUR BODY: A HEALTHY DIET

- The "food pyramid" or "MyPlate"
- Vitamins and minerals

IV. Magnetism

Teachers: Magnetism was introduced in kindergarten. Review and introduce new topics in second grade, with greater emphasis on experimentation.

- Magnetism demonstrates that there are forces we cannot see that act upon objects.
- Most magnets contain iron.
- Lodestones: naturally occurring magnets
- Magnetic poles: north-seeking and south-seeking poles
- Magnetic field (strongest at the poles)
- Law of magnetic attraction: unlike poles attract, like poles repel
- The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)
- Orienteering: use of a magnetized needle in a compass, which will always point to the north

V. Simple Machines

Teachers: Examine with children how specific tools are made to perform specific jobs—for example, hammers, screwdrivers, pliers, etc. Through observation and experimentation, examine with children how simple machines help make work easier, and how they are applied and combined in familiar tools and machines.

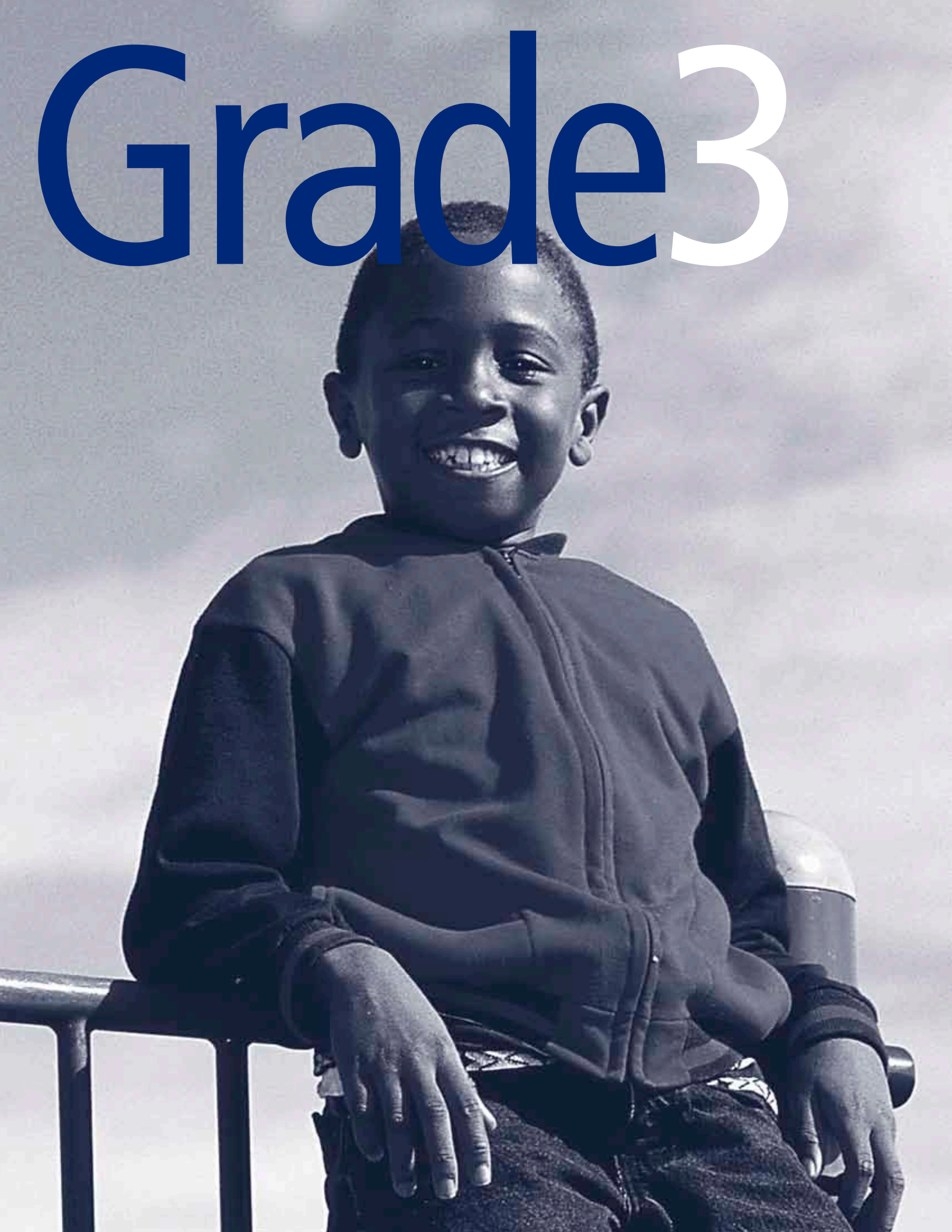
- Simple machines
  - lever
  - pulley
  - wheel-and-axle
    - gears: wheels with teeth and notches
    - how gears work, and familiar uses (for example, in bicycles)
  - inclined plane
  - wedge
  - screw
- Friction, and ways to reduce friction (lubricants, rollers, etc.)

VI. Science Biographies

See above, Human Body: Cells *re* Anton van Leeuwenhoek; Simple Machines: Friction, *re* Elijah McCoy.

Anton van Leeuwenhoek (invented the microscope)
Elijah McCoy (invented the automatic lubricator/the real McCoy)
Florence Nightingale (helped the wounded in the Crimean War/made hospitals more sanitary)
Daniel Hale Williams (performed the first open-chest surgery)

Grade 3



Overview of Topics

Grade 3

Language Arts
I. Reading and Writing
   A. Reading Comprehension and Response
   B. Writing
   C. Spelling, Grammar, and Usage
   D. Vocabulary
II. Poetry
III. Fiction
   A. Stories
   B. Myths and Mythical Characters
   C. Literary Terms
IV. Sayings and Phrases

History and Geography
World:
I. World Geography
   A. Spatial Sense
   B. Geographical Terms and Features
   C. Canada
   D. Important Rivers of the World
II. The Ancient Roman Civilization
   A. Geography of the Mediterranean Region
   B. Background
   C. The Empire
   D. The "Decline and Fall" of Rome
   E. The Eastern Roman Empire: Byzantine Civilization
III. The Vikings

American:
I. The Earliest Americans
   A. Crossing from Asia to North America
   B. Native Americans
II. Early Exploration of North America
   A. Early Spanish Exploration and Settlement
   B. Exploration and Settlement of the American Southwest
   C. The Search for the Northwest Passage
III. The Thirteen Colonies: Life and Times Before the Revolution
   A. Geography
   B. Southern Colonies
   C. New England Colonies
   D. Middle Atlantic Colonies

Visual Arts
I. Elements of Art
   A. Light
   B. Space in Artworks
   C. Design: How the Elements of Art Work Together
II. American Indian Art
III. Art of Ancient Rome and Byzantine Civilization

Music
I. Elements of Music
II. Listening and Understanding
   A. The Orchestra
   B. Composers and Their Music
   C. Musical Connections
III. Songs

Mathematics
I. Numbers and Number Sense
II. Fractions and Decimals
III. Money
IV. Computation
   A. Addition
   B. Subtraction
   C. Multiplication
   D. Division
   E. Solving Problems and Equations
V. Measurement
   A. Linear Measure
   B. Weight
   C. Capacity (Volume)
   D. Temperature
   E. Time
VI. Geometry

Science
I. Introduction to Classification of Animals
II. The Human Body
   A. The Muscular System
   B. The Skeletal System
   C. The Nervous System
   D. Vision: How the Eye Works
   E. Hearing: How the Ear Works
III. Light and Optics
IV. Sound
V. Ecology
VI. Astronomy
VII. Science Biographies

Language Arts: Grade 3

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 3, domains include: The Ancient Roman Civilization; The Vikings; The Earliest Americans; Early Exploration of North America; The Thirteen Colonies: Life and Times Before the Revolution; Introduction to Classification of Animals; The Human Body; Light and Optics; Sound; Ecology; Astronomy.

NOTE: The objectives listed in I. Reading and Writing are currently under revision, as part of the *Core Knowledge Language Arts* program development for Grades 3–5. The revised Grade 3 goals and objectives will be conceptually consistent with the K–2 language arts sections of the 2010 edition of the *Sequence* and will be posted at www.coreknowledge.org as part of the online *Sequence* as soon as they are available.

I. Reading and Writing

Note: Children should read outside of school at least 20 minutes daily.

Teachers: Many of the following sub-goals are designed to help children achieve the overall goal for reading in third grade: to be able to read (both aloud and silently), with fluency, accuracy, and comprehension any story or other text appropriately written for third grade. Such texts include Beverly Cleary's *Ramona* books, Laura Ingalls Wilder's *Little House in the Big Woods,* and third-grade-level volumes in such nonfiction series as *Let's Read and Find Out* and *New True Books.*

In third grade, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, and prefixes and suffixes to decode multisyllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for grades 1 and 2.

A. READING COMPREHENSION AND RESPONSE

- Independently read and comprehend longer works of fiction ("chapter books") and nonfiction appropriately written for third grade or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarize main points from fiction and nonfiction readings.
- Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.
- Know how to use a table of contents and index to locate information.

B. WRITING

Teachers: Children should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The following guidelines build on the second grade guidelines: please refer to them and provide review and reinforcement as necessary to ensure mastery.

- Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
- Produce written work with a beginning, middle, and end.
- Organize material in paragraphs and understand
  - how to use a topic sentence
  - how to develop a paragraph with examples and details
  - that each new paragraph is indented
- In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

C. SPELLING, GRAMMAR, AND USAGE

Note: Review from grade 2: capital letters for the first word of a sentence; proper nouns; the pronoun "I"; holidays and months and days of the week; names of countries, cities, states; main words in titles; initials.

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is, and
  - identify subject and predicate in single-clause sentences
  - distinguish complete sentences from fragments
- Identify and use different sentence types:
  - declarative (makes a statement)
  - interrogative (asks a question)
  - imperative (gives a command)
  - exclamatory (for example, "What a hit!")

Note: Review and reinforce from grade 2: singular and plural nouns; making words plural with */s/* or */es/*; irregular plurals; correct usage of irregular verbs (*be*, *have*, *do*, *go*, *come*, etc.); regular past tense with *-ed* and past tense of irregular verbs.

- Know the following parts of speech and how they are used:
  - nouns (for concrete nouns)
  - pronouns (singular and plural)
  - verbs: action verbs and auxiliary (helping) verbs
  - adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
  - adverbs
- Know how to use the following punctuation:
  - end punctuation: period, question mark, or exclamation point
  - comma: between day and year when writing a date; between city and state in an address; in a series; after *yes* and *no*
  - apostrophe: in contractions; in singular and plural possessive nouns

Note: Children should know that a *possessive* noun shows ownership.

- Recognize and avoid the double negative.

D. VOCABULARY

Note: Teach only words that can be clearly analyzed into prefix and base word; for example, do not teach "discover" or "display" as prefixed words.

- Know what prefixes and suffixes are and how the following affect word meaning:
  - Prefixes:
    - *re* meaning "again" (as in reuse, refill)
    - *un* meaning "not" (as in unfriendly, unpleasant)
    - *dis* meaning "not" (as in dishonest, disobey)
    - *un* meaning "opposite of" or "reversing an action" (as in untie, unlock)
    - *dis* meaning "opposite of" or "reversing an action" (as in disappear, dismount)
  - Suffixes:
    - *er* and *or* (as in singer, painter, actor)
    - *less* (as in careless, hopeless)
    - *ly* (as in quickly, calmly)

Note: Review synonyms and antonyms.

- Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems:
  their, there, they're
  your, you're
  its, it's
  here, hear
  to, too, two
- Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

Adventures of Isabel (Ogden Nash)
The Bee (Isaac Watts; see also below, "The Crocodile")
By Myself (Eloise Greenfield)
Catch a Little Rhyme (Eve Merriam)
The Crocodile (Lewis Carroll)
Dream Variations (Langston Hughes)
Eletelephony (Laura Richards)
Father William (Lewis Carroll)
First Thanksgiving of All (Nancy Byrd Turner)
For want of a nail, the shoe was lost . . . (traditional)
Jimmy Jet and His TV Set (Shel Silverstein)
Knoxville, Tennessee (Nikki Giovanni)
Trees (Sergeant Joyce Kilmer)

III. Fiction

Teachers: The titles here constitute a selected core of stories for this grade. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the following works, such as *Alice in Wonderland* and *The Wind in the Willows*, lend themselves to reading aloud to children.

A. STORIES

Alice in Wonderland (Lewis Carroll)
from *The Arabian Nights*:
  Aladdin and the Wonderful Lamp
  Ali Baba and the Forty Thieves
The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
The Husband Who Was to Mind the House (a Norse/English folktale, also known as "Gone is Gone")
The Little Match Girl (Hans Christian Andersen)
The People Could Fly (an African American folktale)
Three Words of Wisdom (a folktale from Mexico)
William Tell
selections from *The Wind in the Willows*: "The River Bank" and "The Open Road" (Kenneth Grahame)

See also American History 3: Slavery in the Colonies, re "The People Who Could Fly."

See also World History 3: Vikings.

B. MYTHS AND MYTHICAL CHARACTERS

- Norse Mythology
  - Asgard (home of the gods)
  - Valhalla
  - Hel (underworld)
  - Odin
  - Thor
  - trolls
  - Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]

See also World History 3, Ancient Rome.

- More Myths and Legends of Ancient Greece and Rome
  - Jason and the Golden Fleece
  - Perseus and Medusa
  - Cupid and Psyche
  - The Sword of Damocles
  - Damon and Pythias
  - Androcles and the Lion
  - Horatius at the Bridge

C. LITERARY TERMS

biography and autobiography
fiction and nonfiction

IV. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Actions speak louder than words.
His bark is worse than his bite.
Beat around the bush
Beggars can't be choosers.
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
Let bygones be bygones.
One rotten apple spoils the whole barrel.
On its last legs
Rule the roost
The show must go on.
Touch and go
When in Rome do as the Romans do.
Rome wasn't built in a day.

History and Geography: Grade 3

World History and Geography

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)
Teachers: Review and reinforce earlier topics, and add new topics as follows:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.
- Measure straight-line distances using a bar scale.
- Use an atlas and, if available, on-line sources to find geographic information.

B. GEOGRAPHICAL TERMS AND FEATURES
Teachers: Review terms from grade 1 (peninsula, harbor, bay, island) and grade 2 (coast, valley, desert, oasis, prairie), and add:

- boundary, channel, delta, isthmus, plateau, reservoir, strait

C. CANADA

See also below, American History and Geography II.C: Search for the Northwest Passage.

- Locate in relation to United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities, including Montreal, Quebec, Toronto, Vancouver

D. IMPORTANT RIVERS OF THE WORLD

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi and major tributaries, Mackenzie, Yukon
- Australia: Murray-Darling
- Europe: Volga, Danube, Rhine

II. The Ancient Roman Civilization

Teachers: Students will study Rome again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

A. GEOGRAPHY OF THE MEDITERRANEAN REGION

- Mediterranean Sea, Aegean Sea, Adriatic Sea
- Greece, Italy (peninsula), France, Spain
- Strait of Gibraltar, Atlantic Ocean
- North Africa, Asia Minor (peninsula), Turkey
- Bosporus (strait), Black Sea, Istanbul (Constantinople)
- Red Sea, Persian Gulf, Indian Ocean

B. BACKGROUND

- Define B.C. / A.D. and B.C.E. / C.E.
- The legend of Romulus and Remus
- Latin as the language of Rome
- Worship of gods and goddesses, largely based on Greek religion
- The Republic: Senate, Patricians, Plebeians
- Punic Wars: Carthage, Hannibal

See also Language Arts 3: More Myths and Legends of Ancient Greece and Rome.

C. THE EMPIRE

- Julius Caesar
  - Defeats Pompey in civil war, becomes dictator
  - "Veni, vidi, vici" ("I came, I saw, I conquered")
  - Cleopatra of Egypt
  - Caesar assassinated in the Senate, Brutus
- Augustus Caesar
- Life in the Roman Empire
  - The Forum: temples, marketplaces, etc.
  - The Colosseum: circuses, gladiator combat, chariot races
  - Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius, destruction of Pompeii
- Persecution of Christians

D. THE "DECLINE AND FALL" OF ROME

- Weak and corrupt emperors, legend of Nero fiddling as Rome burns
- Civil wars
- City of Rome sacked
- Social and moral decay

See also Visual Arts 3: Art of Ancient Rome and Byzantine Civilization.

E. THE EASTERN ROMAN EMPIRE: BYZANTINE CIVILIZATION

- The rise of the Eastern Roman Empire, known as the Byzantine Empire
- Constantine, emperor who made Christianity the official religion of Rome
- Constantinople (now called Istanbul) merges diverse influences and cultures.
- Justinian, Justinian's Code

III. The Vikings

See also Language Arts 3: Norse Myths.

- From area now called Scandinavia (Sweden, Denmark, Norway)
- Also called Norsemen, they were skilled sailors and shipbuilders.
- Traders, and sometimes raiders of the European coast
- Eric the Red and Leif Ericson (Leif "the Lucky")
- Earliest Europeans (long before Columbus) we know of to come to North America
  - Locate: Greenland, Canada, Newfoundland

American History and Geography

Teachers: In third grade, students begin a more detailed and in-depth chronological investigation of topics, some of which have been introduced in grades K–2. Specific topics include: the early exploration of North America; ways of life of specific Native American peoples; life in colonial America before the Revolution. Use of timelines is encouraged. The following guidelines are meant to complement any locally required studies of the family, community, or region. Note that in fifth grade the American Geography requirements include "fifty states and capitals"; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

I. The Earliest Americans

A. CROSSING FROM ASIA TO NORTH AMERICA

- During the Ice Age, nomadic hunters cross from Asia to North America (now the Bering Strait). (Crossing a land bridge is just one of many theories.) Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
  - Inuits (Eskimos)
  - Anasazi, pueblo builders and cliff dwellers
  - Mound builders

B. NATIVE AMERICANS

- In the Southwest
  - Pueblos (Hopi, Zuni)
  - Dine (Navajo)
  - Apaches
- Eastern "Woodland" Indians
  - Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
  - Major tribes and nations (such as Powhatan, Delaware, Susquehanna, Mohican, Massachusett, Iroquois Confederacy)
- In the Southeast
  - Cherokee
  - Seminole

See also Language Arts 3: "The Hunting of the Great Bear" (an Iroquois legend).

II. Early Exploration of North America

Teachers: In fifth grade, students will examine European exploration in a more global context. Third grade teachers should look ahead to the fifth grade World History guidelines (under "European Exploration, Trade, and the Clash of Cultures") to see how the topics introduced here will be developed and extended later. It is recommended that third grade teachers keep their focus on the explorers and events specified here, and leave for fifth grade the figures and ideas specified for that grade.

A. EARLY SPANISH EXPLORATION AND SETTLEMENT

- Settlement of Florida
- Ponce de Leon, legend of the Fountain of Youth
- Hernando de Soto
- Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
- Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

B. EXPLORATION AND SETTLEMENT OF THE AMERICAN SOUTHWEST

- Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
- Coronado and the legend of the "Seven Cities of Cibola" (of Gold)
- Geography: Grand Canyon and Rio Grande
- Conflicts between the Spanish and the Pueblos (1680 revolt led by Popé)

C. THE SEARCH FOR THE NORTHWEST PASSAGE

- Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
  - John Cabot: Newfoundland
  - Champlain: "New France" and Quebec
  - Henry Hudson: the Hudson River
- Geography
  - "New France" and Quebec
  - Canada, St. Lawrence River
  - The Great Lakes: Superior, Michigan, Huron, Erie, Ontario

Note: Students may also be interested to learn about Amerigo Vespucci, the unlikely source of our country's name.

III. The Thirteen Colonies: Life and Times Before the Revolution

Teachers: Discuss with children the definition of "colony" and why countries establish colonies. Help children see that the thirteen English colonies were not alike. Different groups of people came to America with different motivations (hoping to get rich, looking for religious freedom, etc.), and the thirteen colonies developed in different ways.

A. GEOGRAPHY

- The thirteen colonies by region: New England, Middle Atlantic, Southern
- Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
- Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston

B. SOUTHERN COLONIES

- Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
- Virginia
  - Chesapeake Bay, James River
  - 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
  - Establishment of Jamestown, first continuous English colony in the New World
  - Trade with Powhatan Indians (see also Eastern Woodland Indians, above)
  - John Smith
  - Pocahontas, marriage to John Rolfe
  - Diseases kill many people, both colonists and Indians
  - The Starving Time
  - Clashes between American Indians and English colonists
  - Development of tobacco as a cash crop, development of plantations
  - 1619: first African laborers brought to Virginia
- Maryland
  - A colony established mainly as a refuge for Catholics
  - Lord Baltimore
- South Carolina
  - Charleston
  - Plantations (rice, indigo) and slave labor

Note: The question of fact vs. legend regarding the rescue of John Smith by Pocahontas presents a good opportunity to explore what historians know and how they seek to learn about the past.

- Georgia
  - James Oglethorpe's plan to establish a colony for English debtors
- Slavery in the Southern colonies
  - Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
  - The difference between indentured servants and slaves: slaves as property
  - The Middle Passage

See also Language Arts 3: "The People Who Could Fly" *re* slavery in the colonies.

C. NEW ENGLAND COLONIES

- New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
- Gradual development of maritime economy: fishing and shipbuilding
- Massachusetts
  - Colonists seeking religious freedom: in England, an official "established" church (the Church of England), which did not allow people to worship as they chose
  - The Pilgrims
    - From England to Holland to Massachusetts
    - 1620: Voyage of the Mayflower
    - Significance of the Mayflower Compact
    - Plymouth, William Bradford
    - Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
  - The Puritans
    - Massachusetts Bay Colony, Governor John Winthrop: "We shall be as a city upon a hill."
    - Emphasis on reading and education, the *New England Primer*
- Rhode Island
  - Roger Williams: belief in religious toleration
  - Anne Hutchinson

Note: In fifth grade, students will explore the social changes that led to the Protestant Reformation.

D. MIDDLE ATLANTIC COLONIES

- Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
- New York
  - Dutch settlements and trading posts in "New Netherland"
  - Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)
  - English take over from the Dutch, and rename the colony New York
- Pennsylvania
  - William Penn
  - Society of Friends, "Quakers"
  - Philadelphia

Visual Arts: Grade 3

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In third grade, build on what the children have learned in earlier grades as you introduce concepts of light, space, and design.

A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in
  James Chapin, *Ruby Green Singing*
  Jan Vermeer, *Milkmaid*

B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)
- Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder
- Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings, including
  Jean Millet, *The Gleaners*
  Pieter Bruegel, *Peasant Wedding*

Note: Students will take a more detailed look at perspective in grade 5.

C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art:
  Figure and ground
  Pattern
  Balance and symmetry
- Examine design—how the elements of art work together—in
  Rosa Bonheur, *The Horse Fair*
  Mary Cassatt, *The Bath*
  Early American quilts
  Edward Hicks, *The Peaceable Kingdom*
  Henri Matisse, cut-outs: *Icarus*
  Edvard Munch, *The Scream*
  Horace Pippin, *Victorian Interior*
  Faith Ringgold, *Tar Beach*

See also American History 3: Colonial America, *re* Early American quilts and *The Peaceable Kingdom.*

II. American Indian Art

Teachers: The works of art specified below are associated with the Southwest and Eastern Woodland Indians studied in third grade, thus other works of art, such as totem poles, are not listed here because they would be more appropriately examined when students are introduced to the Pacific Northwest Indians. Students should be made aware of the spiritual purposes and significance of many American Indian works of art.

- Become familiar with American Indian works, including
  Kachina dolls (Hopi, Zuni)
  Navajo (Dine) blankets and rugs, sand paintings
  Jewelry

III. Art of Ancient Rome and Byzantine Civilization

Teachers: The works of art listed here may be introduced as part of your study of ancient Roman civilization; see World History Grade 3.

- Become familiar with artworks of ancient Roman and Byzantine civilization, including
  Le Pont du Gard
  The Pantheon
  Byzantine mosaics
  Hagia Sophia

Music: Grade 3

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognize a steady beat, accents, and the downbeat; play a steady beat.
  - Move responsively to music.
  - Recognize short and long sounds.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Sing unaccompanied, accompanied, and in unison.
  - Recognize harmony; sing rounds.
  - Recognize verse and refrain.
  - Continue work with timbre and phrasing.
  - Review names of musical notes; scale as a series of notes; singing the C major scale using "do re mi" etc.
- Understand the following notation

  names of lines and spaces in the treble clef

  𝄞 treble clef, 𝄚 staff, bar line, double bar line, measure, repeat signs

  𝅝 whole note 𝅗𝅥 half note ♩ quarter note ♪ eighth note

  whole rest, half rest, quarter rest

  meter signature: $\frac{4}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

  soft *p* *pp* loud *f* *ff*

II. Listening and Understanding

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

See also below, *re* brass instruments, Composers and Their Music: Aaron Copland's *Fanfare for the Common Man,* and John Philip Sousa, *Stars and Stripes Forever.* See also Language Arts 3: William Tell.

A. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to
  - Gioacchino Rossini, *William Tell Overture*, finale (trumpet)
  - Wolfgang Amadeus Mozart, selections from the *Horn Concertos* (French horn)

Note: When you explore woodwinds with children, you may also want to recall Prokofiev's *Peter and the Wolf:* the duck's theme (oboe), cat's theme (clarinet), bird's theme (flute), and Grandfather's theme (bassoon).

- Become familiar with woodwind instruments—flute and piccolo (no reeds); clarinet, oboe, bassoon (with reeds)—and listen to
  Claude Debussy, *Prelude to the Afternoon of a Faun* (flute)
  Opening of George Gershwin's *Rhapsody in Blue* (clarinet)

B. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Peter Ilich Tchaikovsky, *Suite from Swan Lake*
- John Philip Sousa, *Stars and Stripes Forever*
- Aaron Copland, *Fanfare for the Common Man*; "Hoedown" from *Rodeo*, "Simple Gifts" from *Appalachian Spring*

See below, Songs, "Simple Gifts."

C. MUSICAL CONNECTIONS

Teachers: Introduce children to the following in connection with topics in other disciplines:

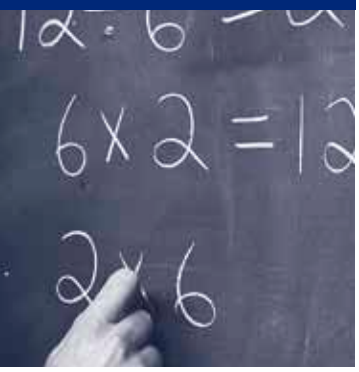
- Nikolai Rimsky-Korsakov, *Scheherazade,* part one: "The Sea and Sinbad's Ship"

See also Language Arts 3: Tales from "The Arabian Nights" *re Scheherazade.* Also, *re* Norse mythology, you may want to introduce Wagner's "The Ride of the Valkyries."

III. Songs

Alouette
America ("My country, 'tis of thee")
A Bicycle Built for Two (chorus only)
Down in the Valley
He's Got the Whole World in His Hands
Hey, Ho, Nobody Home (round)
In the Good Old Summertime (chorus only)
Li'l Liza Jane
My Bonnie Lies Over the Ocean
Polly Wolly Doodle
The Man on the Flying Trapeze (chorus only)
The Sidewalks of New York (chorus only)
Simple Gifts ("Tis a gift to be simple")
This Little Light of Mine
You're a Grand Old Flag

Note: Review from earlier grades "America the Beautiful" and "The Star-Spangled Banner."



Mathematics: Grade 3

Teachers: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to math as math. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important—indeed, it is prerequisite to achieving "higher order" skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. Numbers and Number Sense

- Read and write numbers (in digits and words) up to six digits.
- Recognize place value up to hundred thousands.
- Order and compare numbers to 999,999, using the signs <, >, and = .
- Count by twos, threes, fives, and tens; count by tens from any given number.
- Write numbers in expanded form.
- Use a number line.
- Identify ordinal position, 1st to 100th.
- Review: even and odd numbers; dozen; half-dozen; pair.
- Round to the nearest ten; to the nearest hundred.
- Identify perfect squares (and square roots) to 100, and recognize the square root sign: $\sqrt{}$
- Identify Roman numerals from 1 to 20 (I - XX).
- Understand what negative numbers are in relation to familiar uses (such as temperatures below zero).
- Locate positive and negative whole numbers on a number line.
- Create and interpret bar graphs and line graphs.
- Record outcomes for a simple event (for example, tossing a die) and display the results graphically.

II. Fractions and Decimals

- Recognize fractions to $\frac{1}{10}$ and fractions whose denominator is 100.
- Identify numerator and denominator.
- Write mixed numbers.
- Recognize equivalent fractions (for example, $\frac{1}{2} = \frac{3}{6}$).
- Compare fractions with like denominators, using the signs <, >, and = .
- Know and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$.
- Read and write decimals to the hundredths.

III. Money

- Write amounts of money using $ and ¢ signs, and the decimal point.
- Make change, using as few coins as possible.
- Add and subtract amounts of money.
- Multiply and divide amounts of money by small whole numbers.

IV. Computation

Teachers: Children should know their basic addition and subtraction facts; review and reinforce as necessary to ensure mastery.

A. ADDITION

- Review and practice basic addition facts.
- Mentally estimate a sum.
- Use mental computation strategies.
- Addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers.

B. SUBTRACTION

- Understand addition and subtraction as inverse operations; use addition to check subtraction.
- Review and practice basic subtraction facts.
- Mentally estimate the difference.
- Use mental computation strategies.
- Subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference.

C. MULTIPLICATION

- Master basic multiplication facts to 10 x 10.
- Mentally multiply, by 10, 100, and 1,000.
- Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits.
- Write numbers in expanded form using multiplication, for example: 9,278 = (9 x 1,000) + (2 x 100) + (7 x 10) + 8.
- Estimate a product.
- Solve word problems involving multiplication.

D. DIVISION

- Understand multiplication and division as inverse operations.
- Know the meaning of dividend, divisor, and quotient.
- Know basic division facts to 100 ÷ 10.
- Know that you cannot divide by 0.
- Know that any number divided by 1 = that number.
- Divide two- and three-digit dividends by one-digit divisors.
- Solve division problems with remainders.
- Check division by multiplying (and adding remainder).

E. SOLVING PROBLEMS AND EQUATIONS

- Solve two-step word problems.
- Solve equations in the form of ___ x 9 = 63; 81 ÷ ___ = 9.
- Solve problems with more than one operation, as in (43 - 32) x (5 + 3) = ___.
- Read and write expressions that use parentheses to indicate order of multiple operations.

V. Measurement

A. LINEAR MEASURE

- Make linear measurements in yards, feet, and inches; and, in centimeters and meters.
- Know that one foot = 12 inches; one yard = 36 inches; 3 feet = 1 yard; 1 meter = 100 centimeters; 1 meter is a little more than one yard.
- Measure and draw line segments in inches (to 1/4 inch), and in centimeters.
- Estimate linear measurements, then measure to check estimates.

B. WEIGHT

- Compare weights of objects using a balance scale.
- Estimate and measure weight in pounds and ounces; grams and kilograms.
- Know abbreviations: lb., oz., g, kg

C. CAPACITY (VOLUME)

- Estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters.
- Know that 1 quart = 2 pints; 1 gallon = 4 quarts.
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. TEMPERATURE

- Measure and record temperature in degrees Fahrenheit and Celsius.
- Know the degree sign: °
- Identify freezing point of water as 32° F = 0° C.

E. TIME

- Read a clock face and tell time to the minute as either A.M. or P.M.; tell time in terms of both "minutes before" and "minutes after" the hour.
- Solve problems on elapsed time (how much time has passed?).
- Using a calendar, identify the date, day of the week, month, and year.
- Write the date using words (for name of month) and numbers, and only numbers.

VI. Geometry

- Identify lines as horizontal, vertical, perpendicular, or parallel.
- Name lines and line segments (for example, line AB; segment CD).
- Polygons: recognize vertex (plural: vertices); identify sides as line segments (for example, side CD); identify pentagon, hexagon, and octagon (regular).
- Identify angles by letter names (for example, ∠ABC); identify a right angle; know that there are four right angles in a square or rectangle.
- Compute area in square inches (in^2) and square centimeters (cm^2).
- Recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures.
- Identify solid figures: sphere, cube, rectangular solid, pyramid, cone, cylinder.

Science: Grade 3

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. Introduction to Classification of Animals

- Scientists classify animals according to the characteristics they share, for example:
  - Cold-blooded or warm-blooded
  - Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons)
- Different classes of vertebrates

Teachers: Children should become familiar with examples of animals in each class and some basic characteristics of each class, such as:

Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body

Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin

Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin

Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching)

Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic

II. The Human Body

A. THE MUSCULAR SYSTEM

- Muscles
  - Involuntary and voluntary muscles

B. THE SKELETAL SYSTEM

- Skeleton, bones, marrow
- Musculo-skeletal connections
  - Ligaments
  - Tendons, Achilles tendon
  - Cartilage
- Skull, cranium
- Spinal column, vertebrae
- Joints
- Ribs, rib cage, sternum
- Scapula (shoulder blades), pelvis, tibia, fibula
- Broken bones, x-rays

C. THE NERVOUS SYSTEM

- Brain: medulla, cerebellum, cerebrum, cerebral cortex
- Spinal cord
- Nerves
- Reflexes

D. VISION: HOW THE EYE WORKS

- Parts of the eye: cornea, iris and pupil, lens, retina
- Optic nerve
- Farsighted and nearsighted

E. HEARING: HOW THE EAR WORKS

- Sound as vibration
- Outer ear, ear canal
- Eardrum
- Three tiny bones (hammer, anvil, and stirrup) pass vibrations to the cochlea
- Auditory nerve

III. Light and Optics

Teachers: Through experimentation and observation, introduce children to some of the basic physical phenomena of light, with associated vocabulary.

Note: Students will study light in more detail in grade 8.

- The speed of light: light travels at an amazingly high speed.
- Light travels in straight lines (as can be demonstrated by forming shadows).
- Transparent and opaque objects
- Reflection
  - Mirrors: plane, concave, convex
  - Uses of mirrors in telescopes and some microscopes
- The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colors.
- Lenses can be used for magnifying and bending light (as in magnifying glass, microscope, camera, telescope, binoculars).

IV. Sound

Teachers: Through experimentation and observation, introduce children to some of the basic physical phenomena of sound, with associated vocabulary.

Note: Students will study sound in more detail in grade 8.

- Sound is caused by an object vibrating rapidly.
- Sounds travel through solids, liquids, and gases.
- Sound waves are much slower than light waves.
- Qualities of sound
  - Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch
  - Intensity: loudness and quietness
- Human voice
  - Larynx (voice box)
  - Vibrating vocal cords: longer, thicker vocal cords create lower, deeper voices
- Sound and how the human ear works
- Protecting your hearing

See above, II.E: Hearing.

V. Ecology

Teachers: Some topics here, such as habitats, were introduced in first grade. In this grade, develop in more detail, and explore new topics.

- Habitats, interdependence of organisms and their environment
- The concept of a "balance of nature" (constantly changing, not a static condition)
- The food chain or food web: producers, consumers, decomposers (Although the tendency is to recognize the limits of these models as well. See also Grade 1.)
- Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.), and by man-made changes
- Man-made threats to the environment
  - Air pollution: emissions, smog
  - Water pollution: industrial waste, run-off from farming
- Measures we can take to protect the environment (for example, conservation, recycling)

VI. Astronomy

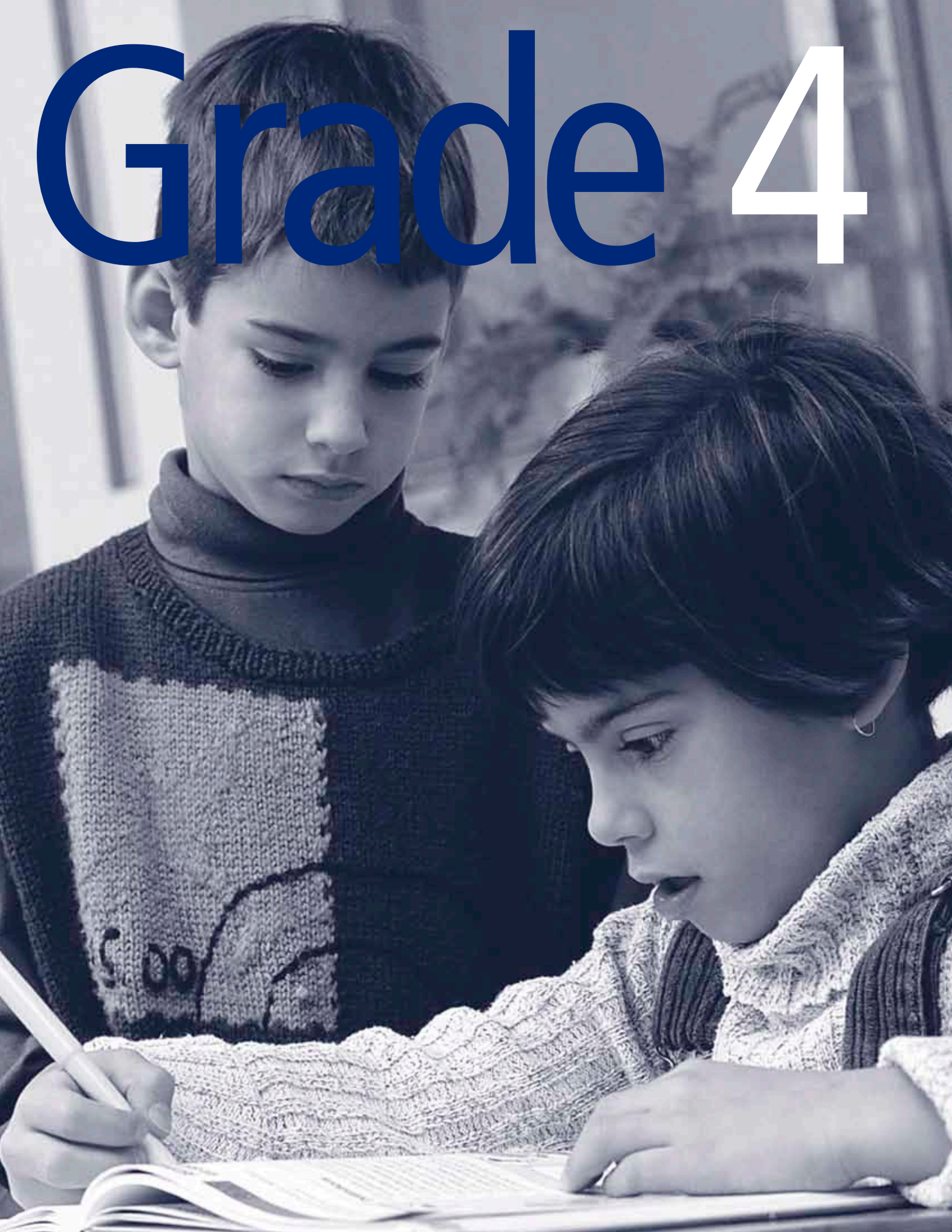
- The "Big Bang" as one theory
- The universe: an extent almost beyond imagining
- Galaxies: Milky Way and Andromeda
- Our solar system
  - Sun: source of energy (heat and light)
  - The eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Planetary motion: orbit and rotation
  - How day and night on earth are caused by the earth's rotation
  - Sunrise in the east and sunset in the west
  - How the seasons are caused by the earth's orbit around the sun, tilt of the earth's axis
- Gravity, gravitational pull
  - Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth
  - Gravitational pull of "black holes" prevents even light from escaping
- Asteroids, meteors ("shooting stars"), comets, Halley's Comet
- How an eclipse happens
- Stars and constellations
- Orienteering (finding your way) by using North Star, Big Dipper
- Exploration of space
  - Observation through telescopes
  - Rockets and satellites: from unmanned to manned flights
  - Apollo 11, first landing on the moon: "One small step for a man, one giant leap for mankind."
  - Space shuttle

VII. Science Biographies

See above, Sound, *re* Alexander Graham Bell; Astronomy, *re* Copernicus; Exploration of Space, *re* Mae Jemison; Ecology, *re* John Muir.

Alexander Graham Bell (invented the telephone)
Copernicus (had new sun-centered idea about the solar system)
Mae Jemison (astronaut and medical pioneer)
John Muir (conservationist who helped create many national parks)

Grade 4



Overview of Topics

Grade 4

Language Arts
I. Writing, Grammar, and Usage
   A. Writing and Research
   B. Grammar and Usage
II. Poetry
   A. Poems
   B. Terms
III. Fiction
   A. Stories
   B. Myths and Mythical Characters
   C. Literary Terms
IV. Speeches
V. Sayings and Phrases

History and Geography
World:
I. World Geography
   A. Spatial Sense
   B. Mountains and Mountain Ranges
II. Europe in the Middle Ages
   A. Geography Related to the Development of Western Europe
   B. Background
   C. Developments in History of the Christian Church
   D. Feudalism
   E. The Norman Conquest
   F. Growth of Towns
   G. England in the Middle Ages
III. The Spread of Islam and the "Holy Wars"
   A. Islam
   B. Development of Islamic Civilization
   C. Wars Between Muslims and Christians
IV. Early and Medieval African Kingdoms
   A. Geography of Africa
   B. Early African Kingdoms
   C. Medieval Kingdoms of the Sudan
V. China: Dynasties and Conquerors

American:
I. The American Revolution
   A. Background: The French and Indian War
   B. Causes and Provocations
   C. The Revolution
II. Making a Constitutional Government
   A. Main Ideas Behind the Declaration of Independence
   B. Making a New Government: From the Declaration to the Constitution
   C. The Constitution of the United States
   D. Levels and Functions of Government (National, State, Local)
III. Early Presidents and Politics
IV. Reformers
V. Symbols and Figures

Visual Arts
I. Art of the Middle Ages in Europe
II. Islamic Art and Architecture
III. The Art of Africa
IV. The Art of China
V. The Art of a New Nation: The United States

Music
I. Elements of Music
II. Listening and Understanding
   A. The Orchestra
   B. Vocal Ranges
   C. Composers and Their Music
   D. Musical Connections
III. Songs

Mathematics
I. Numbers and Number Sense
II. Fractions and Decimals
   A. Fractions
   B. Decimals
III. Money
IV. Computation
   A. Multiplication
   B. Division
   C. Solving Problems and Equations
V. Measurement
VI. Geometry

Science
I. The Human Body
   A. The Circulatory System
   B. The Respiratory System
II. Chemistry: Basic Terms and Concepts
   A. Atoms
   B. Properties of Matter
   C. Elements
   D. Solutions
III. Electricity
IV. Geology: The Earth and Its Changes
   A. The Earth's Layers
   B. How Mountains Are Formed
   C. Rocks
   D. Weathering and Erosion
V. Meteorology
VI. Science Biographies

Language Arts: Grade 4

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 4, domains include: Europe in the Middle Ages; The Spread of Islam and the "Holy Wars"; Early and Medieval African Kingdoms; China: Dynasties and Conquerors; The American Revolution; Making a Constitutional Government; Early Presidents and Politics; Reformers; The Human Body; Chemistry: Basic Terms and Concepts; Electricity; Geology: The Earth and Its Changes; Meteorology.

NOTE: The objectives listed in I. Writing, Grammar, and Usage are currently under revision, as part of the *Core Knowledge Language Arts* program development for Grades 3–5. The revised Grade 4 goals and objectives will be conceptually consistent with the K–2 language arts sections of the 2010 edition of the *Sequence* and will be posted at www.coreknowledge.org as part of the online *Sequence* as soon as they are available.

I. Writing, Grammar, and Usage

Teachers: Children should be given many opportunities for writing, both imaginative and expository, but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, and descriptive essays. Provide guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Children should be given more responsibility for (and guidance in) editing for organization and development of ideas, and proofreading to correct errors in spelling, usage, and mechanics. In fourth grade, children should be able to spell most words or provide a highly probable spelling, and know how to use a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

Note: Introduce fourth graders to the purpose of a bibliography, and have them prepare one that identifies basic publication information about the sources used, such as author, title, and date of publication.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:
  - understanding the purpose and audience of the writing
  - defining a main idea and sticking to it
  - providing an introduction and conclusion
  - organizing material in coherent paragraphs
  - documenting sources in a rudimentary bibliography
- Organize material in paragraphs and understand
  - how to use a topic sentence
  - how to develop a paragraph with examples and details
  - that each new paragraph is indented

B. GRAMMAR AND USAGE

- Understand what a complete sentence is, and
  identify subject and predicate in single-clause sentences
  distinguish complete sentences from fragments
  identify and correct run-on sentences
- Identify subject and verb in a sentence and understand that they must agree.
- Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (*and, but, or*), interjections.
- Know how to use the following punctuation:
  end punctuation: period, question mark, or exclamation point
  comma: between day and year when writing a date, between city and state in an address, in a series, after *yes* and *no*, before conjunctions that combine sentences, inside quotation marks in dialogue
  apostrophe: in contractions, in singular and plural possessive nouns
  quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles
- Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
- Use underlining or italics for titles of books.
- Know how the following prefixes and suffixes affect word meaning:
  Prefixes:
  im, in (as in impossible, incorrect)
  non (as in nonfiction, nonviolent)
  mis (as in misbehave, misspell)
  en (as in enable, endanger)
  pre (as in prehistoric, pregame)
  Suffixes:
  ily, y (as in easily, speedily, tricky)
  ful (as in thoughtful, wonderful)
  able, ible (as in washable, flexible)
  ment (as in agreement, amazement)
- Review correct usage of problematic homophones:
  their, there, they're
  your, you're
  its, it's
  here, hear
  to, too, two

Note: A brief review of prefixes and suffixes introduced in third grade is recommended. Prefixes: *re, un, dis*. Suffixes: *er* and *or, less, ly.*

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

A. POEMS

Afternoon on a Hill (Edna St. Vincent Millay)
Clarence (Shel Silverstein)
Clouds (Christina Rossetti)
Concord Hymn (Ralph Waldo Emerson)
Dreams (Langston Hughes)
the drum (Nikki Giovanni)

Fog (Carl Sandburg)
George Washington (Rosemary and Stephen Vincent Benet)
Humanity (Elma Stuckey)
Life Doesn't Frighten Me (Maya Angelou)
Monday's Child Is Fair of Face (traditional)
Paul Revere's Ride (Henry Wadsworth Longfellow)
The Pobble Who Has No Toes (Edward Lear)
The Rhinoceros (Ogden Nash)
Things (Eloise Greenfield)
A Tragic Story (William Makepeace Thackeray)

B. TERMS
stanza and line

III. Fiction

Teachers: In fourth grade, children should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the children to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Children should read outside of school at least 20 minutes daily.

The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below—such as *Gulliver's Travels*, *Robinson Crusoe*, and the stories by Washington Irving—are available in editions adapted for young readers.

A. STORIES
The Fire on the Mountain (an Ethiopian folktale)
from *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
The Legend of Sleepy Hollow and *Rip Van Winkl*e (Washington Irving)
The Magic Brocade (a Chinese folktale)
Pollyanna (Eleanor Porter)
Robinson Crusoe (Daniel Defoe)
Robin Hood
St. George and the Dragon
Treasure Island (Robert Louis Stevenson)

See also American History 4: American Revolution, *re* stories by Washington Irving.

Note: "The Magic Brocade" is also known as "The Chuang Brocade," "The Enchanged Tapestry," "The Magic Tapestry," and "The Weaving of a Dream."

See also World History 4: The Middle Ages, *re* "Robin Hood" and "St. George and the Dragon."

B. MYTHS AND MYTHICAL CHARACTERS
Legends of King Arthur and the Knights of the Round Table
- How Arthur Became King
- The Sword in the Stone
- The Sword Excalibur
- Guinevere
- Merlin and the Lady of the Lake
- Sir Lancelot

See also World History 4: The Middle Ages, feudalism and chivalry, *re* Legends of King Arthur.

C. LITERARY TERMS
novel
plot
setting

IV. Speeches

Teachers: Famous passages from the following speeches should be taught in connection with topics in American History 4.

Patrick Henry: "Give me liberty or give me death"
Sojourner Truth: "Ain't I a woman?"

V. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

An ounce of prevention is worth a pound of cure.
As the crow flies
Beauty is only skin deep.
The bigger they are, the harder they fall.
Birds of a feather flock together.
Blow hot and cold
Break the ice
Bull in a china shop
Bury the hatchet
Can't hold a candle to
Don't count your chickens before they hatch.
Don't put all your eggs in one basket.
Etc.
Go to pot
Half a loaf is better than none.
Haste makes waste.
Laugh and the world laughs with you.
Lightning never strikes twice in the same place.
Live and let live.
Make ends meet.
Make hay while the sun shines.
Money burning a hole in your pocket
Once in a blue moon
One picture is worth a thousand words.
On the warpath
RSVP
Run-of-the-mill
Seeing is believing.
Shipshape
Through thick and thin
Timbuktu
Two wrongs don't make a right.
When it rains, it pours.
You can lead a horse to water, but you can't make it drink.

History and Geography: Grade 4

World History and Geography

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades (see Geography guidelines for grade 3).

- Measure distances using map scales.
- Read maps and globes using longitude and latitude, coordinates, degrees.
- Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- Relief maps: elevations and depressions

See also Science 4: How Mountains Are Formed.

B. MOUNTAINS AND MOUNTAIN RANGES

- Major mountain ranges
  - South America: Andes
  - North America: Rockies and Appalachians
  - Asia: Himalayas and Urals
  - Africa: Atlas Mountains
  - Europe: Alps
- High mountains of the world
  - Asia: Everest
  - North America: McKinley
  - South America: Aconcagua
  - Europe: Mont Blanc
  - Africa: Kilimanjaro

II. Europe in the Middle Ages

A. GEOGRAPHY RELATED TO THE DEVELOPMENT OF WESTERN EUROPE

- Rivers: Danube, Rhine, Rhone, and Oder
- Mountains: Alps, Pyrenees
- Iberian Peninsula: Spain and Portugal, proximity to North Africa
- France: the region known as Normandy
- Mediterranean Sea, North Sea, Baltic Sea
- British Isles: England, Ireland, Scotland, Wales; the English Channel

B. BACKGROUND

- Beginning about A.D. 200, nomadic, warlike tribes began moving into western Europe, attacking the western Roman Empire; city of Rome sacked by Visigoths in A.D. 410
  - The Huns: Attila the Hun
- Peoples settling in old Roman Empire included Vandals (cf. English word "vandalism"), Franks in Gaul (now France), Angles (in England: cf. "Angle-land") and Saxons.
- The "Middle Ages" are generally dated from about A.D. 450 to 1400. Approximately the first three centuries after the fall of Rome (A.D. 476) are sometimes called the "Dark Ages."

See also Visual Arts 4: Art of the Middle Ages in Europe: Medieval Madonnas and Gothic architecture. And see Music 4, Gregorian chant.

C. DEVELOPMENTS IN HISTORY OF THE CHRISTIAN CHURCH

- Growing power of the pope (Bishop of Rome)
- Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
- Conversion of many Germanic peoples to Christianity
- Rise of monasteries, preservation of classical learning
- Charlemagne
  - Temporarily unites the western Roman Empire
  - Crowned Emperor by the pope in A.D. 800, the idea of a united "Holy Roman Empire"
  - Charlemagne's love and encouragement of learning

See also Language Arts 4: Legends of King Arthur.

D. FEUDALISM

- Life on a manor, castles
- Lords, vassals, knights, freedmen, serfs
- Code of chivalry
- Knight, squire, page

E. THE NORMAN CONQUEST

- Locate the region called Normandy.
- William the Conqueror: Battle of Hastings, 1066

F. GROWTH OF TOWNS

- Towns as centers of commerce, guilds and apprentices
- Weakening of feudal ties

G. ENGLAND IN THE MIDDLE AGES

- Henry II
  - Beginnings of trial by jury
  - Murder of Thomas Becket in Canterbury Cathedral
  - Eleanor of Aquitaine
- Significance of the Magna Carta, King John, 1215
- Parliament: beginnings of representative government
- The Hundred Years' War
  - Joan of Arc
- The Black Death sweeps across Europe

III. The Spread of Islam and the "Holy Wars"

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. In the fourth grade the focus is on history, geography, and the development of a civilization. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.

A review of major religions introduced in earlier grades in the *Core Knowledge Sequence* is recommended: Judaism/Christianity/Islam (Grade 1) and Hinduism/Buddhism (grade 2).

A. ISLAM

- Muhammad: the last prophet
- Allah, Qur'an, *jihad*
- Sacred city of Makkah, mosques

Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

- "Five pillars" of Islam:
  - Declaration of faith
  - Prayer (five times daily), facing toward Makkah
  - Fasting during Ramadan
  - Help the needy
  - Pilgrimage to Makkah
- Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain.
- Islamic Turks conquer region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
- The first Muslims were Arabs, but today diverse people around the world are Muslims.

B. DEVELOPMENT OF ISLAMIC CIVILIZATION

- Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals
- Muslim scholars translate and preserve writings of Greeks and Romans
- Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain)

See also Visual Arts 4: Islamic Art and Architecture.

C. WARS BETWEEN MUSLIMS AND CHRISTIANS

- The Holy Land, Jerusalem
- The Crusades
- Saladin and Richard the Lion-Hearted
- Growing trade and cultural exchange between east and west

IV. Early and Medieval African Kingdoms

A. GEOGRAPHY OF AFRICA

- Mediterranean Sea and Red Sea, Atlantic and Indian Oceans
- Cape of Good Hope
- Madagascar
- Major rivers: Nile, Niger, Congo
- Atlas Mountains, Mt. Kilimanjaro
- Contrasting climate in different regions:
  - Deserts: Sahara, Kalahari
  - Tropical rain forests (along lower West African coast and Congo River)
  - Savanna (grasslands)
  - The Sahel (the fertile region below the Sahara)

B. EARLY AFRICAN KINGDOMS

See also Language Arts 4: "The Fire on the Mountain."

- Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
- Aksum (also spelled Axum): a trading kingdom in what is now Ethiopia

C. MEDIEVAL KINGDOMS OF THE SUDAN

See also Visual Arts 4: The Art of Africa.

- Trans-Sahara trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
  - Camel caravans
  - Trade in gold, iron, salt, ivory, and slaves
  - The city of Timbuktu: center of trade and learning
  - Spread of Islam into West Africa through merchants and travelers
  - Ibn Batuta (also spelled Battutah, Batuta), world traveler and geographer
- Mali: Sundiata Keita, Mansa Musa
- Songhai: Askia Muhammad

Note: In older sources you are likely to find Chinggis Khan spelled as Genghis Khan, and Khubilai Khan spelled as Kublai Khan.

See also Visual Arts 4: The Art of China; and Language Arts 4: "The Magic Brocade."

V. China: Dynasties and Conquerors

- Qin Shihuangdi, first emperor, begins construction of Great Wall
- Han dynasty: trade in silk and spices, the Silk Road, invention of paper
- Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
- Mongol invasions and rule
  - Chinggis Khan and the "Golden Horde"
  - Khubilai Khan: establishes capital at what is now Beijing
  - Marco Polo
- Ming dynasty
  - The "Forbidden City"
  - Explorations of Zheng He

American History and Geography

Teachers: The following guidelines are meant to complement any locally required studies of the family, community, state, or region. Note that in fifth grade the American Geography requirements include "fifty states and capitals"; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

I. The American Revolution

Teachers: In fourth grade students should undertake a detailed study of the causes, major figures, and consequences of the American Revolution, with a focus on main events and figures, as well as these questions: What caused the colonists to break away and become an independent nation? What significant ideas and values are at the heart of the American Revolution?

A. BACKGROUND: THE FRENCH AND INDIAN WAR

- Also known as the Seven Years' War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America)
- Alliances with Native Americans
- The Battle of Quebec
- British victory gains territory but leaves Britain financially weakened.

B. CAUSES AND PROVOCATIONS

- British taxes, "No taxation without representation"
- Boston Massacre, Crispus Attucks
- Boston Tea Party
- The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops
- First Continental Congress protests to King George III
- Thomas Paine's *Common Sense*

C. THE REVOLUTION

- Paul Revere's ride, "One if by land, two if by sea"
- Lexington and Concord
  - The "shot heard 'round the world"
  - Redcoats and Minute Men
- Bunker Hill
- Second Continental Congress: George Washington appointed commander in chief of Continental Army
- Declaration of Independence
  - Primarily written by Thomas Jefferson
  - Adopted July 4, 1776
  - "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
- Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories)
- Victory at Saratoga, alliance with France
- European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
- Valley Forge
- Benedict Arnold

See also Language Arts 4: stories by Washington Irving, and speech by Patrick Henry, "Give me liberty. . ."

- John Paul Jones: "I have not yet begun to fight."
- Nathan Hale: "I only regret that I have but one life to lose for my country."
- Cornwallis: surrender at Yorktown

II. Making a Constitutional Government

Teachers: Examine some of the basic values and principles of American democracy, in both theory and practice, as defined in the Declaration of Independence and the U. S. Constitution, both in historical context and in terms of present-day practice. In examining the significance of the U. S. Constitution, introduce students to the unique nature of the American experiment, the difficult task of establishing a democratic government, the compromises the framers of the Constitution were willing to make, and the persistent threats to success. In order to appreciate the boldness and fragility of the American attempt to establish a republican government based on a constitution, students should know that republican governments were rare at this time. Discuss with students basic questions and issues about government, such as: Why do societies need government? Why does a society need laws? Who makes the laws in the United States? What might happen in the absence of government and laws?

A. MAIN IDEAS BEHIND THE DECLARATION OF INDEPENDENCE

- The proposition that "All men are created equal"
- The responsibility of government to protect the "unalienable rights" of the people
- Natural rights: "Life, liberty, and the pursuit of happiness"
- The "right of the people ... to institute new government"

B. MAKING A NEW GOVERNMENT: FROM THE DECLARATION TO THE CONSTITUTION

- Definition of "republican" government: republican = government by elected representatives of the people
- Articles of Confederation: weak central government
- "Founding Fathers": James Madison as "Father of the Constitution"
- Constitutional Convention
  - Arguments between small and large states
  - The divisive issue of slavery, "three-fifths" compromise

C. THE CONSTITUTION OF THE UNITED STATES

- Preamble to the Constitution: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
- The separation and sharing of powers in American government: three branches of government
  - Legislative branch: Congress = House of Representatives and Senate, makes laws
  - Executive branch: headed by the president, carries out laws
  - Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws
- Checks and balances, limits on government power, veto
- The Bill of Rights: first ten amendments to the Constitution, including:
  - Freedom of religion, speech, and the press (First Amendment)
  - Protection against "unreasonable searches and seizures"
  - The right to "due process of law"
  - The right to trial by jury
  - Protection against "cruel and unusual punishments"

Note: The National Standards for Civics and Government recommend that students address the issue of power vs. authority: "Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?" "Identify examples of authority, e.g., the authority of teachers and administrators to make rules for schools, the authority of a crossing guard to direct traffic, the authority of the president to represent the United States in dealing with other nations." "Identify examples of power without authority, e.g., a neighborhood bully forcing younger children to give up their lunch money, a robber holding up a bank, a gang leader ordering members to injure others." Available from the Center for Civic Education, 5145 Douglas Fir Road, Calabasas, CA 91302; tel. (818) 591-9321.

D. LEVELS AND FUNCTIONS OF GOVERNMENT (NATIONAL, STATE, LOCAL)

- Identify current government officials, including
  - President and vice-president of the U.S.
  - State governor
- State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches
- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

III. Early Presidents and Politics

- Define: cabinet and administration
- George Washington as first President, Vice-President John Adams
- John Adams, second president, Abigail Adams
- National capitol established at Washington, D.C.
- Growth of political parties
  - Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society
  - Present-day system: two main parties (Democrats and Republicans), and independents
- Thomas Jefferson, third president
  - Correspondence between Jefferson and Benjamin Banneker
  - Jefferson as multifaceted leader (architect, inventor, musician, etc.)
  - The Louisiana Purchase (review from grade 1) doubles the nation's size and gains control of Mississippi River.
- James Madison, fourth president
  - War of 1812 (briefly review from grade 2)
- James Monroe, fifth president, the Monroe Doctrine
- John Quincy Adams, sixth president
- Andrew Jackson, seventh president
  - Popular military hero, Battle of New Orleans in War of 1812
  - Presidency of "the common man"
  - Indian removal policies

See also Visual Arts 4: The Art of a New Nation, Architecture of Monticello; and Science Biographies 4: Benjamin Banneker.

IV. Reformers

Teachers: Introduce children to some prominent people and movements in the ferment of social change in America prior to the Civil War:

- Abolitionists
- Dorothea Dix and the treatment of the insane
- Horace Mann and public schools
- Women's rights
  - Seneca Falls convention
  - Elizabeth Cady Stanton
  - Lucretia Mott
  - Amelia Bloomer
  - Sojourner Truth

See also Language Arts 4: Speeches, Sojourner Truth's "Ain't I a woman?"

V. Symbols and Figures

- Recognize and become familiar with the significance of
  - *Spirit of '76* (painting)
  - White House and Capitol Building
  - Great Seal of the United States

Visual Arts: Grade 4

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

In studying the works of art specified below, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, symmetry, etc.

I. Art of the Middle Ages in Europe

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: Europe in the Middle Ages.

- Note the generally religious nature of European art in the Middle Ages, including
  Examples of medieval Madonnas (such as *Madonna and Child on a Curved Throne*—13th century Byzantine)
  Illuminated manuscripts (such as *The Book of Kells*)
  Tapestries (such as the Unicorn tapestries)
- Become familiar with features of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles and statues) and famous cathedrals, including Notre Dame (Paris).

II. Islamic Art and Architecture

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: The Spread of Islam.

- Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
- Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
  Alhambra Palace, Spain
  Taj Mahal, India

III. The Art of Africa

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: Early and Medieval African Kingdoms.

- Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting.
- Become familiar with examples of art from specific regions and peoples in Africa, such as
  Antelope headdresses of Mali
  Sculptures by Yoruba artists in the city of Ife
  Ivory carvings and bronze sculptures of Benin

IV. The Art of China

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History, China: Dynasties and Conquerors.

- Become familiar with examples of Chinese art, including
  Silk scrolls
  Calligraphy (the art of brush writing and painting)
  Porcelain

V. The Art of a New Nation: The United States

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade American History.

- Become familiar with famous portraits and paintings, including
  John Singleton Copley, *Paul Revere*
  Gilbert Stuart, *George Washington*
  Washington Crossing the Delaware
- Become familiar with the architecture of Thomas Jefferson's Monticello.

Note: While *Washington Crossing the Delaware* is not in origin an American work of art—it was painted by Emanuel Leutze, a German, some seventy-five years after the event it depicts—it has become widely recognized and embraced as a symbol of the American Revolution.

Music: Grade 4

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognize harmony; sing simple rounds and canons.
  - Recognize verse and refrain; also, introduction and coda.
  - Continue work with timbre and phrasing.
  - Recognize theme and variations, and listen to Mozart, *Variations on "Ah! vous dirai-je Maman"* (familiarly known as "Twinkle Twinkle Little Star").
  - Sing or play simple melodies.
- Understanding the following notation:

  names of lines and spaces in the treble clef; middle C

  𝄞 treble clef, 𝄚 staff, bar line, double bar line, measure, repeat signs

  𝅝 whole note 𝅗𝅥 half note ♩ quarter note ♪ eighth note

  whole rest, half rest, quarter rest

  tied notes and dotted notes

  ♯ sharps ♭ flats

  Da capo [D.C.] *al fine*

  meter signature $\frac{4}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

  soft ***pp*** ***p*** ***mp*** loud ***mf*** ***f*** ***ff***

II. Listening and Understanding

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

A. THE ORCHESTRA

- Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, *The Young Person's Guide to the Orchestra.*

B. VOCAL RANGES

Teachers: Students should learn to recognize and name the different vocal ranges, and apply their knowledge by beginning part singing.

See below, Composers and Their Music: Mozart, *Magic Flute*.

Recognize vocal ranges of the female voice:
- high = soprano
- middle = mezzo soprano
- low = alto

Recognize vocal ranges of the male voice:
- high = tenor
- middle = baritone
- low = bass

C. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works.

- George Frederick Handel, "Hallelujah Chorus" from *The Messiah*
- Franz Joseph Haydn, *Symphony No. 94* ("*Surprise*")
- Wolfgang Amadeus Mozart, *The Magic Flute*, selections, including:
  Overture; Introduction, "Zu Hilfe! Zu Hilfe!" (Tamino, Three Ladies); Aria, "Der Vogelfänger bin ich ja" (Papageno); Recitative and Aria, "O zittre nicht, mein lieber Sohn!" (Queen of the Night); Aria, "Ein Mädchen oder Weibchen" (Papageno); Duet, "Pa-pa-gena! Pa-pa-geno!" (Papageno and Papagena); Finale, Recitative and Chorus, "Die Strahlen der Sonne" (Sarastro and Chorus)

Note: Children were introduced to Mozart and the first movement of *A Little Night Music* in first grade.

D. MUSICAL CONNECTIONS

Teachers: Introduce children to the following in connection with topics in other disciplines:

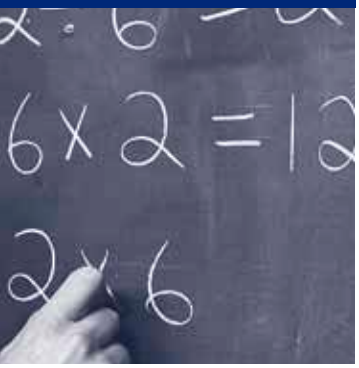
See also World History 4: The Middle Ages, *re* Gregorian chant.

- Gregorian chant

III. Songs

Auld Lang Syne
Blow the Man Down
Cockles and Mussels
Comin' Through the Rye
I Love the Mountains (round) ?
Loch Lomond
My Grandfather's Clock
Taps
The Yellow Rose of Texas
Waltzing Matilda

Songs of the U.S. Armed Forces:
- Air Force Song
- Navy Song (Anchors Aweigh)
- The Army Goes [The Caissons Go] Rolling Along
- The Marine's Hymn



Mathematics: Grade 4

Teachers: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to math as math. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important—indeed, it is prerequisite to achieving "higher order" skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. Numbers and Number Sense

- Read and write numbers (in digits and words) up to nine digits.
- Recognize place value up to hundred millions.
- Order and compare numbers to 999,999,999 using the signs <, >, and = .
- Write numbers in expanded form.
- Use a number line; locate positive and negative whole numbers on a number line.
- Round to the nearest ten; to the nearest hundred; to the nearest thousand.
- Identify perfect squares (and square roots) to 144; recognize the square root sign: $\sqrt{}$
- Identify Roman numerals from 1 to 1,000 (I - M), and identify years as written in Roman numerals.
- Create and interpret bar graphs and line graphs.
- Plot points on a coordinate plane (grid), using ordered pairs of positive whole numbers.
- Know the meanings of multiple, factor, prime number, and composite number.

II. Fractions and Decimals

A. FRACTIONS

- Recognize fractions to one-twelfth.
- Identify numerator and denominator.
- Write mixed numbers; change improper fractions to mixed numbers and vice versa.
- Recognize equivalent fractions (for example, $\frac{1}{2} = \frac{3}{6}$).
- Put fractions in lowest terms.
- Rename fractions with unlike denominators to fractions with common denominators.
- Compare fractions with like and unlike denominators, using the signs <, >, and = .
- Solve problems in the form of $\frac{2}{3} = \frac{}{12}$.
- Add and subtract fractions with like denominators.
- Express simple outcomes as fractions (for example, 3 out of 4 as $\frac{3}{4}$).

B. DECIMALS

- Read and write decimals to the nearest thousandth.
- Read and write decimals as fractions (for example, 0.39 = 39/100).
- Write decimal equivalents for halves, quarters, eighths, and tenths.
- Compare fractions to decimals using the signs <, >, and =.
- Write decimals in expanded form.
- Round decimals to the nearest tenth; to the nearest hundredth.
- Compare decimals, using the signs <, >, and = .
- Read and write decimals on a number line.
- Add and subtract with decimal numbers to two places.

III. Money

- Solve problems involving making change in amounts up to $100.00.
- Solve multiplication and division problems with money.

IV. Computation

Teachers: By this grade level, children should have mastered all basic whole number operations for addition and subtraction. Review and reinforce topics from previous grades as necessary.

A. MULTIPLICATION

- Review and reinforce basic multiplication facts to 10 x 10.
- Mentally multiply by 10, 100, and 1,000.
- Identify multiples of a given number; common multiples of two given numbers.
- Multiply by two-digit and three-digit numbers.
- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3 x 27 = (3 x 20) + (3 x 7) = 60 + 21 = 81.
- Check multiplication by changing the order of the factors.
- Multiply three factors in any given order.
- Solve word problems involving multiplication.

B. DIVISION

- Understand multiplication and division as inverse operations.
- Review the meaning of dividend, divisor, and quotient.
- Review and reinforce basic division facts to 100 ÷ 10.
- Identify different ways of writing division problems: 28 ÷ 7 $7\overline{)28}$ 28/7
- Identify factors of a given number; common factors of two given numbers.
- Review: you cannot divide by 0; any number divided by 1 = that number.
- Estimate the quotient.
- Divide dividends up to four-digits by one-digit and two-digit divisors.
- Solve division problems with remainders.
- Check division by multiplying (and adding remainder).

C. SOLVING PROBLEMS AND EQUATIONS

- Solve two-step word problems.
- Solve equations in the form of ___ x 9 = 63; 81 ÷ ___ = 9.
- Solve problems with more than one operation, as in (72 ÷ 9) x (36 ÷ 4) = ___
- Equality properties
  Know that equals added to equals are equal.
  Know that equals multiplied by equals are equal.
- Use letters to stand for any number, as in working with a formula (for example, area of rectangle: A = L x W).

V. Measurement

- Linear measure: estimate and make linear measurements in yards, feet, and inches (to 1/8 in.); and in meters, centimeters, and millimeters.
- Weight: estimate and measure weight in pounds and ounces; grams and kilograms.
- Capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons; and in milliliters and liters.
- Know the following equivalences among U. S. customary units of measurement, and solve problems involving changing units of measurement:

  Linear measure
  1 ft. = 12 in.
  1 yd. = 3 ft. = 36 in.
  1 mi. = 5,280 ft.
  1 mi. = 1,760 yd.

  Weight
  1 lb. = 16 oz.
  1 ton = 2,000 lb.

  Capacity (volume)
  1 cup = 8 fl. oz. (fluid ounces)
  1 pt. = 2 c.
  1 qt. = 2 pt.
  1 gal. = 4 qt.
- Know the following equivalences among metric units of measurement, and solve problems involving changing units of measurement:

  Linear measure
  1 cm = 10 mm (millimeters)
  1 m = 1,000 mm
  1 m = 100 cm
  1 km = 1,000 m

  Mass
  1 cg (centigram) = 10 mg (milligrams)
  1 g = 1,000 mg
  1 g = 100 cg
  1 kg = 1,000 g

  Capacity (volume)
  1 cl (centiliter) = 10 ml (milliliters)
  1 liter = 1,000 ml
  1 liter = 100 cl
- Time: solve problems on elapsed time.

VI. Geometry

- Identify and draw points, segments, rays, lines.
- Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.
- Identify angles; identify angles as right, acute, or obtuse.
- Identify polygons:
  Triangle, quadrilateral, pentagon, hexagon, and octagon (regular)
  Parallelogram, trapezoid, rectangle, square
- Identify and draw diagonals of quadrilaterals.
- Circles: Identify radius (plural: radii) and diameter; radius = $\frac{1}{2}$ diameter
- Recognize similar and congruent figures.
- Know the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi^2; yd^2; ft^2; in^2; km^2; m^2; cm^2; mm^2)
- Compute volume of rectangular prisms in cubic units (cm^3, in^3).

Science: Grade 4

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. The Human Body

Note: The lymphatic system will be studied in grade 6.

See below, Science Biographies, Charles Drew.

A. THE CIRCULATORY SYSTEM

- Pioneering work of William Harvey
- Heart: four chambers (atrium/atria or atriums [plural] and ventricle/ventricles), aorta
- Blood
  - Red blood cells (corpuscles), white blood cells (corpuscles), platelets, hemoglobin, plasma, antibodies
  - Blood vessels: arteries, veins, capillaries
  - Blood pressure, pulse
  - Coagulation (clotting)
- Filtering function of liver and spleen
- Fatty deposits can clog blood vessels and cause a heart attack.
- Blood types (four basic types: A, B, AB, O) and transfusions

B. THE RESPIRATORY SYSTEM

- Process of taking in oxygen and getting rid of carbon dioxide
- Nose, throat, voice box, trachea (windpipe)
- Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli (air sacs)
- Smoking: damage to lung tissue, lung cancer

II. Chemistry: Basic Terms and Concepts

Note: Children are likely to have a notion of atoms that, in absolute scientific terms, is inaccurate. There is no need to be concerned with this inaccuracy at this grade level, since the goal here is to introduce concepts and terms that, over time, will be more precisely defined and understood in greater depth.

A. ATOMS

- All matter is made up of particles too small for the eye to see, called atoms.
- Scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries, the models help us imagine what we cannot see.
- Atoms are made up of even tinier particles: protons, neutrons, electrons.
- The concept of electrical charge
  - Positive charge (+): proton
  - Negative charge (-): electron
  - Neutral (neither positive nor negative): neutron
  - "Unlike charges attract, like charges repel" (relate to magnetic attraction and repulsion)

B. PROPERTIES OF MATTER

- Mass: the amount of matter in an object, similar to weight
- Volume: the amount of space a thing fills
- Density: how much matter is packed into the space an object fills
- Vacuum: the absence of matter

C. ELEMENTS

- Elements are the basic kinds of matter, of which there are a little more than one hundred.
  There are many different kinds of atoms, but an element has only one kind of atom.
  Familiar elements, such as gold, copper, aluminum, oxygen, iron
  Most things are made up of a combination of elements.

D. SOLUTIONS

- A solution is formed when a substance (the solute) is dissolved in another substance (the solvent), such as when sugar or salt is dissolved in water; the dissolved substance is present in the solution even though you cannot see it.
- Concentration and saturation (as demonstrated through simple experiments with crystallization)

III. Electricity

Teachers: Through reading, observation, and experiment, examine the following:

See above, Chemistry, *re* electrons.

- Electricity as the charge of electrons
- Static electricity
- Electric current
- Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse)
  Closed circuit, open circuit, short circuit
- Conductors and insulators
- Electromagnets: how they work and common uses
- Using electricity safely

Note: Students will study electricity in more detail in grade 8.

IV. Geology: The Earth and Its Changes

A. THE EARTH'S LAYERS

- Crust, mantle, core (outer core and inner core)
- Movement of crustal plates
- Earthquakes
  Faults, San Andreas fault
  Measuring intensity: seismograph and Richter scale
  Tsunamis
- Volcanoes
  Magma
  Lava and lava flow
  Active, dormant, or extinct
  Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens
- Hot springs and geysers: Old Faithful (in Yellowstone National Park)
- Theories of how the continents and oceans were formed: Pangaea and continental drift

See also Geography 4: Major Mountain Ranges.

B. HOW MOUNTAINS ARE FORMED

- Volcanic mountains, folded mountains, fault-block mountains, dome-shaped mountains
- Undersea mountain peaks and trenches (Mariana Trench)

C. ROCKS

- Formation and characteristics of metamorphic, igneous, and sedimentary rock

D. WEATHERING AND EROSION

- Physical and chemical weathering
- Weathering and erosion by water, wind, and glaciers
- The formation of soil: topsoil, subsoil, bedrock

V. Meteorology

- The water cycle (review from grade 2): evaporation, condensation, precipitation
- Clouds: cirrus, stratus, cumulus (review from grade 2)
- The atmosphere
  Troposphere, stratosphere, mesosphere, thermosphere, exosphere
  How the sun and the earth heat the atmosphere
- Air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses
- Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes
- Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites
- Weather and climate: "weather" refers to daily changes in temperature, rainfall, sunshine, etc., while "climate" refers to weather trends that are longer than the cycle of the seasons.

VI. Science Biographies

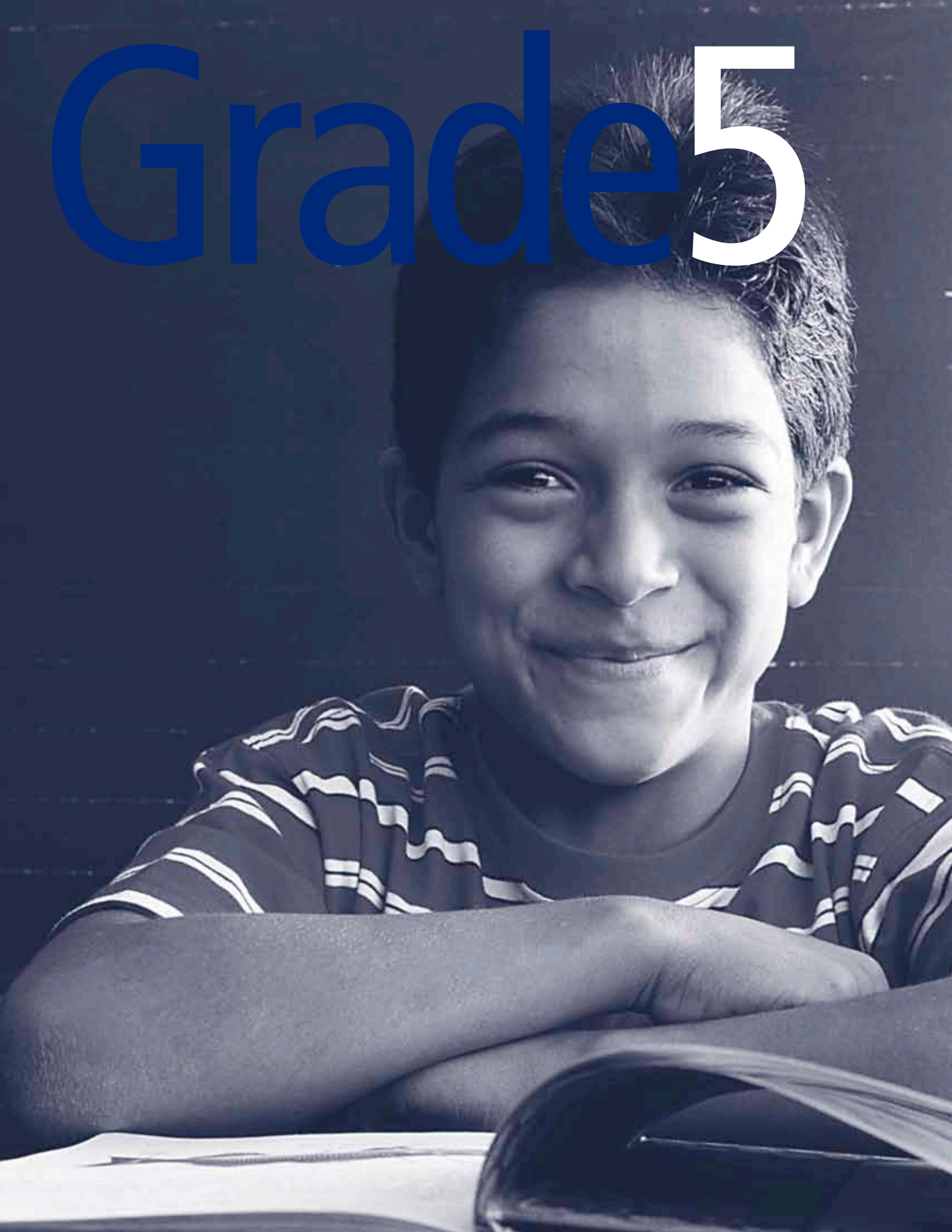
Benjamin Banneker (published almanac; reproduced plans to build Washington, D.C. entirely from memory)

Elizabeth Blackwell (first female to graduate from medical school in the United States)

Charles Drew (pioneered work in blood research, blood transfusions, and the development of blood banks)

Michael Faraday (chemist and physicist whose work led to the development of the electric motor and electric generator)

Grade 5



Overview of Topics

Grade 5

Language Arts
I. Writing, Grammar, and Usage
   A. Writing and Research
   B. Grammar and Usage
   C. Vocabulary
II. Poetry
   A. Poems
   B. Terms
III. Fiction and Drama
   A. Stories
   B. Drama
   C. Myths and Legends
   D. Literary Terms
IV. Speeches
V. Sayings and Phrases

History and Geography
World:
I. World Geography
   A. Spatial Sense
   B. Great Lakes of the World
II. Early American Civilizations
   A. Geography
   B. Maya, Aztec and Inca Civilizations
   C. Spanish Conquerors
III. European Exploration, Trade, and the Clash of Cultures
   A. Background
   B. European Exploration, Trade, and Colonization
   C. Trade and Slavery
IV. The Renaissance and the Reformation
   A. The Renaissance
   B. The Reformation
V. England from the Golden Age to the Glorious Revolution
   A. England in the Golden Age
   B. From the English Revolution to the Glorious Revolution
VI. Russia: Early Growth and Expansion
   A. Geography
   B. History and Culture
VII. Feudal Japan
   A. Geography
   B. History and Culture

American:
I. Westward Expansion
   A. Westward Expansion before the Civil War
   B. Westward Expansion after the Civil War
II. The Civil War: Causes, Conflicts, Consequences
   A. Toward the Civil War
   B. The Civil War
   C. Reconstruction
III. Native Americans: Cultures and Conflicts
   A. Culture and Life
   B. American Government Policies
   C. Conflicts
IV. U. S. Geography

Visual Arts
I. Art of the Renaissance
II. American Art: Nineteenth-Century United States
III. Art of Japan

Music
I. Elements of Music
II. Listening and Understanding
   A. Composers and Their Music
   B. Musical Connections
III. American Musical Traditions (Spirituals)
IV. Songs

Mathematics
I. Numbers and Number Sense
II. Ratio and Percent
   A. Ratio
   B. Percent
III. Fractions and Decimals
   A. Fractions
   B. Decimals
IV. Computation
   A. Addition
   B. Multiplication
   C. Division
   D. Solving Problems and Equations
V. Measurement
VI. Geometry
VII. Probability and Statistics
VIII. Pre-Algebra

Science
I. Classifying Living Things
II. Cells: Structures and Processes
III. Plant Structures and Processes
   A. Structure: Non-Vascular and Vascular Plants
   B. Photosynthesis
   C. Reproduction
IV. Life Cycles and Reproduction
   A. The Life Cycle and Reproduction
   B. Sexual Reproduction in Animals
V. The Human Body
   A. Changes in Human Adolescence
   B. The Endocrine System
   C. The Reproductive System
VI. Chemistry: Matter and Change
   A. Atoms, Molecules, and Compounds
   B. Elements
   C. Chemical and Physical Change
VII. Science Biographies

Language Arts: Grade 5

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 5, domains include: Early American Civilizations; European Exploration, Trade, and the Clash of Cultures; The Renaissance and the Reformation; England from the Golden Age to the Glorious Revolution; Russia: Early Growth and Expansion; Feudal Japan; Westward Expansion; The Civil War: Causes, Conflicts, Consequences; Native Americans: Cultures and Conflicts; Classifying Living Things; Cells: Structures and Processes; Plant Structures and Processes; Life Cycles and Reproduction; The Human Body.

NOTE: The objectives listed in I. Writing, Grammar, and Usage are currently under revision, as part of the *Core Knowledge Language Arts* program development for Grades 3–5. The revised Grade 5 goals and objectives will be conceptually consistent with the K–2 language arts sections of the 2010 edition of the *Sequence* and will be posted at www.coreknowledge.org as part of the online *Sequence* as soon as they are available.

I. Writing, Grammar, and Usage

Teachers: Students should be given many opportunities for writing with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Continue imaginative writing but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, essays that explain a process, and descriptive essays. In fifth grade, it is appropriate to place a greater emphasis on revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. In fifth grade, students should be reasonably competent spellers, and in the habit of using a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

Note: Review from grade 4: how to use a topic sentence; how to develop a paragraph with examples and details.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:
  - understanding the purpose and audience of the writing
  - defining a main idea and sticking to it
  - providing an introduction and conclusion
  - organizing material in coherent paragraphs
  - illustrating points with relevant examples
  - documenting sources in a rudimentary bibliography

Note: Punctuation studied in earlier grades includes: end punctuation (period, question mark, or exclamation point); comma (between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue); apostrophe (in contractions, in singular and plural possessive nouns); and quotation marks (in dialogue, and for titles of poems, songs, short stories, magazine articles).

Note: A brief review of prefixes and suffixes introduced in earlier grades is recommended. Prefixes: *re, un, dis, im (in), non, mis, en, pre.* Suffixes: *er and or, less, ly, ily, y, ful, able, ible, ment.*

B. GRAMMAR AND USAGE

- Understand what a complete sentence is, and
  identify subject and predicate
  correct fragments and run-ons
- Identify subject and verb in a sentence and understand that they must agree.
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.
- Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.
- Correctly use punctuation studied in earlier grades, as well as
  the colon before a list
  commas with an appositive
- Use underlining or italics for titles of books.

C. VOCABULARY

- Know how the following prefixes and suffixes affect word meaning:

Prefixes:

anti (as in antisocial, antibacterial)
co (as in coeducation, co-captain)
fore (as in forefather, foresee)
il, ir (as in illegal, irregular)
inter (as in interstate)
mid (as in midnight, Midwest)
post (as in postseason, postwar)
semi (as in semicircle, semiprecious)

Suffixes:

ist (as in artist, pianist)
ish (as in stylish, foolish)
ness (as in forgiveness, happiness)
tion, sion (as in relation, extension)

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. Expose children to more poetry, old and new, and have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be primarily a source of delight. This is also an appropriate grade at which to begin looking at poems in more detail, asking questions about the poet's use of language, noting the use of devices such as simile, metaphor, alliteration, etc.

A. POEMS

The Arrow And The Song (Henry Wadsworth Longfellow)
Barbara Frietchie (John Greenleaf Whittier)
Battle Hymn of the Republic (Julia Ward Howe)
A bird came down the walk (Emily Dickinson)
Casey at the Bat (Ernest Lawrence Thayer)
The Eagle (Alfred Lord Tennyson)
I Hear America Singing (Walt Whitman)
I like to see it lap the miles (Emily Dickinson)
I, too, sing America (Langston Hughes)
Jabberwocky (Lewis Carroll)
Narcissa (Gwendolyn Brooks)
O Captain! My Captain! (Walt Whitman)
A Poison Tree (William Blake)
The Road Not Taken (Robert Frost)
The Snowstorm (Ralph Waldo Emerson)
Some Opposites (Richard Wilbur)
The Tiger (William Blake)
A Wise Old Owl (Edward Hersey Richards)

Note: See also below, III. D, Literary Terms: Literal and figurative language.

B. TERMS
onomatopoeia
alliteration

III. Fiction and Drama

Teachers: In fifth grade, students should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Students should read outside of school at least 25 minutes daily.

The titles below constitute a selected core of stories for this grade. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc.

Some of the works below, such as *Don Quixote*, *Narrative of the Life of Frederick Douglass*, or *A Midsummer Night's Dream* are available in editions adapted for young readers.

A. STORIES
The Adventures of Tom Sawyer (Mark Twain)
episodes from *Don Quixote* (Miguel de Cervantes)
Little Women (Part First) (Louisa May Alcott)
Narrative of the Life of Frederick Douglass (Frederick Douglass)
The Secret Garden (Frances Hodgson Burnett)
Tales of Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)

See also World History 5: The Renaissance, *re Don Quixote.*

B. DRAMA
- *A Midsummer Night's Dream* (William Shakespeare)
- Terms:
  tragedy and comedy
  act, scene
  Globe Theater

See also World History 5: The Renaissance, *re A Midsummer Night's Dream.*

C. MYTHS AND LEGENDS
- A Tale of the Oki Islands (a legend from Japan, also known as "The Samurai's Daughter")
- Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as "The Legend of Scarface")
- Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

See also World History 5: Feudal Japan, *re* "A Tale of the Oki Islands."

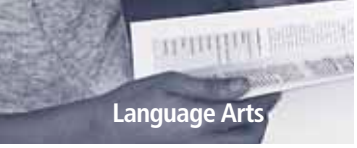
See also American History 5: Native American Cultures, *re* "Morning Star and Scarface" and Native American trickster stories.

D. LITERARY TERMS
- Pen name (pseudonym)
- Literal and figurative language
  imagery
  metaphor and simile
  symbol
  personification

IV. Speeches

- Abraham Lincoln: The Gettysburg Address
- Chief Joseph (Highh'moot Tooyalakekt): "I will fight no more forever"

See also American History 5: Civil War; and, Native Americans: Cultures and Conflicts.



V. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Birthday suit
Bite the hand that feeds you.
Chip on your shoulder
Count your blessings.
Eat crow
Eleventh hour
Eureka!
Every cloud has a silver lining.
Few and far between
Forty winks
The grass is always greener on the other side (of the hill).
To kill two birds with one stone
Lock, stock and barrel
Make a mountain out of a molehill
A miss is as good as a mile.
It's never too late to mend.
Out of the frying pan and into the fire.
A penny saved is a penny earned.
Read between the lines.
Sit on the fence
Steal his/her thunder
Take the bull by the horns.
Till the cows come home
Time heals all wounds.
Tom, Dick and Harry
Vice versa
A watched pot never boils.
Well begun is half done.
What will be will be.

History and Geography: Grade 5

World History and Geography

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

See also below, II.A: Geography of Early American Civilizations; III.C: Trade and Slavery; VI.B: Geography of Russia; VII.B: Geography of Japan.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades.

- Read maps and globes using longitude and latitude, coordinates, degrees.
- Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
- Climate zones: Arctic, Tropical, Temperate
- Time zones (review from Grade 4): Prime Meridian (O degrees); Greenwich, England; 180° Line (International Date Line)
- Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- From a round globe to a flat map: Mercator projection, conic and plane projections

B. GREAT LAKES OF THE WORLD

- Eurasia: Caspian Sea
- Asia: Aral Sea
- Africa: Victoria, Tanganyika, Chad
- North America: Superior, Huron, Michigan
- South America: Maracaibo, Titicaca

II. Early American Civilizations

Teachers: Discuss with students: How do we know about these ancient civilizations? (Through archaeological findings; ancient artifacts and writings; writings by European missionaries and conquerors, etc.).

A. GEOGRAPHY

- Identify and locate Central America and South America on maps and globes.
  Largest countries in South America: Brazil and Argentina
- Amazon River
- Andes Mountains

B. MAYA, AZTEC, AND INCA CIVILIZATIONS

- The Mayas
  - Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.
  - Accomplishments as architects and artisans: pyramids and temples
  - Development of a system of hieroglyphic writing
  - Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero

- The Aztecs
  - A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.
  - The island city of Tenochtitlan: aqueducts, massive temples, etc.
  - Moctezuma (also spelled Montezuma)
  - Ruler-priests; practice of human sacrifice

- The Inca
  - Ruled an empire stretching along the Pacific coast of South America
  - Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads

C. SPANISH CONQUERORS

- Conquistadors: Cortés and Pizzaro
  - Advantage of Spanish weapons (guns, cannons)
  - Diseases devastate native peoples

III. European Exploration, Trade, and the Clash of Cultures

Teachers: It is recommended that you use timelines to place these people and events in the context of the students' previous studies (especially in grade 3) of the early exploration and settlement of North America. Fifth grade teachers should examine the third grade guidelines for American History in order to use the familiar topics as a foundation upon which to build knowledge of the new topics.

Note: Place the great wave of exploration by Europeans in the context of various peoples exploring beyond their own borders, including Islamic traders and (recall from Grade 4) Zheng He of China.

A. BACKGROUND

- Beginning in the 1400s Europeans set forth in a great wave of exploration and trade.
- European motivations
  - Muslims controlled many trade routes.
  - Profit through trade in goods such as gold, silver, silks, sugar, and spices
  - Spread of Christianity: missionaries
- Geography of the spice trade
  - The Moluccas, also called the "Spice Islands": part of present-day Indonesia
  - Locate: the region known as Indochina, the Malay Peninsula, the Philippines
  - Definition of "archipelago"
  - "Ring of Fire": earthquakes and volcanic activity

B. EUROPEAN EXPLORATION, TRADE, AND COLONIZATION

- Portugal
  - Prince Henry the Navigator, exploration of the West African coast
  - Bartolomeu Dias rounds the Cape of Good Hope
  - Vasco da Gama: spice trade with India, exploration of East Africa
  - Portuguese conquer East African Swahili city-states
  - Cabral claims Brazil
- Spain
  - Two worlds meet: Christopher Columbus and the Tainos
  - Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples
  - Treaty of Tordesillas between Portugal and Spain
  - Balboa reaches the Pacific
  - Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage
- England and France
  - Search for Northwest Passage (review from grade 3)
  - Colonies in North America and West Indies
  - Trading posts in India

Note: Briefly review from American History 3: "Early Spanish Exploration and Settlement." Also, see above, II.C, Spanish Conquerors.

Note: Briefly review from American History 3: search for Northwest Passage. You may also want to introduce other explorers, such as Verrazano and Cartier.

- Holland (The Netherlands)
  - The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
  - The Dutch in South Africa, Cape Town
  - The Dutch in North America: New Netherland (review from grade 3), later lost to England

C. TRADE AND SLAVERY

- The sugar trade
  - African slaves on Portuguese sugar plantations on islands off West African coast, such as São Tomé
  - Sugar plantations on Caribbean islands
  - West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica
- Transatlantic slave trade: the "triangular trade" from Europe to Africa to colonies in the Caribbean and the Americas
  - The "Slave Coast" in West Africa
  - The Middle Passage

IV. The Renaissance and the Reformation

A. THE RENAISSANCE

- Islamic scholars translate Greek works and so help preserve classical civilization.
- A "rebirth" of ideas from ancient Greece and Rome
- New trade and new wealth
- Italian city states: Venice, Florence, Rome
- Patrons of the arts and learning
  - The Medici Family and Florence
  - The Popes and Rome
- Leonardo da Vinci, Michelangelo
- Renaissance ideals and values as embodied in
  - *The Courtier* by Castiglione: the "Renaissance man"
  - *The Prince* by Machiavelli: real-world politics

See also Visual Arts 5: The Art of the Renaissance; and Language Arts 5: Shakespeare, *A Midsummer Night's Dream;* Cervantes, *Don Quixote.*

B. THE REFORMATION

- Gutenberg's printing press: the Bible made widely available
- The Protestant Reformation
  - Martin Luther and the 95 Theses
  - John Calvin
- The Counter-Reformation
- Copernicus and Galileo: Conflicts between science and the church
  - Ptolemaic (earth-centered) vs. sun-centered models of the universe

V. England from the Golden Age to the Glorious Revolution

A. ENGLAND IN THE GOLDEN AGE

- Henry VIII and the Church of England
- Elizabeth I
- British naval dominance
  - Defeat of the Spanish Armada
  - Sir Francis Drake
  - British exploration and North American settlements

See also Language Arts 5: Shakespeare.

B. FROM THE ENGLISH REVOLUTION TO THE GLORIOUS REVOLUTION

- The English Revolution
  - King Charles I, Puritans and Parliament
  - Civil War: Cavaliers and Roundheads
  - Execution of Charles I
  - Oliver Cromwell and the Puritan regime
  - The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America
- The "Glorious Revolution" (also called the Bloodless Revolution)
  - King James II replaced by William and Mary
  - Bill of Rights: Parliament limits the power of the monarchy

VI. Russia: Early Growth and Expansion

A. GEOGRAPHY

- Moscow and St. Petersburg
- Ural Mountains, Siberia, steppes
- Volga and Don Rivers
- Black, Caspian, and Baltic Seas
- Search for a warm-water port

B. HISTORY AND CULTURE

- Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and of Byzantine culture (after the fall of Constantinople in 1453)
- Ivan III (the Great), czar (from the Latin "Caesar")
- Ivan IV (the Terrible)
- Peter the Great: modernizing and "Westernizing" Russia
- Catherine the Great
  - Reforms of Peter and Catherine make life even harder for peasants

VII. Feudal Japan

A. GEOGRAPHY

- Pacific Ocean, Sea of Japan
- Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Tokyo
- Typhoons, earthquakes
- The Pacific Rim

B. HISTORY AND CULTURE

See also Language Arts 5: "A Tale of the Oki Islands."

- Emperor as nominal leader, but real power in the hands of shoguns
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
  - Buddhism: the four Noble Truths and the Eightfold Path, Nirvana
  - Shintoism: reverence for ancestors, reverence for nature, *kami*

Note: Review from grade 2: Buddhism's origins in India, spread throughout Asia.

Note: Fifth grade students who have been through earlier grades of the *Core Knowledge Sequence* have been introduced to exploration and pioneers in grades 1 and 2.

American History and Geography

I. Westward Expansion

Teachers: Guidelines for the study of Westward Expansion are divided into two parts, with part A focusing on the decades before the Civil War, and part B focusing on the years after the Civil War. You may wish to plan a single unit on Westward Expansion, or divide your studies with a unit on the Civil War (see II below).

A. WESTWARD EXPANSION BEFORE THE CIVIL WAR

- Geography
  - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
  - Erie Canal connecting the Hudson River and Lake Erie
  - Appalachian and Rocky Mountains
  - Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean
  - Great Plains stretching from Canada to Mexico
- Early exploration of the west
  - Daniel Boone, Cumberland Gap, Wilderness Trail
  - Lewis and Clark, Sacagawea
  - "Mountain men," fur trade
  - Zebulon Pike, Pike's Peak
- Pioneers
  - Getting there in wagon trains, flatboats, steamboats
  - Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
  - Land routes: Santa Fe Trail and Oregon Trail
  - Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake
  - Gold Rush, '49ers
- Native American resistance
  - More and more settlers move onto Native American lands, treaties made and broken
  - Tecumseh (Shawnee): attempted to unite tribes in defending their land
  - Battle of Tippecanoe
  - Osceola, Seminole leader
- "Manifest Destiny" and conflict with Mexico
  - The meaning of "manifest destiny"
  - Early settlement of Texas: Stephen Austin
  - General Antonio Lopez de Santa Anna
  - Battle of the Alamo ("Remember the Alamo"), Davy Crockett, Jim Bowie
- The Mexican-American War
  - General Zachary Taylor ("Old Rough and Ready")
  - Some Americans strongly oppose the war, Henry David Thoreau's "Civil Disobedience"
  - Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

B. WESTWARD EXPANSION AFTER THE CIVIL WAR

- Homestead Act (1862), many thousands of Americans and immigrants start farms in the West
- "Go west, young man" (Horace Greeley's advice)
- Railroads, Transcontinental Railroad links east and west, immigrant labor
- Cowboys, cattle drives
- The "wild west," reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- "Buffalo Soldiers," African American troops in the West
- U. S. purchases Alaska from Russia, "Seward's folly"
- 1890: the closing of the American frontier (as acknowledged in the U. S. Census), the symbolic significance of the frontier

II. The Civil War: Causes, Conflicts, Consequences

See also Language Arts 5: *Narrative of the Life of Frederick Douglass.*

A. TOWARD THE CIVIL WAR

- Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
- Slave life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states
  - Missouri Compromise of 1820
  - Dred Scott decision allows slavery in the territories
- Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
- John Brown, Harper's Ferry
- Lincoln: "A house divided against itself cannot stand."
  - Lincoln-Douglas debates
  - Lincoln elected president, Southern states secede

See also Language Arts / Music 5: "The Battle Hymn of the Republic"; and Language Arts 5: Gettysburg Address.

B. THE CIVIL WAR

- Fort Sumter
- Confederacy, Jefferson Davis
- Yankees and Rebels, Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships, battle of the USS *Monitor* and the CSS *Virginia* (formerly the USS *Merrimack)*
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African-American troops, Massachusetts Regiment led by Colonel Shaw
- Sherman's march to the sea, burning of Atlanta
- Lincoln re-elected, concluding words of the Second Inaugural Address ("With malice toward none, with charity for all. . . .")
- Richmond (Confederate capital) falls to Union forces
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

Note: Those who wish to examine other battles may want to include Vicksburg (and Lincoln's famous words, "The Father of Waters again goes unvexed to the sea") and the Battle of Mobile Bay (with Admiral David Farragut's famous words, "Damn the torpedoes, full speed ahead!").

See also Language Arts 5: Walt Whitman's poem "O Captain! My Captain!" *re* the assassination of Lincoln.

C. RECONSTRUCTION

- The South in ruins
- Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment
- Carpetbaggers and scalawags
- Freedmen's Bureau, "40 acres and a mule"
- 13th, 14th, and 15th Amendments to the Constitution
- Black Codes, the Ku Klux Klan and "vigilante justice"
- End of Reconstruction, Compromise of 1877, all federal troops removed from the South

III. Native Americans: Cultures and Conflicts

A. CULTURE AND LIFE

- Great Basin (for example, Nez Perce)
- Plateau (for example, Shoshone and Ute)
- Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Blackfeet, Crow)
  - Extermination of buffalo (review from grade 2)
- Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)

See also Language Arts 5: American Indian trickster myths; and, Chief Joseph, "I will fight no more forever."

B. AMERICAN GOVERNMENT POLICIES

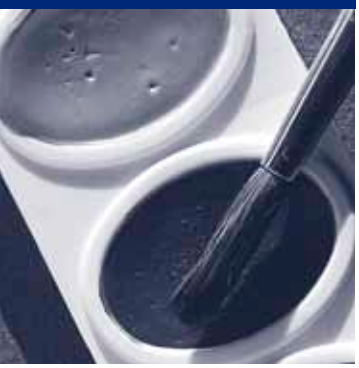
- Bureau of Indian Affairs
- Forced removal to reservations
- Attempts to break down tribal life, assimilation policies, Carlisle School

C. CONFLICTS

- Sand Creek Massacre
- Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand
- Wounded Knee
  Ghost Dance

IV. U. S. Geography

- Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
- The Gulf Stream, how it affects climate
- Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest
- Fifty states and capitals



Visual Arts: Grade 5

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

In studying the works of art specified below, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, and symmetry.

I. Art of the Renaissance

Teachers: Study of the following artists and works of art may be integrated with study of related topics in World History 5: The Renaissance.

Note: When you study perspective, review from grade 3 foreground, middle ground, and background; and, for contrast, examine paintings that do not attempt to create an illusion of depth, for example, *Madonna and Child on a Curved Throne* (see Visual Arts 4: Art of the Middle Ages).

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance
  - The vantage point or point-of-view of the viewer
  - Convergence of lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres—such as portrait, fresco, Madonna—by Italian Renaissance artists, including
  - Sandro Botticelli, *The Birth of Venus*
  - Leonardo da Vinci: *The Proportions of Man, Mona Lisa, The Last Supper*
  - Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as *The Creation of Adam*
  - Raphael: *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John, The Alba Madonna,* or *The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including
  - Donatello, *Saint George*
  - Michelangelo, *David*
- Become familiar with Renaissance architecture, including
  - The Florence Cathedral, dome designed by Filippo Brunelleschi
  - St. Peter's in Rome
- Observe and discuss paintings of the Northern Renaissance, including
  - Pieter Bruegel, *Peasant Wedding*
  - Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)
  - Jan van Eyck, *Giovanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

II. American Art: Nineteenth-Century United States

- Become familiar with the Hudson River School of landscape painting, including
  - Thomas Cole, *The Oxbow* (*The Connecticut River Near Northampton*) (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
  - Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- Become familiar with genre paintings, including
  - George Caleb Bingham, *Fur Traders Descending the Missouri*
  - William Sidney Mount, *Eel Spearing at Setauket*

See also American History 5: Civil War, *re* photographs by Brady; and African American troops in the Civil War: Shaw and the Massachusetts 54th, *re* Saint-Gaudens's *Shaw Memorial.*

- Become familiar with art related to the Civil War, including
  Civil War photography of Mathew Brady and his colleagues
  The Shaw Memorial sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives.

See also World History 5: Feudal Japan.

III. Art of Japan

- Become familiar with
  The Great Buddha (also known as the Kamakura Buddha)
  Landscape gardens

Music: Grade 5

SEE INTRODUCTION, "The Arts in the Curriculum."

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns.
  Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando.*
  Discriminate between differences in pitch: high and low.
  Discriminate between loud and soft; gradually increasing and decreasing volume; *crescendo* and *decrescendo.*
  Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
  Sing unaccompanied, accompanied, and in unison.
  Recognize harmony; sing rounds and canons; two- and three-part singing.
  Recognize introduction, interlude, and coda in musical selections.
  Recognize verse and refrain.
  Continue work with timbre and phrasing.
  Recognize theme and variations.
  Sing or play simple melodies while reading scores.

- Understand the following notation and terms:

  names of lines and spaces in the treble clef; middle C

  𝄞 treble clef, 𝄚 staff, bar line, double bar line, measure, repeat signs

  𝅝 whole note 𝅗𝅥 half note ♩ quarter note ♪ eighth note

  whole rest, half rest, quarter rest, eighth rest

  𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 grouped sixteenth notes

  tied notes and dotted notes

  ♯ sharps ♭ flats

  Da capo [D.C.] *al fine*

  meter signature $\frac{4}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ or common time $\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{8}$

  soft ***pp*** ***p*** ***mp*** loud ***mf*** ***f*** ***ff***

II. Listening and Understanding

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

A. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Ludwig van Beethoven, *Symphony No. 5*
- Modest Mussorgsky, *Pictures at an Exhibition* (as orchestrated by Ravel)

Note: Children were introduced to Beethoven in grade 2.

B. MUSICAL CONNECTIONS

Teachers: Introduce children to the following works in connection with topics in other disciplines:

- Music from the Renaissance (such as choral works of Josquin Desprez; lute songs by John Dowland)
- Felix Mendelssohn, Overture, Scherzo, and Wedding March from *A Midsummer Night's Dream*

See also below, Songs, "Greensleeves"; and see World History 5: The Renaissance.

See also Language Arts 5: Shakespeare's *A Midsummer Night's Dream.*

III. American Musical Traditions

- Spirituals
  Originated by African-Americans, many spirituals go back to the days of slavery. Familiar spirituals, such as:
  Down by the Riverside
  Sometimes I Feel Like a Motherless Child
  Wayfaring Stranger
  We Shall Overcome

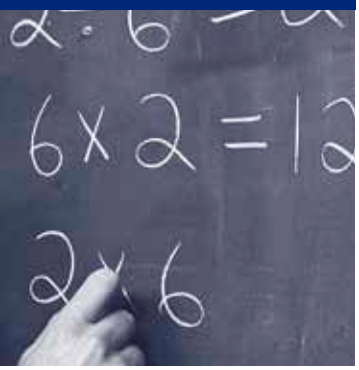
Note: Spirituals introduced in earlier grades include "Swing Low, Sweet Chariot," "He's Got the Whole World in His Hands," and "This Little Light of Mine."

IV. Songs

Battle Hymn of the Republic
Danny Boy
Dona Nobis Pacem (round)
Git Along Little Dogies
God Bless America
Greensleeves
The Happy Wanderer
Havah Nagilah
If I Had a Hammer
Red River Valley
Sakura
Shenandoah
Sweet Betsy from Pike

See also above, III. American Musical Traditions, Spirituals.

See also American History 5: Civil War, *re* "Battle Hymn of the Republic." Also, you may wish to recall songs from grade 2: "Dixie," "Follow the Drinking Gourd," and "When Johnny Comes Marching Home."



Mathematics: Grade 5

Teachers: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to math as math. From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important—indeed, it is prerequisite to achieving "higher order" skills—to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. Numbers and Number Sense

- Read and write numbers (in digits and words) up to the billions.
- Recognize place value up to billions.
- Order and compare numbers to 999,999,999 using the signs <, >, and = .
- Write numbers in expanded form.
- Integers
  - Locate positive and negative integers on a number line.
  - Compare integers using the symbols <, >, = .
  - Know that the sum of an integer and its opposite is 0.
  - Add and subtract positive and negative integers.
- Using a number line, locate positive and negative whole numbers.
- Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand.
- Exponents
  - Review perfect squares and square roots to 144; recognize the square root sign, $\sqrt{}$.
  - Using the terms *squared* and *cubed* and *to the nth power*, read and evaluate numerical expressions with exponents.
  - Identify the powers of ten up to 10^6.
- Identify a set and the members of a set, as indicated by { }.
- Identify numbers under 100 as prime or composite.
- Identify prime factors of numbers to 100 and write using exponential notation for multiple primes.
- Determine the greatest common factor (GCF) of given numbers.
- Determine the least common multiple (LCM) of given numbers.

II. Ratio and Percent

A. RATIO

- Determine and express simple ratios.
- Use ratio to create a simple scale drawing.
- Ratio and rate: solve problems on speed as a ratio, using the formula S = D/T (or D = R x T).

B. PERCENT

- Recognize the percent sign (%) and understand percent as "per hundred."
- Express equivalences between fractions, decimals, and percents, and know common equivalences:
  - $\frac{1}{10}$ = 10%
  - $\frac{1}{4}$ = 25%
  - $\frac{1}{2}$ = 50%
  - $\frac{3}{4}$ = 75%
- Find the given percent of a number.

III. Fractions and Decimals

A. FRACTIONS

- Determine the least common denominator (LCD) of fractions with unlike denominators.
- Recognize equivalent fractions (for example, $\frac{1}{2} = \frac{3}{6}$).
- Put fractions in lowest terms.
- Compare fractions with like and unlike denominators, using the signs <, >, and = .
- Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1.
- Add and subtract mixed numbers and fractions with like and unlike denominators.
- Multiply and divide fractions.
- Add and subtract fractions with like and unlike denominators.
- Add and subtract mixed numbers and fractions; multiply mixed numbers and fractions.
- Round fractions to the nearest whole number.
- Write fractions as decimals (e.g., $\frac{1}{4} = 0.25$; $\frac{17}{25} = 0.68$; $\frac{1}{3} = 0.3333\ldots$ or 0.33, rounded to the nearest hundredth).

B. DECIMALS

- Read, write, and order decimals to the nearest ten-thousandth.
- Write decimals in expanded form.
- Read and write decimals on a number line.
- Round decimals (and decimal quotients) to the nearest tenth; to the nearest hundredth; to the nearest thousandth.
- Estimate decimal sums, differences, and products by rounding.
- Add and subtract decimals through ten-thousandths.
- Multiply decimals: by 10, 100, and 1,000; by another decimal.
- Divide decimals by whole numbers and decimals.

IV. Computation

A. ADDITION

- Commutative and associative properties: know the names and understand the properties.

B. MULTIPLICATION

- Commutative, associative, and distributive properties: know the names and understand the properties.
- Multiply two factors of up to four digits each.
- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3 x 27 = (3 x 20) + (3 x 7) = 60 + 21 = 81.
- Solve word problems involving multiplication.

C. DIVISION

- Understand multiplication and division as inverse operations.
- Know what it means for one number to be "divisible" by another number.
- Know that you cannot divide by 0; that any number divided by 1 = that number.
- Estimate the quotient.
- Know how to move the decimal point when dividing by 10, 100, or 1,000.
- Divide dividends up to four digits by one-digit, two-digit, and three-digit divisors.
- Solve division problems with remainders; round a repeating decimal quotient.
- Check division by multiplying (and adding remainder).

D. SOLVING PROBLEMS AND EQUATIONS

- Solve word problems with multiple steps.
- Solve problems with more than one operation.

V. Measurement

Teachers: Review and reinforce as necessary from grade 4 topics on linear measure, weight, and capacity (volume). Also review various equivalences, which students should be able to recall from memory.

- Convert to common units in problems involving addition and subtraction of different units.
- Time: Solve problems on elapsed time; regroup when multiplying and dividing amounts of time.

VI. Geometry

- Identify and draw points, segments, rays, lines.
- Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.
- Measure the degrees in angles, and know that
  right angle = 90° acute angle: less than 90°
  obtuse angle: greater than 90° straight angle = 180°
- Identify and construct different kinds of triangles: equilateral, right, and isosceles.
- Know what it means for triangles to be congruent.
- Identify polygons:
  triangle, quadrilateral, pentagon, hexagon, and octagon
  parallelogram, trapezoid, rhombus, rectangle, square
- Know that regular polygons have sides of equal length and angles of equal measure.
- Identify and draw diagonals of polygons.
- Circles
  Identify arc, chord, radius (plural: radii), and diameter (radius = $\frac{1}{2}$ diameter).
  Using a compass, draw circles with a given diameter or radius.
  Find the circumference of a circle using the formulas $C = \pi d$, and $C = 2\pi r$, using 3.14 as the value of *pi*.
- Area
  Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi^2; yd^2; ft^2; in^2; km^2; m^2; cm^2; mm^2).
  Find the area of triangles, using the formula $A = \frac{1}{2}(b \times h)$.
  Find the area of a parallelogram using the formula $A = b \times h$.
  Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.
  Compute volume of rectangular prisms in cubic units (cm^3, in^3), using the formula $V = l \times w \times h$.
  Find the surface area of a rectangular prism.

VII. Probability and Statistics

- Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.
- Collect and organize data in graphic form (bar, line, and circle graphs).
- Solve problems requiring interpretation and application of graphically displayed data.
- Find the average (mean) of a given set of numbers.
- Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.
- Graph simple functions.

VIII. Pre-Algebra

- Recognize variables and solve basic equations using variables.
- Write and solve equations for word problems.
- Find the value of an expression given the replacement values for the variables, for example: What is $7 - c$ if c is 3.5?

Science: Grade 5

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. Classifying Living Things

Teachers: As the children study animal classification, discuss: Why do we classify? How does classification help us understand the natural world?

Note: A useful mnemonic device is "King Philip Came Over For Good Spaghetti."

- Scientists have divided living things into five large groups called kingdoms, as follows:
  Plant
  Animal
  Fungus (mushrooms, yeast, mold, mildew)
  Protist (algae, protozoans, amoeba, euglena)
  Moneran, also called Prokaryote (bacteria, blue-green algae/cyano bacteria)
- Each kingdom is divided into smaller groupings as follows:
  Kingdom
  Phylum
  Class
  Order
  Family
  Genus
  Species
  (Variety)
- When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things.
  Homo sapiens: the scientific name for the species to which human beings belong (genus *Homo*, species *sapiens*)
  Taxonomists: biologists who specialize in classification
- Different classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals (review from grade 3)

Teachers: Introduce an example of how an animal is classified, in order for students to become familiar with the system of classification, not to memorize specific names. For example, a collie dog is classified as follows:

Kingdom: Animalia
Phylum: Chordata (Subphylum: Vertebrata)
Class: Mammalia (mammal)
Order: Carnivora (eats meat)

Family: Canidae (a group with doglike characteristics)
Genus: *Canis* (a coyote, wolf, or dog)
Species: *familiaris* (a domestic dog)
Variety: Collie

II. Cells: Structures and Processes

Note: Students will study cell division in more detail, including the processes of mitosis and meiosis, in grade 7.

See below, III. B, Photosynthesis *re* plant cells.

- All living things are made up of cells.
- Structure of cells (both plant and animal)
  - Cell membrane: selectively allows substances in and out
  - Nucleus: surrounded by nuclear membrane, contains genetic material, divides for reproduction
  - Cytoplasm contains organelles, small structures that carry out the chemical activities of the cell, including mitochondria (which produce the cell's energy) and vacuoles (which store food, water, or wastes).
- Plant cells, unlike animal cells, have cell walls and chloroplasts.
- Cells without nuclei: monerans (bacteria)
- Some organisms consist of only a single cell: for example, amoeba, protozoans, some algae.
- Cells are shaped differently in order to perform different functions.
- Organization of cells into tissues, organs, and systems:
  - In complex organisms, groups of cells form tissues (for example, in animals, skin tissue or muscle tissue; in plants, the skin of an onion or the bark of a tree).
  - Tissues with similar functions form organs (for example, in some animals, the heart, stomach, or brain; in some plants, the root or flower).
  - In complex organisms, organs work together in a system (recall, for example, from earlier studies of the human body, the digestive, circulatory, and respiratory systems).

III. Plant Structures and Processes

A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS

- Non-vascular plants (for example, algae)
- Vascular plants
  - Vascular plants have tubelike structures that allow water and dissolved nutrients to move through the plant.
  - Parts and functions of vascular plants: roots, stems and buds, leaves

B. PHOTOSYNTHESIS

- Photosynthesis is an important life process that occurs in plant cells, but not animal cells (photo = light; synthesis = putting together). Unlike animals, plants make their own food, through the process of photosynthesis.
- Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)

C. REPRODUCTION

See below, IV. Life Cycles and Reproduction: asexual and sexual reproduction.

- Asexual reproduction
  - Example of algae
  - Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems
- Sexual reproduction by spore-bearing plants (for example, mosses and ferns)
- Sexual reproduction of non-flowering seed plants: conifers (for example, pines), male and female cones, wind pollination
- Sexual reproduction of flowering plants (for example, peas)
  - Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule)

Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit

Seed germination and plant growth: seed coat, embryo and endosperm, germination (sprouting of new plant), monocots (for example, corn) and dicots (for example, beans)

IV. Life Cycles and Reproduction

A. THE LIFE CYCLE AND REPRODUCTION

- Life cycle: development of an organism from birth to growth, reproduction, death
  Example: Growth stages of a human: embryo, fetus, newborn, infancy, childhood, adolescence, adulthood, old age
- All living things reproduce themselves. Reproduction may be asexual or sexual.
  Examples of asexual reproduction: fission (splitting) of bacteria, spores from mildews, molds, and mushrooms, budding of yeast cells, regeneration and cloning
  Sexual reproduction requires the joining of special male and female cells, called gametes, to form a fertilized egg.

B. SEXUAL REPRODUCTION IN ANIMALS

- Reproductive organs: testes (sperm) and ovaries (eggs)
- External fertilization: spawning
- Internal fertilization: birds, mammals
- Development of the embryo: egg, zygote, embryo, growth in uterus, fetus, newborn

V. The Human Body

A. CHANGES IN HUMAN ADOLESCENCE

- Puberty
  Glands and hormones (see below, Endocrine System), growth spurt, hair growth, breasts, voice change

B. THE ENDOCRINE SYSTEM

- The human body has two types of glands: duct glands (such as the salivary glands), and ductless glands, also known as endocrine glands.
- Endocrine glands secrete (give off) chemicals called hormones. Different hormones control different body processes.
- Pituitary gland: located at the bottom of the brain; secretes hormones that control other glands, and hormones that regulate growth
- Thyroid gland: located below the voice box; secretes a hormone that controls the rate at which the body burns and uses food
- Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar; when the pancreas does not produce enough insulin, a person has a sickness called diabetes (which can be controlled)
- Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

C. THE REPRODUCTIVE SYSTEM

- Females: ovaries, fallopian tubes, uterus, vagina, menstruation
- Males: testes, scrotum, penis, urethra, semen
- Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn

Note: There is some flexibility in the grade-level placement of the study of topics relating to human reproduction, as different schools and districts have differing local requirements, typically introducing these topics in either fifth or sixth grade.

VI. Chemistry: Matter and Change

A. ATOMS, MOLECULES, AND COMPOUNDS

- Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge)
- Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels).
- Atoms may join together to form molecules and compounds.
- Common compounds and their formulas:
  water H_2O
  salt NaCl
  carbon dioxide CO_2

B. ELEMENTS

Note: Students will examine the relation between the periodic table and atomic structure in more detail in grade 7.

- Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements.
- The Periodic Table: organizes elements with common properties
  Atomic symbol and atomic number
- Some well-known elements and their symbols:

Hydrogen	H
Helium	He
Carbon	C
Nitrogen	N
Oxygen	O
Sodium	Na
Aluminum	Al
Silicon	Si
Chlorine	Cl
Iron	Fe
Copper	Cu
Silver	Ag
Gold	Au

- Two important categories of elements: metals and non-metals
  Metals comprise about $\frac{2}{3}$ of the known elements.
  Properties of metals: most are shiny, ductile, malleable, conductive

C. CHEMICAL AND PHYSICAL CHANGE

Note: Qualitative description and investigation of chemical change is sufficient at this grade level.

- Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Examples of chemical change: rusting of iron, burning of wood, milk turning sour
- Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of. Examples of physical change: cutting wood or paper, breaking glass, freezing water

VII. Science Biographies

See also World History 5: The Renaissance, *re* Galileo. See above, Classifying Living Things, *re* Linnaeus; Cells, *re* Ernest Just; Human Body—Endocrine System (Hormones), *re* Percy Lavon Julian.

Galileo ("Father of modern science" who provided scientific support for Copernicus's sun-centered universe)
Percy Lavon Julian (biologist and inventor who developed synthetic cortisone to treat arthritis pain)
Ernest Just (biologist and medical pioneer who specialized in studying cells and reproduction in marine animals)
Carl Linnaeus (botanist and "Father of taxonomy" who standardized the classification system)

Exemplar Texts on a Topic Across Grades

Principles of Democracy

To be able to read and understand the Declaration of Independence, the Preamble to the Constitution, or King's "I Have a Dream" speech, literate adults must have a firm grasp of both the language and historical context of these texts. Building this foundation starts in the early elementary grades. All American history topics are relevant in some way to the formation of the United States and to the understanding of how the principles of American democracy came about. This listing represents a grade-appropriate mini-sequence of American history topics that directly relate to the ideas and freedoms embodied in the Declaration of Independence and the Constitution.

Study of American history and geography can begin in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. (The term "American" here generally refers to the lands that became the United States.) A more in-depth, chronological study of American history can then begin again in grade 3 and continue onward.

Reference the rest of this listing for more detail about specific age-appropriate subtopics as well as additional titles.

K

Early Exploration and Settlement

- The Voyage of Columbus in 1492
- The Pilgrims

A Picture Book of Christopher Columbus by David A. Adler (1991)
Christopher Columbus by Mary Dodson Wade (2003)
The Pilgrims' First Thanksgiving by Anne McGovern (1973)
Pilgrims of Plymouth by Susan E. Goodman (1999)
§ *The Pilgrims' Thanksgiving from A-Z* by Laura Crawford (2005)

Presidents and American Symbols

- Introduction to famous presidents
  - George Washington
  - Thomas Jefferson
  - Abraham Lincoln
  - Theodore Roosevelt
  - Current United States president
- American Symbols and Figures

My Teacher for President by Kay Winters (2004)
George Washington by Philip Abraham (2002)
A Picture Book of Thomas Jefferson by David A. Adler (1990)
Abe Lincoln's Hat by Martha Brenner (1994)
I pledge allegiance by Bill Martin Jr. and Michael Sampson (2002)

1

The Birth of Our Nation

- Introduction to the American Revolution (emphasizing the story of how we went from colonies to an independent nation)
- American Symbols and Figures

The 4th of July Story by Alice Dalgliesh (1995)
American Revolution (Research Guide) by Mary Pope Osborne (2004)
Boston Tea Party by Pamela Duncan Edwards (2001)
A Picture Book of Paul Revere by David A. Adler (1995)
Red, White, and Blue: The Story of the American Flag by John Herman (1998)

2–3

The Thirteen Colonies
Life before the Revolution

Life in a Colonial Town by Sally Senzell Isaacs (2000)
Colonial Life by Brendan January (2000)
If You Lived in Williamsburg In Colonial Days by Barbara Brenner (2000)

Immigration and Citizenship

Coming to America by Betsy Maestro (1996)
Miss Bridie Chose a Shovel by Leslie Connor (2004)
Watch the Stars Come Out by Riki Levinson (1985)
We the Kids by David Catrow (2002)
The Story of the Statue of Liberty by Betsy and Giulio Maestro (1986)

Reformers

A Picture Book of Eleanor Roosevelt by David A. Adler (1991)
A Picture Book of Martin Luther King, Jr. by David A. Adler (1989)
Teammates by Peter Golenbock (1990)
Susan B. Anthony: Fighter for Freedom and Equality by Suzanne Slade (2007)
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull (2003)

The Civil War

If You Lived at the Time of the Civil War by Kay Moore (1994)
A Picture Book of Harriet Tubman by David A. Adler (1992)
Nettie's Trip South by Ann Turner (1987)
A Picture Book of Abraham Lincoln by David A. Adler (1989)
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address by Jean Fritz (1993)

4–5

The American Revolution
Undertake a more detailed study.

Events Leading to the American Revolution by Linda R. Wade (2001)
The Revolutionary War by Brendan January (2000)
Paul Revere's Ride by Henry Wadsworth Longfellow (1990)
The Battles of Lexington and Concord by Judith Peacock (2002)
Can't You Make Them Behave, King George? by Jean Fritz (1977)

Making a Constitutional Government

A More Perfect Union: The Story of our Constitution by Betsy and Giulio Maestro (1987)
The Constitution by Warren Colman (1987)
The United States Constitution by Karen Price Hossell (2004)
If You Were There When They Signed the Constitution by Elizabeth Levy (1987)
Shh! We're Writing the Constitution by Jean Fritz (1987)

Reformers

Dorothea Dix: Social Reformer by Barbara Witteman (2003)
The Abolitionist Movement by Elaine Landau (2004)
If You Lived When Women Won Their Rights by Anne Kamma (2006)
Created Equal by Ann Rossi (2005)
Only Passing Through: The Story of Sojourner Truth by Anne Rockwell (2000)

The Civil War: Causes, Conflicts, Consequences
Undertake a more detailed study.

A Slave Family by Bobbie Kalman (2003)
Sisters Against Slavery: A Story about Sarah and Angelina Grimke by Stephanie Sammartino McPherson (1999)
Abe Lincoln Goes to Washington by Cheryl Harness (1997)
The Emancipation Proclamation by Ann Heinrichs (2002)
The Gettysburg Address by Abraham Lincoln (1995)

GRADE 1

Domain: The Birth of Our Nation

Introduction to the American Revolution (emphasizing the story of how we went from colonies to an independent nation)

- Locate the original thirteen colonies.
- The Boston Tea Party
- Paul Revere's ride, "One if by land, two if by sea"
- Minutemen and Redcoats, the "shot heard round the world"
- Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal . . ."
- Fourth of July
- Benjamin Franklin: patriot, inventor, writer
- George Washington: from military commander to our first president
  Martha Washington
  Our national capital city named Washington
- Legend of Betsy Ross and the flag

American Symbols and Figures

- Recognize and become familiar with the significance of
  Liberty Bell
  American flag
  Bald Eagle
  Current United States president

- *The 4th of July Story* by Alice Dalgliesh (1995)
- *American Revolution* (Research Guide) by Mary Pope Osborne (2004)
- *Boston Tea Party* by Pamela Duncan Edwards (2001)
- *A Picture Book of Paul Revere* by David A. Adler (1995)
- *Red, White, and Blue: The Story of the American Flag* by John Herman (1998)
- *A Picture Book of George Washington* by David A. Adler (1989)
- *George Washington* by Ingri and Edgar Parin D'Aulaire (1963)
- *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta (2006)
- *A Picture Book of Benjamin Franklin* by David A. Adler (1990)
- *Betsy Ross* by Alexandra Wallner (1994)
- *Yankee Doodle* by Gary Chalk (1993)
- *The Bald Eagle* by Tristan Boyer Binns (2001)
- *The Bald Eagle* by Norman Pearl (2007)
- *Saving the Liberty Bell* by Megan McDonald (2005)
- *The Liberty Bell* by Mary Firestone (2007)

GRADE 2

Domain: The Civil War

Introduction to the Civil War

- Controversy over slavery
- Harriet Tubman, the "underground railroad"
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, "Angel of the Battlefield," founder of American Red Cross
- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

American Symbols and Figures

- Recognize and become familiar with the significance of
  - U. S. flag: current and earlier versions
  - Lincoln Memorial

- *If You Lived at the Time of the Civil War* by Kay Moore (1994)
- *A Picture Book of Harriet Tubman* by David A. Adler (1992)
- *Nettie's Trip South* by Ann Turner (1987)
- *A Picture Book of Abraham Lincoln* by David A. Adler (1989)
- *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address* by Jean Fritz (1993)
- *If you Lived When There Was Slavery in America* by Anne Kamma (2004)
- *Civil War on Sunday* by Mary Pope Osborne (2000)
- *Abe Lincoln: The boy who loved books* by Kay Winters (2003)
- *Mr. Lincoln's Whiskers* by Karen B. Winnick (1996)
- *The Lincoln Memorial* by Kathleen W. Deady (2002)
- *Escape North! The Story of Harriet Tubman* by Monica Kulling (2000)
- *If You Traveled on the Underground Railroad* by Ellen Levine (1988)
- *Escape! A Story of the Underground Railroad* by Sharon Shavers Gayle (1999)
- *Harriet and the Promised Land* by Jacob Lawrence (1997)
- *Aunt Harriet's Underground Railroad* in the Sky by Faith Ringgold (1992)
- *Follow the Drinking Gourd* by Jeanette Winter(1988)
- *A Picture Book of Robert E. Lee* by David A. Adler (1994)
- *Clara Barton* by Wil Mara (2002)

Domain: Immigration and Citizenship

Introduction to Immigration and Citizenship

Using narrative, biography, and other accessible means to introduce children to the idea that many people have come to America (and continue to come here) from all around the world, for many reasons: to find freedom, to seek a better life, to leave behind bad conditions in their native lands, etc. Discuss: What is an immigrant? Why do people leave their home countries to make a new home in America? What is it like to be a newcomer in America? What hardships have immigrants faced? What opportunities have they found?

- America perceived as a "land of opportunity"
- The meaning of "e pluribus unum" (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
  - Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
  - What it means to be a citizen of a nation
  - American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
  - Becoming an American citizen (by birth, naturalization)

Introduction to American Government: The Constitution

Through analogies to familiar settings—the family, the school, the community—discuss some basic questions regarding American government, such as: What is government? What are some basic functions of American government? (Making and enforcing laws; settling disputes; protecting rights and liberties, etc.) Only basic questions need to be addressed at this grade level. Specific issues and institutions of American government, including, for example, the separation of powers, and the relation between state and federal government should be discussed in later grades.

- American government is based on the Constitution, the highest law of our land.
- James Madison, the "Father of the Constitution"
- Government by the consent of the governed: "We the People"

American Symbols and Figures

- Recognize and become familiar with the significance of
  U. S. flag: current and earlier versions
  Statue of Liberty

- *Coming to America* by Betsy Maestro (1996)
- *Miss Bridie Chose a Shovel* by Leslie Connor (2004)
- *Watch the Stars Come Out* by Riki Levinson (1985)
- *We the Kids* by David Catrow (2002)
- *The Story of the Statue of Liberty* by Betsy and Giulio Maestro (1986)
- *A Very Important Day* by Maggie Rugg Herold (1995)
- *A Picnic in October* by Eve Bunting (2004)
- *One Green Apple* by Eve Bunting (2006)
- *The Keeping Quilt* by Patricia Polacco (1998)
- *Molly's Pilgrim* by Barbara Cohen (1983)

Domain: Reformers

Through narrative, biography, and other accessible means, introduce students to the idea that while America is a country founded upon "the proposition that all men are created equal, equality has not always been granted to all Americans. Many people, however, have dedicated themselves to the struggle to extend equal rights to all Americans. Specific figures and issues to study can include:

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

- *A Picture Book of Eleanor Roosevelt* by David A. Adler (1991)
- *A Picture Book of Martin Luther King, Jr.* by David A. Adler (1989)
- *Teammates* by Peter Golenbock (1990)
- *Susan B. Anthony: Fighter for Freedom and Equality* by Suzanne Slade (2007)
- *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (2003)
- *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringold (1999)
- *I Am Rosa Parks by Rosa Parks* with Jim Haskins (1997)
- *Eleanor* by Barbara Cooney (1996)
- *Mary McLeod Bethune: A Great Teacher* by Patricia and Fredrick McKissack (2001)
- *Martin Luther King, Jr. and His Birthday* by Jacqueline Woodson (1990)
- *Martin's Big Words: The Life of Martin Luther King, Jr.* by Doreen Rappaport (2001)
- *March On! The Day My Brother Martin Changed the World* by Christine King Farris (2008)
- *Learning About Justice from the Life of César Chávez* by Jeanne Strazzabosco (1996)

Domain: The Thirteen Colonies: Life before the Revolution

Focus on the definition of "colony" and why countries establish colonies. Help children see that the thirteen English colonies were not alike. Different groups of people came to America with different motivations (hoping to get rich, looking for religious freedom, etc.), and the thirteen olonies developed in different ways.

Geography

- The thirteen colonies by region: New England, Middle Atlantic, Southern
- Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
- Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston

Southern Colonies

- Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
- Virginia
  - Chesapeake Bay, James River
  - 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
  - Establishment of Jamestown, first continuous English colony in the New World
  - Trade with Powhatan Indians (see also Eastern Woodland Indians, above)
  - John Smith
  - Pocahontas, marriage to John Rolfe
  - Diseases kill many people, both colonists and Indians
  - The Starving Time
  - Clashes between American Indians and English colonists
  - Development of tobacco as a cash crop, development of plantations
  - 1619: first African laborers brought to Virginia
- Maryland
  - A colony established mainly for Catholics
  - Lord Baltimore
- South Carolina
  - Charleston
  - Plantations (rice, indigo) and slave labor
- Georgia
  - James Oglethorpe's plan to establish a colony for English debtors
- Slavery in the Southern colonies
  - Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
  - The difference between indentured servants and slaves: slaves as property
  - The Middle Passage

New England Colonies

- New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
- Gradual development of maritime economy: fishing and shipbuilding
- Massachusetts
  - Colonists seeking religious freedom: in England, an official "established" church (the Church of England), which did not allow people to worship as they chose
  - The Pilgrims
    - From England to Holland to Massachusetts
    - 1620: Voyage of the Mayflower
    - Significance of the Mayflower Compact

Plymouth, William Bradford
Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
The Puritans
Massachusetts Bay Colony, Governor John Winthrop: "We shall be as a city upon a hill."
Emphasis on reading and education, the New England Primer

- Rhode Island
  Roger Williams: belief in religious toleration
  Anne Hutchinson

Middle Atlantic Colonies

- Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
- New York
  Dutch settlements and trading posts in "New Netherland"
  Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)
  English take over from the Dutch, and rename the colony New York
- Pennsylvania
  William Penn
  Society of Friends, "Quakers"
  Philadelphia

- *Life in a Colonial Town* by Sally Senzell Isaacs (2000)
- *Colonial Life* by Brendan January (2000)
- *If You Lived in Williamsburg In Colonial Days* by Barbara Brenner (2000)
- *The Pilgrims of Plimoth* by Marcia Sewall (1986)
- *A Horse's Tale* by Susan Lubner (2008)
- *A Day in the Life of a Colonial Indigo Planter* by Laurie Krebs (2004)
- *Life in Colonial Boston* by Jennifer Blizin Gillis (2003)
- *James Towne: Struggle for Survival* by Marcia Sewall (2001)
- *Anne Hutchinson's Way* by Jeannine Atkins (2007)

GRADE 4

Domain: The American Revolution

Undertake a more detailed study of the causes, major figures, and consequences of the American Revolution, with a focus on main events and figures, as well as these questions:
What caused the colonists to break away and become an independent nation?
What significant ideas and values are at the heart of the American Revolution?

Background: The French and Indian War

- Also known as the Seven Years' War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America)
- Alliances with Native Americans
- The Battle of Quebec
- British victory gains territory but leaves Britain financially weakened.

Causes and Provocations

- British taxes, "No taxation without representation"
- Boston Massacre, Crispus Attucks
- Boston Tea Party

- The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops
- First Continental Congress protests to King George III
- Thomas Paine's Common Sense

The Revolution

- Paul Revere's ride, "One if by land, two if by sea"
- Lexington and Concord
  The "shot heard 'round the world"
  Redcoats and Minute Men
- Bunker Hill
- Second Continental Congress: George Washington appointed commander in chief of Continental Army
- Declaration of Independence
  Primarily written by Thomas Jefferson
  Adopted July 4, 1776
  "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
- Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories)
- Victory at Saratoga, alliance with France
- European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
- Valley Forge
- Benedict Arnold
- John Paul Jones: "I have not yet begun to fight."
- Nathan Hale: "I only regret that I have but one life to lose for my country."
- Cornwallis: surrender at Yorktown

American Symbols and Figures

- Recognize and become familiar with the significance of *Spirit of '76* (painting)
- Events Leading to the American Revolution by Linda R. Wade (2001)
- The Revolutionary War by Brendan January (2000)
- Paul Revere's Ride by Henry Wadsworth Longfellow (1990)
- The Battles of Lexington and Concord by Judith Peacock (2002)
- Can't You Make Them Behave, King George? by Jean Fritz (1977)
- Lexington and Concord by Deborah Kent (1997)
- Sleds on Boston Common: A Story From the American Revolution by Louise Borden (2000)
- Give Me Liberty! The Story of the Declaration of Independence by Russell Freedman (2000)
- Final Years of the American Revolution by Linda R. Wade (2001)

Domain: Making a Constitutional Government

Examine some of the basic values and principles of American democracy, in both theory and practice, as defined in the Declaration of Independence and the U. S. Constitution, both in historical context and in terms of present-day practice. In examining the significance of the U. S. Constitution, introduce students to the unique nature of the American experiment, the difficult task of establishing a democratic government, the compromises the framers of the Constitution were willing to make, and the persistent threats to success. In order to appreciate the boldness and fragility of the American attempt to establish a republican government based on a constitution, students should know that republican governments were rare at this time. Discuss with students basic questions and issues about government, such as: Why do

societies need government? Why does a society need laws? Who makes the laws in the United States? What might happen in the absence of government and laws?

Main ideas behind the Declaration of Independence

- The proposition that "All men are created equal"
- The responsibility of government to protect the "unalienable rights" of the people
- Natural rights: "Life, liberty, and the pursuit of happiness"
- The "right of the people ... to institute new government"

Making a New Government: From the Declaration to the Constitution

- Definition of "republican" government: republican = government by elected representatives of the people
- Articles of Confederation: weak central government
- "Founding Fathers": James Madison as "Father of the Constitution"
- Constitutional Convention
  - Arguments between small and large states
  - The divisive issue of slavery, "three-fifths" compromise

The Constitution of the United States

- Preamble to the Constitution: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
- The separation and sharing of powers in American government: three branches of government
  - Legislative branch: Congress = House of Representatives and Senate, makes laws
  - Executive branch: headed by the president, carries out laws
  - Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws
- Checks and balances, limits on government power, veto
- The Bill of Rights: first ten amendments to the Constitution, including:
  - Freedom of religion, speech, and the press (First Amendment)
  - Protection against "unreasonable searches and seizures"
  - The right to "due process of law"
  - The right to trial by jury
  - Protection against "cruel and unusual punishments"

Levels and functions of government (national, state, local)

- Identify current government officials, including
  - President and vice-president of the U.S.
  - State governor
- State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches
- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

American Symbols and Figures

- Recognize and become familiar with the significance of
  - White House and Capitol Building
  - Great Seal of the United States

- *A More Perfect Union: The Story of our Constitution* by Betsy and Giulio Maestro (1987)
- *The Constitution* by Warren Colman (1987)
- *The United States Constitution* by Karen Price Hossell (2004)
- *If You Were There When They Signed the Constitution* by Elizabeth Levy (1987)
- *Shh! We're Writing the Constitution by Jean Fritz* (1987)
- *Designing America: The Constitutional Convention by Sean Price* (2008)
- *The Declaration of Independence* by Elaine Landau (2008)
- *The U.S. Constitution and You* by Syl Sobel (2001)
- *What Are the Parts of Government?* by William David Thomas (2008)
- *The Congress of the United States* by Christine Taylor-Butler (2008)
- *The Bill of Rights* by Michael Burgan (2002)
- *The Bill of Rights* by Christine Taylor-Butler (2008)
- *The Great Seal of the United States* by Terri DeGezelle (2004)
- *James Madison and Dolley Madison and Their Times* by Robert Quackenbush (1992)

Domain: Reformers

Introduce some prominent people and movements in the ferment of social change in America prior to the Civil War.

- Abolitionists
- Dorothea Dix and the treatment of the insane
- Horace Mann and public schools
- Women's rights
  - Seneca Falls convention
  - Elizabeth Cady Stanton
  - Lucretia Mott
  - Amelia Bloomer
  - Sojourner Truth

- *Dorothea Dix: Social Reformer* by Barbara Witteman (2003)
- *The Abolitionist Movement* by Elaine Landau (2004)
- *If You Lived When Women Won Their Rights* by Anne Kamma (2006)
- *Created Equal* by Ann Rossi (2005)
- *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell (2000)
- *In Their Own Words: Sojourner Truth* by Peter and Connie Roop (2002)
- *The Road to Seneca Falls: A Story about Elizabeth Cady Stanton* by Gwenyth Swain (1996)
- *The Seneca Falls Women's Rights Convention* by Sabrina Crewe and Dale Anderson (2005)
- *Elizabeth Cady Stanton* by Lucile Davis (1998)
- *Lucretia Mott* by Lucile Davis (1998)
- *Working for Change: The Struggle for Women's Right to Vote* by Leni Donlan (2008)
- *A Timeline of the Abolitionist Movement* by Judy Levine (2004)

GRADE 5

Domain: The Civil War: Causes, Conflicts, Consequences

Undertake a more detailed study of the causes, major figures, and consequences of the Civil War.

Toward the Civil War

- Abolitionists: William Lloyd Garrison and The Liberator, Frederick Douglass
- Slave life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states
  - Missouri Compromise of 1820
  - Dred Scott decision allows slavery in the territories
- Importance of Harriet Beecher Stowe's Uncle Tom's Cabin
- John Brown, Harper's Ferry
- Lincoln: "A house divided against itself cannot stand."
  - Lincoln-Douglas debates
  - Lincoln elected president, Southern states secede

The Civil War

- Fort Sumter
- Confederacy, Jefferson Davis
- Yankees and Rebels, Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships, battle of the USS Monitor and the CSS Virginia (formerly the USS Merrimack)
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African-American troops, Massachusetts Regiment led by Colonel Shaw
- Sherman's march to the sea, burning of Atlanta
- Lincoln re-elected, concluding words of the Second Inaugural Address ("With malice toward none, with charity for all. . . .")
- Richmond (Confederate capital) falls to Union forces
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

Reconstruction

- The South in ruins
- Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment
- Carpetbaggers and scalawags
- Freedmen's Bureau, "40 acres and a mule"
- 13th, 14th, and 15th Amendments to the Constitution
- Black Codes, the Ku Klux Klan and "vigilante justice"
- End of Reconstruction, Compromise of 1877, all federal troops removed from the South

- *A Slave Family* by Bobbie Kalman (2003)
- *Sisters Against Slavery: A Story about Sarah and Angelina Grimke* by Stephanie Sammartino McPherson (1999)
- *Abe Lincoln Goes to Washington* by Cheryl Harness (1997)
- *The Emancipation Proclamation* by Ann Heinrichs (2002)
- *The Gettysburg Address* by Abraham Lincoln (1995)
- *Bull Run* by Paul Fleischman (1993)
- *The Home Fronts in the Civil War* by Dale Anderson (2004)
- *Life on a Plantation* by Bobbie Kalman (1997)
- *John Brown: His Fight for Freedom* by John Hendrix (2009)
- *Seven Miles to Freedom: The Robert Smalls Story* by Janet Halfman (2008)
- *The Reconstruction Amendments* by Michael Burgan (2006)
- *The Carpetbaggers* by Lucia Raatma (2005)

Appendix C:

Domains and Core Content Objectives for the *Core Knowledge Language Arts* Program, K–2

Appendix C: Domains and Core Content Objectives for the *Core Knowledge Language Arts* Program, K–2

When using read-alouds to build content knowledge within a domain, it is important to start by identifying the specific knowledge that students are expected to learn over the course of the read-aloud domain. We offer the objectives below, taken from the Listening and Learning Strand of the *Core Knowledge Language Arts* program, as examples of what we call "Core Content Objectives." Every read-aloud lesson should have both content objectives, as well as language arts objectives, identified as learning goals within the lesson.

Note: In the *Core Knowledge Language Arts* program, all domains are modular within a grade level, so that individual classrooms teachers may determine the teaching sequence of each domain. However, we highly recommend that, whenever possible, teachers using the *Core Knowledge Language Arts* materials follow the recommended sequence below, as many factors, including the length of individual read-alouds within the domain, overall number of lessons in the domains, vocabulary density and level of abstraction and complexity, have been used to come up with the recommended sequence.

Kindergarten

1. Nursery Rhymes and Fables
2. The Five Senses
3. Stories
4. Plants
5. Farms
6. Native Americans
7. Kings and Queens
8. Seasons and Weather
9. Columbus and the Pilgrims
10. Colonial Towns and Townspeople
11. Taking Care of the Earth
12. Presidents and American Symbols

Grade 1

1. Fables and Stories
2. The Human Body
3. Different Lands, Similar Stories
4. Early World Civilizations
5. Early American Civilizations
6. Mozart and Music
7. Astronomy
8. The History of the Earth
9. Animals and Habitats
10. Fairy Tales
11. The Birth of Our Nation
12. Frontier Explorers

Grade 2

1. Stories and Poetry
2. Early Asian Civilizations
3. Cycles in Nature
4. The Ancient Greek Civilization
5. Greek Myths
6. Insects
7. Westward Expansion
8. The U.S. Civil War
9. Charlotte's Web I
10. Charlotte's Web II
11. Immigration
12. Fighting for a Cause

First Grade

Fables and Stories

- Demonstrate familiarity with particular fables and stories
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a particular fable
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given fable or story
- Understand that fables and folktales are two types of fiction

Builds on the following objectives targeted in kindergarten:

- Nursery Rhymes and Fables
  - Demonstrate familiarity with nursery rhymes and fables
  - Describe the characters and events in nursery rhymes and fables
  - Explain that fables teach a lesson that is stated as the moral of the story
  - Identify the moral of fables
  - Explain how animals often act as people in fables (personification)

- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story

The Human Body

- Understand that the human body is a network of systems
- Identify each of the five body systems: skeletal, muscular, digestive, circulatory, and nervous
- Recall basic facts about the skeletal system
- Recall basic facts about the muscular system
- Define the heart as a muscle that never stops working
- Recall basic facts about the digestive system
- Recall basic facts about the circulatory system
- Recall basic facts about the nervous system
- Identify the brain as the body's control center
- Understand that germs may cause disease in the body
- Explain the importance of vaccination in preventing disease
- Identify Edward Jenner as the man who developed the first vaccine
- Identify Louis Pasteur as the man who discovered pasteurization
- Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- Explain the importance of regular checkups
- Explain the importance of vaccinations
- Identify the food pyramid and its component food groups

Builds on the following objectives targeted in kindergarten:

- The Five Senses
  - Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
  - Identify each of the body parts associated with the five senses
  - Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function
  - Describe how the five senses help humans learn about their world

Different Lands, Similar Stories

- Understand that fictional stories come from the author's imagination
- Identify folktales as a type of fiction
- Understand that stories have a beginning, middle, and end
- Describe the characters, plot, and setting of *Little Red Riding Hood*
- Describe the characters, plot, and setting of *Lon Po Po*
- Describe the characters, plot, and setting of *Pretty Salma*
- Describe the characters, plot, and setting of *Tom Thumb*
- Describe the characters, plot, and setting of *Thumbelina*
- Describe the characters, plot, and setting of *Issun Boshi*
- Describe the characters, plot, and setting of *Mufaro's Beautiful Daughters*
- Describe the characters, plot, and setting of *The Irish Cinderlad*
- Understand that people from different lands tell similar stories

Builds on the following objectives targeted in kindergarten:

- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story
- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
  - Describe a royal family
  - Describe the behaviors that reinforce that kings and queens are royal
  - Discuss the lessons in *Cinderella* and in *Snow White and the Seven Dwarfs*, which show that goodness prevails and is rewarded

Early World Civilizations

- Locate the area known as Mesopotamia on a world map or globe, and identify it as a part of Asia
- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Describe the city of Babylon
- Identify and describe the significance of structures built in Mesopotamia and ancient Egypt
- Identify the way of writing in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Describe the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Recognize how a leader is important to the development of a civilization
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Identify Mesopotamia as the "Cradle of Civilization"
- Understand that a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Explain that much of Egypt is the Sahara Desert
- Identify and explain the significance of Hatshepsut and Tutankhamun as pharaohs of ancient Egypt
- Describe key components of a civilization
- Understand that much of what we know about ancient Egypt is because of the work of archaeologists

Three World Religions (Optional)

- Identify Judaism, Christianity, and Islam as major monotheistic world religions
- Locate Jerusalem and the area known as the Middle East on a map
- Define monotheism as the belief in one God
- Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam
- Identify the Hebrews as the ancient people who were descendants of Abraham
- Identify the names for followers of Judaism, Christianity, and Islam
- Identify Moses, Jesus Christ, and Muhammad and their significance
- Demonstrate familiarity with holidays associated with Judaism, Christianity, and Islam
- Recognize symbols for Judaism, Christianity, and Islam
- Identify the holy book of Judaism, Christianity, and Islam
- Identify places of worship for Judaism, Christianity, and Islam
- Understand that the religion of Christianity developed after Judaism
- Recognize that both Christians and Jews follow the Ten Commandments
- Understand that Islam originated in Arabia

Does not build on any objectives targeted in kindergarten

Early American Civilizations

- Locate the continents of Asia and North America on a world map or globe
- Understand that prehistoric nomads followed the animals they hunted
- Explain the importance of hunting among early peoples
- Understand that the first people in North America arrived by crossing a "land bridge" between Asia and North America
- Understand that a shift occurred from hunting and gathering to farming among early peoples
- Compare and contrast hunter-gatherer societies and Mayan society
- Understand the importance of extended family to the Maya
- Identify the area in which the Maya, Aztec, and Inca each lived
- Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Understand that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Understand that much of what we know about the Maya and the Inca is because of the work of archaeologists
- Understand that the Aztecs established a vast empire in central Mexico many, many years ago
- Identify the Aztec capital as Tenochtitlan
- Recognize by name the emperor of the Aztec, Moctezuma
- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

Does not build on any objectives targeted in kindergarten

Mozart and Music

- Identify Mozart as a famous musician and composer who lived over two hundred years ago
- Describe Mozart as a prodigy, talented at a very young age
- Describe an instrument as an object designed to make musical sounds
- Identify a composer as a person who writes music by recording musical notes
- Describe instrumental music as a type of music that is produced by musical instruments only and does not include singing
- Retell the major events of Mozart's life

- Recognize, sing, and play simple rhythms and melodies
- Understand the role of a patron in Mozart's time in as someone who helped a musician succeed
- Describe keyboard instruments, and name at least one example of a keyboard instrument
- Describe the woodwinds section of the orchestra, and name at least two woodwind instruments
- Describe opera as a performance in which singers tell a story with the help of the orchestra
- Describe a symphony as a composition, which uses many different instruments
- Identify the conductor as the leader of the orchestra
- Describe the brass section of the orchestra, and name at least two brass instruments
- Identify the conductor as the leader of the orchestra
- Recognize and begin to describe the mood of a piece of music

Builds on the following objectives targeted in kindergarten:

- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
  - Describe a royal family
  - Describe the behaviors that reinforce that kings and queens are royal
- Identify the beat in music, and increase his/her ability to keep a steady beat
- Describe the percussion section of the orchestra, and name at least two percussion instruments
- Describe the strings section of the orchestra, and name at least two stringed instruments
- Identify the four sections of the orchestra: woodwinds, brass, percussion, and strings

Astronomy

- Recognize the sun in the sky
- Understand that the sun, moon, and stars are located in outer space
- Understand that the sun is a source of energy, light, and heat
- Classify the sun as a star
- Identify Earth as a planet and our home
- Identify the Earth's rotation or spin as the cause of day and night
- Understand that other parts of the world experience nighttime while we have daytime
- Explain sunrise and sunset
- Understand that Earth orbits the sun
- Understand that stars are large, although they appear small in the night sky
- Describe stars as hot, distant, and made of gas
- Understand that astronomers study the moon and stars using telescopes
- Understand that people sometimes tell stories about the moon and stars
- Explain what a constellation is
- Identify the Big Dipper and the North Star
- Identify the four phases of the moon—new, crescent, half, full
- Understand that astronauts travel to outer space
- Describe the landing on the moon by American astronauts
- Explain the importance of the first trip to the moon
- State that the moon orbits the earth
- Explain that our solar system includes the sun and the planets that orbit around it
- Indicate that there are eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)
- Classify Pluto as a dwarf planet

Builds on the following objectives targeted in kindergarten:

- Seasons and Weather
  - Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
  - Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
  - Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
- Taking Care of the Earth
  - Understand that Earth is composed of land, water, and air
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Understand that natural resources are things found in nature that are valuable and of great importance to people
  - Understand that land, air, and water all suffer from different types of pollution, and all types of pollution are caused by human activities
  - Understand that air pollution from one location can make even the air that is far away in other places around the world dirty
  - Compare and contrast fresh water, salt water, and wastewater
  - Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth

The History of the Earth

- Identify geographical features of the earth's surface: oceans and continents
- Locate the North Pole, the South Pole, and the equator on a globe
- Describe the shape of the earth
- Understand that much of our knowledge of the earth and its history is the result of the work of many scientists
- Identify the layers of the earth: crust, mantle, core (outer and inner)
- Describe the crust
- Describe each of the layers inside the earth
- Describe volcanoes and geysers
- Identify common minerals in the earth
- Explain how minerals are used by people
- Identify the three types of rocks: metamorphic, sedimentary, and igneous
- Describe how heat, pressure, and time cause many changes inside the earth
- Describe how rocks and minerals are taken from the earth
- Describe fossils
- Explain how fossils provide information about the history of the earth
- Explain how we know about dinosaurs
- Describe various dinosaurs
- Explain the significance of the La Brea Tar Pits

Builds on the following objectives targeted in kindergarten:

- Plants
  - Understand that there are many different kinds and sizes of plants

Understand that different kinds of plants grow in different environments
Describe what plants need to live and grow: food, water, air, and sunlight
Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant

- Taking Care of the Earth
  Understand that Earth is composed of land, water, and air
  Identify examples of land, water, and air from their own environments
  Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  Understand that natural resources are things found in nature that are valuable and of great importance to people
  Identify key natural resources and describe how people use them

Animals and Habitats

- Describe what a habitat is
- Understand that living things live in habitats to which they are particularly suited
- Identify the characteristics of the Arctic tundra habitat
- Explain how Arctic animals have adapted to the Arctic tundra habitat
- Identify the characteristics of the Arctic Ocean habitat
- Explain how Arctic animals have adapted to the Arctic Ocean habitat
- Identify the characteristics of the desert habitat
- Explain how desert animals have adapted to the desert habitat
- Identify the characteristics of the grassland habitat
- Explain how grassland animals have adapted to the grassland habitat
- Identify the characteristics of the temperate deciduous forest habitat
- Explain how temperate deciduous forest animals have adapted to the temperate deciduous forest habitat
- Identify the characteristics of the tropical rainforest habitat
- Explain how tropical rainforest animals have adapted to the tropical rainforest habitat
- Identify the characteristics of the freshwater habitat
- Understand that saltwater covers most of Earth and is found in several oceans
- Match specific plants and animals to their habitats
- Classify animals on the basis of the types of food they eat (herbivore, carnivore, omnivore)
- Describe the landscape of the ocean floor
- Understand that ocean life is very diverse
- Understand that water covers most of Earth and is found in several oceans
- Classify water habitats as either freshwater or saltwater habitats
- Understand why and how habitat destruction can cause extinction
- Identify the characteristics of the bald eagles' habitat
- Identify and locate the oceans of the world on a globe: Arctic, Pacific, Atlantic, Indian, Southern

Builds on the following objectives targeted in kindergarten:

- Plants
  Understand that plants are living things
  Describe what plants need to live and grow: food, water, air, and sunlight
  Understand that there are many different kinds and sizes of plants
  Understand that different kinds of plants grow in different environments
  Identify the root, stem, leaf, flower, and seed of a plant
  Explain that roots anchor the plant and take in water and nutrients
  Explain that stems support the plant and carry water and nutrients to the various parts of the plant
  Explain that the plant makes its food in the leaves

Understand the basic life cycle of plants
Compare and contrast deciduous and evergreen plants

- Farms
  - Identify needs of farm animals: food; water; and space to live and grow
  - Describe how farm animal babies need to be fed and cared for by their parents or people
  - Match pictures and/or names of farm animal babies to their adult parents
- Seasons and Weather
  - Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
  - Describe the daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny or cloudy), and precipitation (rain, snow, or sleet)
- Taking Care of the Earth
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live.
  - Explain why people have a special responsibility to take care of the earth
  - Understand that humans generate large amounts of garbage which must be disposed of
  - Sequence what happens to garbage from its creation to being dumped in the landfill
  - Understand that natural resources are things found in nature that are valuable and of great importance to people
  - Recognize the phrase, "Reduce, reuse, recycle!" and explain how doing these three things can help to conserve natural resources
  - Understand that land, air, and water all suffer from different kinds of pollution, and all types of pollution are caused by human activities
  - Identify sources of air pollution, including cars and electricity produced by coal-fired power plants
  - Understand the effect of air pollution on human health
  - Compare and contrast fresh water, salt water, and waste water
  - Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth
  - Identify sources of water pollution, including factory waste and garbage

Fairy Tales

- Demonstrate familiarity with the fairy tale *Sleeping Beauty*
- Recognize what makes fairy tales different from other types of stories
- Identify common characteristics of fairy tales, such as "once upon a time" beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Identify the fairy tale elements of *Sleeping Beauty*
- Demonstrate familiarity with the fairy tale *Rumpelstiltskin*
- Identify the fairy tale elements of *Rumpelstiltskin*
- Identify the fairy tale elements of *Rapunzel*
- Demonstrate familiarity with the fairy tale *Rapunzel*
- Identify the fairy tale elements of *The Princess and the Pea*
- Compare and contrast different adaptations of fairy tales
- Demonstrate familiarity with the fairy tale *The Princess and the Pea*
- Demonstrate familiarity with the fairy tale *The Frog Prince*

- Identify the fairy tale elements of *The Frog Prince*
- Demonstrate familiarity with the fairy tale *Puss-in-Boots*
- Identify the fairy tale elements of *Puss-in-Boots*
- Identify the fairy tale elements of *Hansel and Gretel*
- Demonstrate familiarity with the fairy tale *Hansel and Gretel*
- Identify the fairy tale elements of *Jack and the Beanstalk*
- Demonstrate familiarity with the fairy tale *Jack and the Beanstalk*

Builds on the following objectives targeted in kindergarten:

- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story

- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Describe a royal family
  - Describe appropriate dress and manners used in meeting and/or talking with kings and queens

The Birth of Our Nation

- Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- Understand that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies
- Describe the contributions of George Washington as Patriot, military commander, and first president
- Identify Washington, D.C., as the nation's capital
- Explain that the nation's capital, Washington, D.C., was named after George Washington
- Identify Martha Washington as the wife of George Washington
- Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- Identify Thomas Jefferson as the author of the Declaration of Independence and the third president of the U.S.
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal . . ." as a part of the Declaration of Independence
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "One if by land, two if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Explain the significance of The Fourth of July
- Retell the legend of Betsy Ross and the flag
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Identify the U.S. flag, the Liberty Bell, and the bald eagle
- Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Builds on the following objectives targeted in kindergarten:

- Native Americans

Explain that there are many tribes of Native Americans
Identify the environment in which the Sioux lived
Identify the Sioux as a nomadic tribe
Describe the food, clothing, and shelter of the Sioux
Understand the importance of the buffalo to the Sioux
Identify the environment in which the Wampanoag lived
Understand how the Wampanoag tribe lived
Identify the Wampanoag as a settled tribe
Describe the food, clothing, and shelter of the Wampanoag
Understand that Native Americans still live in the U.S. today

- Kings and Queens
  Describe what a king or queen does
- Columbus and The Pilgrims
  Identify the continents of North America, South America, Europe, Africa, and Asia
  Understand why Europeans wanted to travel to Asia
  Describe the accomplishments of Christopher Columbus
  Recall the year of Columbus's first voyage to America: 1492
  Explain why Columbus called the land "India" and the inhabitants "Indians"
  Explain why Europeans eventually thought Columbus had discovered a "New World"
  Identify reasons why the Pilgrims left England
  Describe the Pilgrims' voyage on the Mayflower
  Explain the significance of Plymouth Rock
  Describe the Pilgrims' first year in America
  Describe the first Thanksgiving Day celebration
- Colonial Towns and Townspeople
  Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Presidents and American Symbols
  Describe George Washington as a general who fought for American independence
  Recognize that general Washington led his army to victory even though it was smaller than the English army
  Recognize George Washington as the first President of the United States
  Describe the differences between a president and a king
  Identify the American flag
  Recognize Thomas Jefferson as the third President of the United States
  Identify Thomas Jefferson as the primary author of the Declaration of Independence
  Describe the purpose of the Declaration of Independence as a statement of America's liberty

Frontier Explorers

- Locate the Appalachian Mountains on a map
- Recall basic facts about Daniel Boone
- Understand that Daniel Boone was a trailblazer
- Understand what the term "Wilderness Road" refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Identify and locate the Louisiana Territory on a map
- Understand the significance of the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Understand that while the territory acquired in the Louisiana Purchase had not been explored or settled by people who lived in other parts of the United States until Lewis and Clark went on their expedition, there were many, many Native American tribes already living there
- Recall basic facts about Lewis and Clark's encounters with Native Americans

- Explain why and how Sacagawea helped Lewis and Clark

Builds on the following objectives targeted in kindergarten:

- Native Americans
  - Explain that there are many tribes of Native Americans
  - Identify the environment in which the Sioux lived
  - Identify the Sioux as a nomadic tribe
  - Describe the food, clothing, and shelter of the Sioux
  - Understand the importance of the buffalo to the Sioux
  - Identify the environment in which the Wampanoag lived
  - Understand how the Wampanoag tribe lived
  - Identify the Wampanoag as a settled tribe
  - Describe the food, clothing, and shelter of the Wampanoag
  - Understand that Native Americans still live in the U.S. today
- Columbus and The Pilgrims
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Understand why Europeans wanted to travel to Asia
  - Describe the accomplishments of Christopher Columbus
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Explain why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why the Pilgrims left England
  - Describe the Pilgrims' voyage on the Mayflower
  - Explain the significance of Plymouth Rock
  - Describe the Pilgrims' first year in America
  - Describe the first Thanksgiving Day celebration
- Kings and Queens
  - Describe what a king or queen does
- Colonial Towns and Townspeople
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- American Presidents and Symbols
  - Describe the differences between a president and a king
  - Recognize Thomas Jefferson as the third President of the United States
  - Identify Thomas Jefferson as the primary author of the Declaration of Independence
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty

Second Grade*

***This listing is incomplete. The materials development of Grade 2 CKLA was in progress at the time of this listing.**

Stories and Poetry

- Demonstrate familiarity with a particular fairy tale *Beauty and the Beast*
- Describe the characters, plot, and setting of a particular fairy tale
- Identify common characteristics of fairy tales such as "once upon a time" beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of a particular fairy tale
- Identify fairy tales as a type of fiction
- Understand a particular poem or poems
- Recall some of the ideas expressed and some of the memorable words or phrases in these poems
- Understand the difference between lyric and narrative poems
- Recognize that narrative poems have characters, settings, plot, and dialogue
- Identify lyric poems as short, musical works that express ideas and feelings of one speaker
- Recognize that some poems contain rhyme that is not exact
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell or touch
- Understand that poems often include similes or metaphors that compare two or more things
- Demonstrate familiarity with specific tall tales
- Identify the characters, plot, and setting of specific tall tales
- Identify tall tales as a type of fiction
- Identify exaggerations as a characteristic of tall tales
- Identify the exaggerations in specific tall tales

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Nursery Rhymes and Fables (Kindergarten)
  - Describe the characters and events in nursery rhymes and fables
  - Explain how animals often act as people in fables (personification)
  - Recite some nursery rhymes
  - Identify rhyming words in nursery rhymes
  - Identify lines that repeat, and/or dialogue in nursery rhymes
- Stories (Kindergarten)
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story
- Fables and Stories (Grade 1)
  - Demonstrate familiarity with particular fables and stories
  - Identify character, plot, and setting as basic story elements
  - Describe the characters, plot, and setting of a given fable or story
  - Understand that fables and folktales are two types of fiction

Cycles in Nature

- Define the term *cycle*
- Define the term *seasonal cycle*
- Recognize that Earth orbits the sun and the sun does not move
- Understand that it takes one year for Earth's orbit of the sun
- Explain the cause for seasons

- Identify four seasons in the U.S.: spring, summer, autumn (fall), winter
- Explain effects of seasonal changes on plants and animals
- Describe plant and animal processes in spring
- Describe plant and animal processes in summer
- Describe plant and animal processes in autumn
- Describe plant and animal processes in winter
- Define the term *life cycle*
- Identify four stages of the life cycle: birth, growth, reproduction, and death
- Describe the life cycle of a flowering plant (seed to seed)
- Describe the life cycle of a chicken (egg to egg)
- Describe the life cycle of a frog (egg to egg)
- Describe the life cycle of a butterfly (egg to egg)
- Define the term *metamorphosis*
- Recognize that most of Earth's surface is covered by water
- Identify the three states of matter in which water exists: solid, liquid, and gas
- Define the term *water cycle*
- Understand that there is a limited amount of water on Earth
- Describe evaporation and condensation
- Identify forms of precipitation
- Define humidity as the amount of moisture in the air
- Describe the formation of clouds
- Identify three types of clouds: cirrus, cumulus, and stratus
- Understand that not all water cycles back into the air
- Identify groundwater as a water resource for humans

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Plants (Kindergarten)
  - Understand that plants are living things
  - Describe what plants need to live and grow: food, water, air, and sunlight
  - Understand that there are many different kinds and sizes of plants
  - Understand that different kinds of plants grow in different environments
  - Identify the root, stem, leaf, flower, and seed of a plant
  - Explain that roots anchor the plant and take in water and nutrients
  - Explain that stems support the plant and carry water and nutrients to the various parts of the plant
  - Explain that the plant makes its food in the leaves
  - Understand the basic life cycle of plants
- Farms (Kindergarten)
  - Identify needs of farm animals: food; water; and space to live and grow
  - Describe how farm animal babies need to be fed and cared for by their parents or people
  - Match pictures and/or names of farm animal babies to their adult parents
- Seasons and Weather (Kindergarten)
  - Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
  - Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)

Describe the daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny or cloudy), and precipitation (rain, snow, or sleet)

- Taking Care of the Earth (Kindergarten)
  - Understand that Earth is composed of land, water, and air
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Compare and contrast fresh water, salt water, and wastewater
  - Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth
  - Explain why people have a special responsibility to take care of the earth
- Astronomy (Grade 1)
  - Recognize the sun in the sky
  - Understand that the sun, moon, and stars are located in outer space
  - Understand that the sun is a source of energy, light, and heat
  - Classify the sun as a star
  - Identify Earth as a planet and our home
  - Identify the Earth's rotation or spin as the cause of day and night
  - Understand that other parts of the world experience nighttime while we have daytime
  - Explain sunrise and sunset
  - Understand that Earth orbits the sun
- Animals and Habitats (Grade 1)
  - Describe what a habitat is
  - Understand that living things live in habitats to which they are particularly suited
  - Identify the characteristics of specific habitats
  - Match specific plants and animals to their habitat
  - Explain how certain animals have adapted to their habitat
  - Understand that water covers most of Earth and is found in several oceans
  - Classify bodies of water as saltwater or freshwater habitats

Insects

- Classify insects as small six-legged animals
- Identify body parts of insects: head, thorax, abdomen (wings—optional)
- Describe composition and purpose of an insect's exoskeleton
- Define metamorphosis
- Recognize that most insects undergo a complete metamorphosis
- Describe four stages of the life cycle of insects that metamorphose
- Recognize that some newborn insects resemble the adults of their species
- Describe the molting process of some insects
- Distinguish between social and solitary insects
- Identify groups of social insects
- Describe the social behavior of an ant colony
- Describe the roles of honeybee workers, drones, and queens
- Cite ways in which insects may be helpful to people
- Cite ways in which insects may be harmful to people

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Plants (Kindergarten)
  - Understand that plants are living things
  - Describe what plants need to live and grow: food, water, air, and light
  - Understand that there are many different kinds and sizes of plants
  - Understand that different kinds of plants grow in different environments
  - Identify the root, stem, leaf, flower, and seed of a plant

Explain that roots anchor the plant and take in water and nutrients
Explain that stems support the plant and carry water and nutrients to the various parts of the plant
Explain that the plant makes its food in the leaves
Understand the basic life cycle of plants

- Farms (Kindergarten)
  Identify needs of farm animals: food; water; and space to live and grow
  Describe how farm animal babies need to be fed and cared for by their parents or people
  Match pictures and/or names of farm animal babies to their adult parents
- Seasons and Weather (Kindergarten)
  Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- Taking Care of the Earth (Kindergarten)
  Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  Explain why people have a special responsibility to take care of the earth
- Animals and Habitats (Grade 1)
  Describe what a habitat is
  Understand that living things live in habitats to which they are particularly suited
  Identify the characteristics of specific habitats
  Match specific plants and animals to their habitat
  Explain how certain animals have adapted to their habitat

Westward Expansion

- Learn that the frontier shifted west and southwest as the country grew
- Describe what life was like for pioneers who headed west
- Identify boats, canals, and trains as new forms of transportation that increased the movement of people west
- Identify Robert Fulton as the developer of the steamboat
- Describe the importance of the steamboat
- Describe the importance of canals
- Identify the Erie Canal as the most famous of canals built during the 'Canal Era'
- Explain the advantages of rail travel
- Identify "iron horse" as the nickname given to the first trains in America
- Identify the Transcontinental Railroad as a link between East and West
- Identify the Oregon Trail as an arduous trail traversed by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Explain that western expansion meant displacement of Native Americans
- Recognize that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe effect of diminishing buffalo on life of Plains Native Americans
- Explain that U.S. government forced Native Americans from their lands
- Identify the Trail of Tears as forced march of the Cherokee
- Identify Sequoyah as the developer of a writing system for the Cherokee language

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Native Americans (Kindergarten)
  Explain that there are many tribes of Native Americans
  Identify the environment in which the Sioux lived
  Identify the Sioux as a nomadic tribe

Describe the food, clothing, and shelter of the Sioux
Understand the importance of the buffalo to the Sioux
Identify the environment in which the Wampanoag lived
Understand how the Wampanoag tribe lived
Identify the Wampanoag as a settled tribe
Describe the food, clothing, and shelter of the Wampanoag
Understand that Native Americans still live in the U.S. today

- Columbus and The Pilgrims (Kindergarten)
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Identify why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why Pilgrims left England
  - Explain the significance of Plymouth Rock
- Colonial Towns and Townspeople (Kindergarten)
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Presidents and American Symbols (Kindergarten)
  - Describe the differences between a president and a king
  - Identify the American flag
  - Recognize Thomas Jefferson as the third President of the United States
- The Birth of Our Nation (Grade 1)
  - Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
  - Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
  - Locate the thirteen original colonies
  - Describe the contributions of George Washington as Patriot, military commander, and first president
  - Identify Washington, D.C., as the nation's capital
  - Explain that the nation's capital, Washington, D.C., was named after George Washington
  - Explain the significance of The Fourth of July
  - Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Frontier Explorers (Grade 1)
  - Locate the Appalachian Mountains on a map
  - Locate the Mississippi River on a map
  - Locate the Rocky Mountains on a map
  - Identify and locate the Louisiana Territory on a map
  - Understand the significance of the Louisiana Purchase
  - Explain the reasons that Lewis and Clark went on their expedition
  - Understand that while the territory acquired in the Louisiana Purchase had not been explored or settled by people who lived in other parts of the United States until Lewis and Clark went on their expedition, there were many, many Native American tribes already living there
  - Recall basic facts about Lewis and Clark's encounters with Native Americans
  - Explain why and how Sacagawea helped Lewis and Clark

The U.S. Civil War

- Describe slavery and the controversy over slavery in the United States
- Identify the Underground Railroad as a system of escape for slaves in the United States
- Describe the life and contributions of Harriet Tubman
- Differentiate between the North and South

- Differentiate between the Union and the Confederacy and the states associated with each
- Identify the people of the South as "Rebels" and those of the North as "Yankees"
- Describe why the Southern states seceded from the United States
- Define the difference between the Union and the Confederacy
- Describe the life and contributions of Abraham Lincoln
- Explain Abraham Lincoln's role in keeping the Union together during the Civil War
- Identify Clara Barton as the "Angel of the Battlefield" and the founder of the American Red Cross
- Describe the work of the American Red Cross
- Recall that Robert E. Lee was the commander of the Confederate army
- Understand Lee's reluctance to command the Union or the Confederate Army
- Recall that Ulysses S. Grant was the commander of the Union army
- Identify Abraham Lincoln as the author of the Emancipation Proclamation
- Explain the significance of the Emancipation Proclamation
- Identify the Civil War or the War Between the States as a war waged because of differences between the North and South
- Explain that the North's victory united the North and South as one country and ended slavery
- Describe the life and contributions of Elijah McCoy
- Demonstrate familiarity with the poem "Harriet Tubman"
- Demonstrate familiarity with the poem "Lincoln"
- Demonstrate familiarity with the songs "Follow the Drinking Gourd" and "Swing Low, Sweet Chariot"
- Demonstrate familiarity with the song "Dixie"
- Demonstrate familiarity with the song "When Johnny Comes Marching Home"

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Presidents and American Symbols (Kindergarten)
  Recognize Abraham Lincoln as an important President of the United States
  Identify that Abraham Lincoln was known as "Honest Abe"
- The Birth of Our Nation (Grade 1)
  Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation

Charlotte's Web I

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Understand why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Understand that an author sometimes gives the reader hints of things to come
- Recall that spiders are not insects
- Recall the seasons and the order in which they occur
- Understand how seasons affect life on a farm
- Have a general understanding of spiders and their anatomy

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Stories (Kindergarten)
  Listen to and then demonstrate familiarity with stories, including the ideas they express

- Farms (Kindergarten)
  - Sequence the seasonal rhythm of planting, growing, and harvesting
  - Identify buildings found on farms
  - Identify machines and tools of farming
  - Identify animals found on farms and the sounds they make
  - Identify needs of farm animals: food, water, and space to live and grow
- Seasons and Weather (Kindergarten)
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Fables and Stories (Grade 1)
  - Identify and describe the characters, plot, and setting of a particular story

Charlotte's Web II

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Describe the characters, plot (problems and solutions), and setting of *Charlotte's Web*
- Have a general understanding of orb spiders and their webs
- Have a general understanding of how crickets make a chirping sound
- Describe some aspects of life on a farm
- Understand how seasons affect life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe changes in characters
- Understand that an author sometimes gives the reader hints of things to come

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Stories (Kindergarten)
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
- Farms (Kindergarten)
  - Sequence the seasonal rhythm of planting, growing, and harvesting
  - Identify buildings found on farms
  - Identify machines and tools of farming
  - Identify animals found on farms and the sounds they make
  - Identify needs of farm animals: food, water, and space to live and grow
- Seasons and Weather (Kindergarten)
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Fables and Stories (Grade 1)
  - Identify and describe the characters, plot, and setting of a particular story

Immigration

- Explain the term immigrant
- Describe reasons immigrants leave their home countries to make a new home in the United States
- Explain why the United States was and is called the "land of opportunity"
- Identify the meaning of *e pluribus unum*
- Explain the significance of Ellis Island and the Statue of Liberty
- Describe how immigration has brought millions of newcomers to the United States
- Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- Describe why some immigrants settled in the Midwest

- Understand that their ancestors may have been immigrants who helped make America the country that it is today
- Explain what it means to be a citizen of a country
- Identify ways that a person becomes an American citizen
- Identify that the government of the United States is based on the Constitution, the highest law of our land
- Identify James Madison, the "Father of the Constitution"
- Understand that government by the consent of the governed, American citizens: "We the People"
- Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties, etc.) by making analogies to familiar settings such as the family, the school, and the community
- Identify the Bill of Rights as a document amending the Constitution
- Describe the rights and responsibilities of an American citizen
- Demonstrate familiarity with the songs, "This Land is Your Land" and "The Star-Spangled Banner"

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Columbus and the Pilgrims (Kindergarten)
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Describe the accomplishments of Christopher Columbus
  - Explain why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why Pilgrims left England
  - Describe the Pilgrims' voyage on the Mayflower
- Presidents and American Symbols (Kindergarten)
  - Describe the differences between a president and a king
  - Identify Thomas Jefferson as the primary author of the Declaration of Independence
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty
  - Identify the Statue of Liberty
- Early American Civilizations (Grade 1)
  - Locate the continents of Asia and North America on a world map or globe
  - Understand that the first people in North America arrived by crossing a "land bridge" between Asia and North America
  - Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- The Birth of Our Nation (Grade 1)
  - Identify "We hold these truths to be self-evident, that all men are created equal . . ." as a part of the Declaration of Independence
  - Explain the significance of The Fourth of July
  - Identify the U.S. flag, the Liberty Bell, and the bald eagle
  - Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Fighting for a Cause

- Explain that members of one (most powerful) group have tended to exclude members of other groups from certain rights
- Identify the causes that Susan B. Anthony fought for during her lifetime
- Describe the life and contributions of Susan B. Anthony
- Understand that fighting for the right to vote was an important cause for many women throughout the United States
- Understand that organizations and movements were created as women protested their inequality and unfair treatment
- Describe the life and contributions of Eleanor Roosevelt

- Identify the causes that Eleanor Roosevelt fought for during her lifetime
- Describe the early life of Marian Anderson
- Identify the causes Marian Anderson fought for during her lifetime
- Describe the later life of Marian Anderson
- Identify one cause that Eleanor Roosevelt fought for during her lifetime
- Describe the life and contributions of Mary McLeod Bethune
- Identify the causes that Mary McLeod Bethune fought for during her lifetime
- Identify the cause that Ruby Bridges fought for in her early life
- Describe the life and contributions of Jackie Robinson
- Identify the cause that Jackie Robinson fought for during his lifetime
- Describe the life and contributions of Rosa Parks
- Identify the causes that Rosa Parks fought for during her lifetime
- Understand that fighting for the rights of African Americans has been an important cause for many people throughout the United States
- Describe the life and contributions of Martin Luther King, Jr.
- Identify the causes that Martin Luther King, Jr. fought for during his lifetime
- Describe the life and contributions of Cesar Chavez
- Identify the causes that Cesar Chavez fought for during his lifetime

Builds on the following objectives targeted in Kindergarten and Grade 1:

- Presidents and American Symbols (Kindergarten)
  - Recognize the White House as the president's home
  - Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty
- The Birth of Our Nation (Grade 1)
  - Explain the significance of the Declaration of Independence
  - Identify "We hold these truths to be self-evident, that all men are created equal..." as part of the Declaration of Independence

Appendix D:

Core Knowledge Grade-by-Grade Resource Recommendations

RECOMMENDED ORDER AMOUNTS:

- **Titles for teachers:** one for each teacher, including resource teachers and librarians
- **Titles for students:** one for each student
- **Classroom resources:** one per classroom as noted

General

DVD: What Is Core Knowledge?

Cultural Literacy
The Schools We Need
The Knowledge Deficit
The Making of Americans
Reading Instruction: The Two Keys
Books to Build On
Dictionary of Cultural Literacy
First Dictionary of Cultural Literacy

Preschool

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
Core Knowledge Preschool Sequence and Teacher Handbook
What Your Preschooler Needs to Know (for parents)
Preschool Snapshot: Implementation & Observation Checklists
Core Knowledge Preschool Assessment Tool
Core Knowledge Preschool Assessment Kit
Core Knowledge Preschool Video
Core Knowledge Stop and Think Songbook CD
Preschool & K Music CD
A Joyful Noise
Preschool Daily Schedule Cards
The Knowledge Tree Preschool Kits*
Social Skills Posters
The Stop & Think Social Skills Program:
Teacher's Manual for Pre K–1
Stop and Think Parenting Book, with DVD (for parents)

For Students

What Your Preschooler Needs to Know:
Activity Book 1 for Ages 3–4
What Your Preschooler Needs to Know:
Activity Book 2 for Ages 4–5
Scholastic Preschool Classroom Library (one per classroom)*

Kindergarten

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade K
Text Resources, Grade K
Art Prints, Grade K
Core Knowledge Day-by-Day Planner and Workbook, Grade K
What Your Kindergartner Needs to Know(for parents)
Teacher Edition of Pearson Learning
Core Knowledge History and GeographyResources*
Preschool & K Music CD
A Joyful Noise
Stop and Think Parenting Book, with DVD
Social Skills Electronic Books*

For Students

Listen My Children, Grade K
Pearson Learning Core Knowledge History
and Geography Resources*
Scholastic Grade K Classroom Library (one per classroom)*

Grade 1

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade 1
Text Resources, Grade 1
Art Prints, Grade 1
Core Knowledge Day-by-Day Planner andWorkbook, Grade 1
What Your First Grader Needs to Know (for parents)
Teacher Edition of Pearson Learning
Core Knowledge History and Geography Resources*
Grades 1 & 2 Music CD set
A Joyful Noise
Stop and Think Parenting Book, with DVD
Social Skills Electronic Books*
Questar Curriculum-Referenced Tests*

For Students

Listen My Children, Grade 1
Pearson Learning Core Knowledge History
and Geography Resources*
Scholastic Grade 1 Classroom Library (one per classroom)*

Grade 2

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade 2
Text Resources, Grade 2
Art Prints, Grade 2
Core Knowledge Day-by-Day Planner and Workbook, Grade 2
What Your Second Grader Needs to Know(for parents)
Teacher Edition of Pearson Learning
Core Knowledge History and Geography Resources*
Grades 1 & 2 Music CD set
A Joyful Noise
Stop and Think Parenting Book, with DVD
Social Skills Electronic Books*
Questar Curriculum-Referenced Tests*

For Students

Listen My Children, Grade 2
Pearson Learning Core Knowledge History
and Geography Resources*
Scholastic Grade 2 Classroom Library (one per classroom)*

Grade 3

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade 3
Text Resources, Grade 3
Art Prints, Grade 3
Core Knowledge Day-by-Day Planner and Workbook, Grade 3
What Your Third Grader Needs to Know (for parents)
Teacher Edition of Pearson Learning Core Knowledge History and Geography Resources*
Grades 3–5 Music CD set
A Joyful Noise
Stop and Think Parenting Book, with DVD
Social Skills Electronic Books*
Questar Curriculum-Referenced Tests*

For Students

Listen, My Children, Grade 3
Pearson Learning Core Knowledge History and Geography Resources*
Scholastic Grade 3 Classroom Library (one per classroom)*

Grade 4

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade 4
Text Resources, Grade 4
Art Prints, Grade 4
Core Knowledge Day-by-Day Planner and Workbook, Grade 4
What Your Fourth Grader Needs to Know (for parents)
Core Classics: Robinson Crusoe, Sleepy Hollow, Gulliver's Travels, Robin Hood, King Arthur, and Treasure Island + Teacher's Guides
Teacher Edition of Pearson Learning Core Knowledge History and Geography Resources*
Grades 3–5 Music CD Set
A Joyful Noise
Social Skills Electronic Books*
Questar Curriculum-Referenced Tests*

For Students

Listen, My Children, Grade 4
Core Classics: Robinson Crusoe, Sleepy Hollow, Gulliver's Travels, Pollyanna, Robin Hood, King Arthur, and Treasure Island
Pearson Learning Core Knowledge History and Geography Resources*
Scholastic Grade 4 Classroom Library (one per classroom)*

Grade 5

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
First Dictionary of Cultural Literacy
Dictionary of Cultural Literacy
Core Knowledge Teacher Handbook, Grade 5
Text Resources, Grade 5
Art Prints, Grade 5
Core Knowledge Day-by-Day Planner and Workbook, Grade 5
What Your Fifth Grader Needs to Know (for parents)
Rats, Bulls, and Flying Machines + Teacher's Guide
Grace Abounding + Teacher's Kits
Core Classics: Sherlock Holmes, Don Quixote + Teacher's Guides
Core Classics Plus: Frederick Douglass + Teacher's Guide
Teacher Edition of Pearson Learning Core Knowledge History and Geography Resources*
Grades 3–5 Music CD Set
A Joyful Noise
Social Skills Electronic Books*
Questar Curriculum-Referenced Tests*

For Students

Listen My Children, Grade 5
Grace Abounding
Rats, Bulls, and Flying Machines
Core Classics: Sherlock Holmes, Don Quixote
Core Classics Plus: Frederick Douglass, Little Women
Pearson Learning Core Knowledge History and Geography Resources*
Scholastic Grade 5 Classroom Library (one per classroom)*

Grade 6

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
Dictionary of Cultural Literacy
Core Knowledge Day-by-Day Planner and Workbook, Grade 6
What Your Sixth Grader Needs to Know (for parents)
Grace Abounding + Teacher's Kits
Teacher Edition of Pearson Learning Core Knowledge History and Geography Resources*
Grades 6 Music CD Set
A Joyful Noise
Mackin Middle School Resource Set*
Social Skills Electronic Books*

For Students

Realms of Gold, Volume I
Grace Abounding
Pearson Learning Core Knowledge History and Geography Resources*
Scholastic Combined Grade 6–8 Classroom Library (one per classroom)*

Grade 7

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
Dictionary of Cultural Literacy
Core Knowledge Day-by-Day Planner and Workbook, Grade 7
Grace Abounding + Teacher's Kits
Grade 7 Music CD Set
A Joyful Noise
Mackin Middle School Resource Set*
Social Skills Electronic Books*

For Students

Realms of Gold, Volume II
Grace Abounding
Scholastic Combined Grade 6–8 Classroom Library (one per classroom)*

Grade 8

For Teachers

The Core Knowledge Sequence for Preschool–Grade 8
Dictionary of Cultural Literacy
Core Knowledge Day-by-Day Planner and Workbook, Grade 8
Grace Abounding + Teacher's Kits
Grade 8 Classical CD Set and Set A
Blues and Jazz CD Set and Set A
Musical Theater CD Set
Mozart Essential Works CD
A Joyful Noise
Mackin Middle School Resource Set*
Social Skills Electronic Books*

For Students

Realms of Gold, Volume III
Grace Abounding
Scholastic Combined Grade 6–8 Classroom Library (one per classroom)

***Resources not sold by Core Knowledge. You can find information about these resources on our website, www.coreknowledge.org**

Scope and Sequence for *Primary Mathematics*, U.S. Edition

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The check mark indicates where the topic is first introduced or specifically addressed.

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Whole Numbers												
Understand and use ordinal numbers to describe position.	✓											
Count objects in a set, read and write numerals to 10.	✓											
Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.	✓											
Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.	✓											
Count and identify 1 more than or 1 less than a number within 10.	✓											
Count and identify 1 more than or 1 less than a number within 30.	✓											
Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.	✓											
Count, read, and write whole numbers to 20.	✓											
Compare numbers within 20.	✓	✓										
Use place-value models to represent numbers to 100.		✓										
Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.		✓										
Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100.		✓										
Compare numbers within 100 and use the symbols <, +, >.			✓									
Make reasonable estimates when comparing numbers and sets of objects within 100.												
Describe and extend regular number patterns within 100, including counting by 2's and 20's.		✓										
Use place-value models to represent numbers to 1000.			✓									
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.			✓									

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and extend regular number patterns within 1000.			✓									
Compare numbers within 1000 and use the symbols <, +, >.			✓									
Use place-value models to represent numbers to 10,000.					✓							
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.					✓							
Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.					✓							
Round numbers within 100,000 to the nearest 10 or 100							✓					
Round numbers within 10,000 to the nearest 10, 100, or 1000.									✓			
Use place-value models to represent numbers to 100,000.							✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.							✓					
Complete or extend regular number patterns for numbers within 100,000.							✓					
Use place-value models to represent numbers to 1,000,000.									✓			
Addition and Subtraction of Whole Numbers												
Understand number bonds and part-whole concept.	✓											
Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).	✓		✓									
Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).	✓		✓									
Add/Subtract numbers within 20.	✓											
Use inverse relationship between addition and subtraction.	✓		✓	✓								
Learn addition and subtraction facts within 20.	✓											
Compare numbers by using subtraction to find the difference.		✓	✓									
Add/Subtract numbers within 100.		✓										
Count by 10's within 100.		✓										

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the sum of three 1-digit numbers.		✓										
Add/Subtract numbers within 1000.			✓									
Add/Subtract numbers within 10,000.					✓		✓					
Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.							✓		✓			
Determine whether an estimate is sufficient for a specific problem situation.							✓					
Multiplication and Division of Whole Numbers												
Use repeated addition and arrays to solve multiplication problems within 40.		✓	✓									
Use sharing and grouping to divide.		✓	✓									
Relate division to multiplication.			✓	✓	✓							
Recognize and extend regular linear patterns.		✓	✓	✓	✓							
Multiply/divide by 2's and 3's.			✓									
Learn multiplication/division facts for 2's and 3's.			✓									
Multiply/divide by 4's, 5's, and 10's.				✓								
Learn multiplication/division facts for 4's, 5's, and 10's.				✓								
Understand quotient and remainder.					✓							
Understand the properties of 0 and 1 in multiplication and division.					✓							
Multiply/Divide by 6's, 7's, 8's, and 9's.					✓							
Learn multiplication/division facts for 6's, 7's, 8's, and 9's.					✓							
Multiply numbers within 1000 by a 1-digit number.					✓							
Multiply numbers within 10,000 by a 1-digit number.							✓					
Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.					✓							
Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.							✓					
Multiply numbers within 10,000 by a 2-digit number.							✓		✓			
Divide numbers within 10,000 by a 2-digit number.									✓			
Use estimation to verify the reasonableness of calculated results in multiplication and division problems.							✓		✓			
Find the factors and common factors of whole numbers within 100.							✓		✓			

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find multiples and common multiples of whole numbers within 100.							✓		✓			
Find the lowest common multiple of up to 3 numbers within 100.												
Use divisibility rules for 2, 3, 5, 6, 9, and 10.							✓					
Use order of operations to solve mathematical expressions with or without parentheses.									✓			
Mental Math Strategies												
Use the commutative and associative properties to perform mental calculations and check results.	✓	✓	✓	✓	✓		✓		✓			
Use the distributive property to perform mental calculations and check results.					✓		✓		✓			
Add 1-digit numbers involving renaming (e.g. 7 + 5) by making a ten.	✓											
Subtract 1-digit numbers involving renaming (e.g. 14 – 8) by subtracting from a ten.	✓											
Add/Subtract numbers within 100.		✓	✓	✓	✓							
Add/Subtract 1's, 10's, or 100's to numbers within 1000.			✓	✓		✓						
Subtract from 100.				✓								
Subtract from 1000.						✓						
Add/Subtract a number close to 100 (e.g. 98).				✓								
Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00.				✓	✓							
Add/Subtract measurements in compound units.						✓						
Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.								✓				
Multiply and divide tens, hundreds, and thousands by a 1-digit number.					✓							
Multiply by 99 or by 25.												
Multiply 10's by 10's or 100's.							✓					
Fractions												
Recognize and name halves and fourths.		✓		✓								
Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).				✓								
Find the fraction with the same denominator to make a whole with another fraction.				✓								
Compare and order unit fractions.				✓								
Compare and order fractions with the same denominator or with the same numerator.						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find equivalent fractions and simplest form of a fraction.						✓						
Compare and order fractions with different denominators.						✓						
Recognize and name the fraction of a set.						✓						
Find the value given the fraction of a set, using objects or drawings.						✓						
Find the fraction of a set where the answer is a whole number.						✓	✓					
Find the fraction of a set where the answer is a whole number or a mixed number.							✓		✓			✓
Find coin amounts as a fraction of a dollar.								✓				
Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).							✓		✓			
Add/Subtract like fractions.							✓					
Add/Subtract related fractions.							✓					
Add/Subtract unlike fractions.									✓			
Understand mixed numbers and improper fractions, convert between them, locate them on a number line.							✓					
Relate division to fractions.									✓			
Add/subtract mixed numbers.									✓			
Multiply a fraction by a whole number.							✓		✓			
Multiply a fraction by a fraction.									✓			
Divide a fraction by a whole number.									✓			✓
Divide a whole number or a fraction by a fraction.												✓
Apply order of operations with or without parentheses to problems involving fractions.												✓
Money												
Identify and know the value of coins and use the cent symbol.		✓										
Identify and know the value of bills and use the dollar symbol.		✓										
Count combinations of coins.		✓										
Count combinations of bills.		✓										
Count combinations of bills and coins to $10.00.				✓								
Use decimal notation for money.				✓								
Use decimal notation to add and subtract money within $10.00.				✓								

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use decimal notation to add and subtract money within $100.00.					✓							
Decimals												
Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.								✓		✓		
Convert a decimal to a fraction and simplify.								✓		✓		
Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).								✓		✓		
Compare and order decimal numbers of up to 3 decimal places and fractions.								✓		✓		
Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place.								✓				
Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places.										✓		
Add/Subtract decimal numbers of up to 2 decimal places.								✓				
Add/Subtract decimal numbers of up to 3 decimal places.										✓		
Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.								✓		✓		
Find the quotient of a division problem correct to 1 decimal place.								✓				
Find the quotient of a division problem correct to 2-decimal places.										✓		
Convert fractions to decimals correct to 2-decimal places.										✓		
Multiply/Divide decimal number by tens, hundreds, or thousands.										✓		
Multiply/divide a decimal number by a 2-digit whole number.										✓		
Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.								✓		✓		
Time												
Relate time to events.		✓										
Tell time to the half-hour (analog clock face).		✓										
Tell time to the nearest 5-minute mark (analog clock face).				✓								
Tell time to the minute (analog clock face).						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Estimate reasonable time intervals.												
Find the duration of time intervals.				✓		✓						
Find starting or ending times, given a time and the interval.				✓		✓						
Know relationships of time (years, months, days, weeks, hours, and seconds).				✓		✓						
Convert between of units of time.						✓		✓	✓	✓		
Length, Weight, Mass, and Capacity												
Compare and measure length and weight by making direct comparisons with reference objects.	✓											
Compare and measure capacity by making direct comparisons with reference objects.												
Compare and measure length, and weight using nonstandard units.	✓											
Compare and measure capacity using nonstandard units.			✓									
Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.			✓			✓						
Understand and estimate length in kilometers and miles.						✓						
Compare measurements made using different units.			✓									
Measure and estimate weight in kilograms, grams, pounds, and ounces.			✓			✓						
Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.				✓		✓						
Measure and estimate capacity in milliliters.						✓						
Convert units within a metric system using multiplication.						✓			✓			
Add/subtract measurements in compound units.						✓						
Multiply/divide measurements in compound units.								✓				
Convert fractional measurements to a different unit or a compound unit, within a measuring system.									✓			
Convert units involving decimals within a measuring system.										✓		
Perimeter, Area, and Volume												
Find the perimeter of polygons.						✓						
Find the area of shapes by covering them with unit squares or by counting squares.				✓		✓	✓					
Understand and use units of area, such as square centimeter and square inch.						✓	✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the area, perimeter, and unknown sides of rectangles.							✓					
Find the area and perimeter of composite figures made from squares and rectangles.							✓					
Derive the formula for area of a triangle and find the area of triangles.									✓			
Count unit cubes in 2-dimensional representations of 3-dimensional solids.								✓				
Find the volume of solid figures by counting cubic units.								✓				
Understand and use units of volume, such as cubic centimeter and cubic inch.								✓		✓		
Find the volume of rectangular prisms.								✓		✓		
Find the side of a rectangular prism given the volume and two sides or area of one side.										✓		
Understand the relationship between cubic centimeters, milliliters, and liters.								✓		✓		
Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems.										✓		
Find the volume of solids by displacement.										✓		
Solve multistep problems involving the volume of liquids and solids and displacement of liquids.												✓
Identify the radius and diameter of a circle, find one given the other.												✓
Derive the formula for circumference of a circle and find circumference when given the radius or diameter.												✓
Derive the formula for area of a circle and find area when given the radius or diameter.												✓
Find the perimeter and area of compound figures involving squares, rectangles, triangles, and half-circles or quarter circles.												✓
Geometry												
Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.	✓			✓								
Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes.	✓			✓								

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.				✓							✓	
Describe and extend repeating patterns involving color and shapes.	✓			✓								
Describe and extend repeating patterns involving combination of shapes (compound shapes).				✓								
Identify common 3-dimensional shapes within compound shapes.						✓						
Identify attributes of triangles and quadrilaterals.								✓		✓		
Identify right angles and compare angles to right angles.						✓						
Identify acute, obtuse, and right angles and relate 90°, 180°, 270°, and 360° with quarter, half, three-quarter, and whole turn.							✓					
Measure and construct angles.							✓			✓		
Identify perpendicular and parallel lines.							✓					
Name different types of triangles and quadrilaterals.								✓				
Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.										✓		✓
Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding find unknown angles.										✓		✓
Construct triangles, parallelograms, and rhombuses with specified angles.										✓		
Visualize, describe, and draw geometric solids.											✓	
Identify nets of solids, or solids of nets.											✓	
Identify congruent figures												
Create tessellations.										✓		
Identify figures that have line symmetry.								✓				
Percentage												
Understand and use percent.										✓		
Find decimal and fraction equivalents for percentages.										✓		
Write fractions as percentages.										✓		
Solve problems involving percentage of a quantity.										✓	✓	
Solve problems involving part of a whole as a percentage.											✓	

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve problems involving one quantity as a percentage of another.											✓	
Solve percentage problems using a unitary method.											✓	
Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.										✓	✓	
Ratio/Average/Rate/Speed												
Use ratios to compare two quantities.									✓			
Use ratios to compare three quantities.									✓		✓	
Find equivalent ratios and simplify ratios									✓		✓	
Use ratios to solve problems.									✓		✓	
Relate ratios to fraction of a quantity.											✓	
Solve problems involving changing ratios.											✓	
Relate ratios to proportions.											✓	
Solve problems involving proportions.											✓	
Understand rate as the measure of one quantity per unit value of another.										✓	✓	
Solve problems involving rate.										✓		
Use a unitary approach to solve rate problems.										✓		
Solve discontinuous rate problems involving time.										✓		
Understand and use speed and average speed to solve problems.											✓	
Word Problems												
Make addition/subtraction stories from problem situations.	✓											
Write equations and solve simple addition/subtraction stories.	✓	✓										
Solve simple multiplication/division problems using objects and pictures.		✓										
Write equations and solve one-step word problems involving addition/subtraction.		✓	✓	✓								
Write equations and solve one-step word problems involving multiplication/division.			✓	✓								
Solve simple word problems involving fraction of a set.				✓								
Solve 2-step word problems which involve the four operations on whole numbers.					✓		✓					
Solve 2-step word problems which involve fraction of a set.							✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve 2-steip word problems which involve decimals and fractions.								✓				
Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.									✓	✓	✓	✓
Solve multi-step word problems involving average, rate, and percentage.										✓	✓	✓
Solve multi-step word problems involving speed and average speed.											✓	✓
Solve challenging word problems.												✓
Data Analysis and Probability												
Sort objects and data by common attributes.	✓	✓										
Represent and compare data using picture graphs		✓										
Represent and compare data bar graphs.					✓		✓					
Represent and compare data using tally charts.												
Collect, organize, and analyze data using tables and bar graphs.							✓					
Ask and solve questions related to data representation, including finding the range and mode.				✓	✓		✓			✓		
Collect, organize, and analyze data using line graphs.										✓		
Collect, organize and display data in pie charts.												✓
Find the average of a set of data.										✓		
Find a data value given the average and the other values.										✓		
Algebra												
Solve problems involving numeric equations or inequalities.	✓	✓	✓		✓							
Select appropriate operational symbol to make an expression true.	✓	✓	✓		✓							
Use boxes and other symbols to stand for unknown numbers in expressions and equations.	✓		✓		✓		✓					
Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.					✓	✓	✓	✓	✓			✓
Use bar diagrams to solve word problems involving fractions.							✓		✓			✓
Use bar diagrams to solve word problems involving decimals.								✓		✓		✓

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use bar diagrams to solve word problems involving percentage.										✓	✓	✓
Use bar diagrams to solve word problems involving ratio.									✓			✓
Solve word problems involving the functional relationship between two quantities.										✓		
Use and interpret formulas to answer questions about quantities and their relationships.							✓	✓	✓	✓		
Write and evaluate simple algebraic expressions in one variable using substitution.											✓	
Simplify algebraic expressions in one variable.											✓	
Use variables in expressions describing geometric quantities.												✓

The 4Rs Reading, Writing, Respect & Resolution

Morningside Center for Teaching Social Responsibility

The 4Rs™ (Reading, Writing, Respect, and Resolution) is a unique program that combines excellent children's literature with social and emotional skill-building. Research has shown that when it is adopted school wide it has measurable impact on both classroom atmosphere and students' social, emotional, and cognitive development. As students learn the skills they need to deal constructively with their peers and to manage their own emotions, they are able to focus more easily on academics.

A program of Morningside Center for Teaching Social Responsibility, The 4Rs integrates social and emotional learning (SEL) and language arts from pre-kindergarten to 8th grade. Through the program, Morningside Center provides training and classroom coaching to prepare teachers to teach weekly lessons based on The 4Rs curriculum.

The 4Rs for pre-k to 5th grade uses high-quality children's literature and engaging interactive activities to develop students' skills and understanding in seven areas: building community, understanding and handling feelings, listening, assertiveness, problem-solving, dealing well with diversity, and cooperation. The 4Rs curriculum is grade-specific: Each grade has its own teaching guide, books, and age-appropriate activities.

Each 4Rs unit begins with a Read-aloud of a children's book, carefully chosen for its high literary quality and relevance to the theme. Next is Book Talk — discussion, writing, and role-play to deepen students' understanding of the book and connect it to their lives. Then comes Applied Learning — skills practice related to the theme.

By highlighting universal themes of feelings, relationships, conflict, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring social and emotion themes, The 4Rs enriches SEL instruction as well.

The 4Rs engages parents through "4Rs Family Connections," which has two parts:

- activities children do at home with their parents and
- workshops that bring parents together to explore how social and emotional skills can strengthen their relationships with their children.

Scope and Sequence

Spend about five weeks per unit. Because there are seven units, it will take about 35 weeks to teach the entire curriculum. Each unit consists of a Read-aloud, Book Talk, and (with a few exceptions) three Applied Learning lessons in the workshop format (see below). Do the Read-aloud and Book Talk in Week 1 and the Applied Learning lessons in Weeks 2, 3, and 4. Use Week 5 to engage the students in a project related to the unit, to reinforce a skill with which the students need more practice, to revisit the Read-aloud for the unit, and/or read them another book on the theme.

Teach the curriculum in the sequence provided. Dealing well with feelings, being a good listener, and being assertive (strong, not mean) lay the foundation for effective problem solving, for cultural sharing and standing up to bullying, and for making a difference. Of course, if a teachable moment arises, you can take the opportunity to bring in an idea or skill from a later or earlier unit. But keep your main focus on the unit at hand.

Use the workshop format for the Applied Learning lessons. The lessons are carefully designed to provide an optimal context for learning. The full lesson or workshop has a much greater impact than doing the activities out-of- context.

The Gathering helps students leave behind any baggage they're carrying from other parts of their day and directs their attention to "4Rs Time." Checking the Agenda gives students some ownership over this part of their day. The core activities address the workshop's key objectives. The Evaluation gives you feedback on students' perceptions of the lesson. The Closing ends the workshop on a positive note and gives the message that "4Rs Time" is over for the day.

Call the time you set aside for 4Rs instruction "4Rs Time." Make sure students know what the 4Rs stand for. Of course, as The 4Rs takes root in your classroom, you'll be applying 4Rs ideas and skills throughout the day. But it's important that "4Rs Time" has its own identity as a special time to focus attention on social and emotional learning—in the same way that reading goes on throughout the day but there's the "literacy block" when attention is focused on literacy.

Consider having your students keep a 4Rs/SEL journal. Writing (drawing for younger students) is an excellent way to reinforce and consolidate learning. A powerful research-based study technique is to follow the reading of a text by writing about it, perhaps summarizing the main points of an argument and articulating your response. By writing about a text we can test our understanding and identify gaps we can fill by reviewing sections of the text. We enhance our memory of the text. And we exercise our creative-thinking muscles as we fashion our response. That's why we've included writing exercises as part of Book Talk in all units for all grades. A journal enables students to put all of their Book Talk writing in one place. You can also give them a few minutes after each 4Rs lesson to jot down a few thoughts about what they're taking away or how they're planning to use what they've just learned. If a student tries a new skill, s/he might want to write about what happened. Did it bring a positive result? If a student is stuck in a conflict with someone, s/he might want to do some writing to sort it out and imagine some solutions. You can give your students standard journals and encourage them to decorate them. By having students keep journals, you will be introducing them to a habit or practice that can serve them well the rest of their lives.

Class meetings for problem solving are an excellent extension of The 4Rs. In this kind of class meeting the teacher empowers students, facilitating a process by which they apply the skills they're developing through 4Rs lessons to real-life problems in classroom and school. Introduce class meetings for problem solving after completing Unit 5. By this time your students will have the foundational skills (managing feelings, listening, assertiveness) to be good problem solvers. A free downloadable copy of Morningside Center's comprehensive guide, *Class Meetings for Problem Solving*, is available by request.

Overview of Themes & Books

Unit	Pre-K	Kindergarten	1st Grade	2nd Grade
Unit 1: Building community	*Hurry, Hurry* by Eve Bunting	*Subway Sparrow* by Leyla Torres	*The Doorbell Rang* by Pat Hutchins	*The Big Orange Splot* by Daniel Manus Pinkwater
Unit 2: Feelings	*Glad Monster, Sad Monster, A Book About Feelings* by Ed Emberley and Anne Miranda	*Mama, Do You Love Me?* by Barbara Joosse Alternate: *When Sophie Gets Angry, Really, Really Angry* by Mollie Bang	*Chrysanthemum* by Kevin Henkes	*We Are Best Friends* by Aliki

Unit 3: Listening	*The Listening Walk* by Paul Showers	*The Hating Book* by Charlotte Zolotow	*Max Found Two Sticks,* written and illustrated by Brian Pinkney	*"I have a little problem", said the bear* by Heinz Janisch
Unit 4: Assertiveness	*Don't let the Pigeon Drive the Bus* by Mo Willem	*George and Martha: One Fine Day* and *George and Martha: Tons of Fun* by James Marshall	*Daisy Comes Home* by Jan Brett	*The Recess Queen* by Alexis O'Neill, illus. by Laura Huliska- Beith
Unit 5: Problem solving	*Yoko* by Rosemary Wells	*The Knight and the Dragon* by Tomie dePaola	*Owen* by Kevin Henkes	*Luka's Quilt* by Georgia Guback
Unit 6: Diversity	*The Foot Book* by Dr. Seuss	*Stellaluna* by Janell Cannon	*The Ugly Vegetables* by Grace Lin	*Crow Boy* by Taro Yashima
Unit 7: Making a difference	*Click, Clack, MOO, Cows that Type* by Doreen Cronin	*Swimmy* by Leo Lionni	*The Bremen Town Musicians* / retold and illustrated by Ilse Plume	*Wangari's Trees of Peace* by Jeanette Winter

UNIT	3rd Grade	4th Grade	5th Grade
Unit 1: Building community	*Stone Soup* by Marcia Brown	*Alejandro's Gift* by Richard E. Albert	*The Keeping Quilt* by Patricia Polacco
Unit 2: Feelings	*JoJo's Flying Side Kick* by Brian Pinkney	*Sarah, Plain and Tall* by Patricia MacLachlan	*Mysterious Traveler* by Mal Peet & Elspeth Graham (authors), P.J. Lynch (illustrator)
Unit 3: Listening	*The Pain and the Great One* by Judy Blume	*The Other Way to Listen* by Byrd Baylor and Peter Parnall	*Encounter* by Jane Yolen
Unit 4: Assertiveness	*Hank Aaron: Brave in Every Way* by Peter Golenbock	*The Story of Ruby Bridges* by Robert Coles	*Your Move* by Eve Bunting
Unit 5: Problem solving	*Old Henry* by Joan W. Blos	*Chandra's Magic Light: A Story in Nepal,* by Theresa Heine; Judith Gueyfier (illustrator)	*Brothers in Hope* by Mary Williams & R. Gregory Christie
Unit 6: Diversity	*One* by Kathryn Otoshi	*The Hundred Dresses* by Eleanor Estes	*Friends from the Other Side* by Gloria Anzaldua
Unit 7: Making a difference	*Baseball Saved Us* by Ken Mochizuki	*Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford	*Sweet Clara and the Freedom Quilt* by Deborah Hopkinson

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Attachment 3a: Student and Teacher "Day in the Life"

Our student's name is Juanita Henderson. She is a 2nd grader and this is her second year at Bridge Prep. She wakes up early this Monday morning because she wants to make sure she looks just right in her Bridge Prep uniform. She set it out last night. Today is not just any Monday, today is the day she begins her leadership role as class "greeter". She had learned in school during "The Leader in Me"[1] (TLIM) time that leaders begin with the end in mind, and are proactive, so she wants to make sure she is at her best for her new leadership role. She thinks about her classmates smiling and greeting her back as she extends her hand to them and says, "Welcome". Juanita is on the school bus at 7:15 and arrives at school for breakfast at 7:30 a.m.

7:30 am Juanita gets her breakfast tray and sits down with Haley. They begin talking about Lawrence who has been home sick with the flu. They discussed how much they miss him. Haley reminds Juanita that they had learned it was okay to be sad, just like in the story they read during **SEL** class, *We are Best Friends.*

7:45 Juanita walks to the auditorium for the special Monday-**TLIM** whole school meeting. The Executive Director is there with the social worker and they begin talking with students about what happened during the weekend (Habit # 7- Sharpen the Saw) and some of the exciting things that will be coming up this week. They ask if anyone has anything they want to share. Juanita raises her hand and tells everyone that she is the class greeter this week. Everyone cheers, especially class 2-203. Her teacher, Mrs. Noteworthy (Triad teacher) gives Juanita a big smile!

8:15 After everyone is back in class in their seats, unpacked and greeted at the door, Juanita goes to her cubby and takes out her green folder. She had been proactive and checked her class schedule before school, so she knew it was **"skills enrichment**" time. She sits with her group, mostly other children who are receive ENL instruction. Mrs. Sanchez (ENL teacher) joins them. Today they will be working on the topic of describing objects in a classroom and begin to look and match pictures with the actual items in the classroom. Then they work on naming the classroom items using OG skills to help pronounce each word. They had studied these words last week, so Juanita felt good about this activity.

8:45 **ELA class begins**. Today Juanita has to do more editing on her writing piece. The whole class is getting ready for an Author's Chair presentation where families are invited to hear each student read their "book" complete with full story and artwork, which she will work on in art class tomorrow. She gets her blue folder. She will sit quietly at her table and begin reading the revisions that she made on Friday. Mrs. Noteworthy sits beside her and invites Luis and Fergie to join the group with their writing pieces. They each, in turn tell Mrs. Noteworthy about the revisions they have made, and she reminds them to do spelling checks, and make sure to include distinct paragraphs and the punctuation which they learned last week. She also informed them that they had 20 minutes for this activity, and then the whole class would be learning a special lesson which will make their writing very exciting. Luis, Fergie and Juanita take turns peer reviewing each other's work for correctness and completeness. Mrs. Sanchez joins in to help them. She reminds them about

[1] Covey, S.R (2008). The Leader in Me. New York, NY: Free Press.

punctuation and they practice inserting exclamation points. The group work will be followed by a whole class lesson on the use of adjectives that will add a great deal of interest in writing pieces. Once the whole class lesson is completed, Juanita, Lucy, Luis and Fergie begin to work with Mrs. Sanchez in a small group on the function of adjectives in a sentence. Mrs. Sanchez elicits responses from each student regarding adjectives they can use to describe the items in the classroom lesson, just as they had worked on in skills enrichment earlier in the day.

10:15 Circle time begins on the carpet for **social studies class**. Juanita gets to sit in the leader's chair this week since she is greeter/leader. Mrs. Noteworthy tells the class that they are going to hear about an ancient civilization that is still remembered today, the Ancient Greek civilization. Juanita remembers that she had learned about other ancient civilizations in the 1st grade, the ancient Egyptians. Mrs. Noteworthy begins to read aloud to the class, and shows everyone pictures of ancient Greek kings, and illustrates locations of Greece in the continent of Europe. Following this, Juanita joins Arthur, Tracey and Pedro in the project they have been working on together since last week. They are researching modern Greece and preparing a compare and contract chart. Miss Simpson (teacher assistant) joins the group to assist with computer research and map skills.

11:00 Juanita is in **physical education** class with her whole class. They are going to do the parachute activity which Mr. Banks the PE teacher. Juanita likes this class very much. Last week, and again today, the class did balancing exercises to prepare for the activity.

11:48 Juanita joins her class for lunch and then went to the schoolyard for recreation. This year the 2nd graders are able to use the jump ropes. Juanita practices double-dutch with Hailey.

12:36 **Math** class begins. Today class 2-203 is going to continue to work on addition and subtraction within 20. Mrs. Noteworthy, Mrs. Sanchez and Mr. Paton (special education teacher) are teaching together. Juanita notices that today her friend Tracey is sitting with Mr. Paton working with manipulatives with his small group (students with IEPs). They are using tiles and pennies and to represent math examples such as 13+5= ---. Juanita works with Mrs. Sanchez to get help in reading the word problem: "Barbara bought 19 eggs from the market. On the way home, she broke 6 of them. How many eggs were not broken?" They practice "tricky words" and silent e's. They continue working through the words in the problem and then the fun part for Juanita comes when she gets to arrange the tiles of tens and ones to solve the problem.

2:03 **Science class** begins. This is a whole class lesson on body cells which begins with the saying Juanita remembers from last year in ELA class –"An apple a day keeps the doctor away" displayed on the smart board. The class discusses what that saying means. Juanita gathers for a read-aloud about Louis Pasteur (Juanita gets to sit in the leader's chair again). Miss Simpson sits near Fergie and Juanita for assistance with some of the words Mrs. Noteworthy is reading and pronouncing for the class. Next, Juanita is with a group of 6 students who are each receiving a slice of apple to examine and in turn, students share one thing observed during the examination. Miss Simpson writes their observations on chart paper. Juanita is very excited during science class because Miss Simpson has told the group that today they will be using microscopes with the UAU (local community-based organization) in the creative

learning extension class (CLE) to actually see very important parts of the apple called cells!

2:48 **Executive Functioning** segment begins. Miss Simpson and Mr. Paton ask all students to finish up with science work and turn off their tablets, which were used to discuss and learn about the parts of the microscope. They will continue with this lesson tomorrow. Now it is time to organize books, tablets, pens and folders to set up for tomorrow's work. Juanita takes out of her desk and cubby whatever she needs for homework tonight. She listens carefully to Mr. Paton who is helping the class with deciding which books and materials they have to take home to do homework. Mrs. Simpson passes around a notice for everyone to put in their bookbag to show their family about the parent meeting coming up. Juanita does this as she continues to think about the microscope which she will use in CLE class in a few minutes!

3:05 Juanita is seated in the cafeteria for CLE, where she and her class meet with Brian from the UAU. The Director of Teaching and Learning is with him also. She can hardly wait to touch the microscopes she sees lined up on the table next to her!

4:00 Juanita boards her school bus headed home. She calls her mom at work to tell her all about her day, especially the microscopes!

Mrs. Noteworthy:

Mrs. Noteworthy is a general education Triad teacher. This is her second-year teaching at Bridge Prep. She has been a teacher for five years now. She feels very comfortable with her work, her colleagues and class. She begins her day in the classroom checking that all tablets are charged and ready for social studies and science periods today. She thinks about the PD session scheduled for the end of the day. She knows it's important to do the "Table Top" exercise in case of a school emergency.

7:00 Reports to the schoolyard to supervise **morning line-up** and children disembarking buses. At 7:40 she escorts class 2-203 to the auditorium for a whole school meeting.

7:45 Seats her class and participates in the whole-school discussion of TLIM-Habit # 7.

8:15 **Skills Enrichment** begin with whole class OG instruction on "cvc" words. She asks students to get into their assigned skills groups. The OG staff developer has helped her in organizing today's groups. Various groups are working along with Mrs. Sanchez and Miss Simpson, as well. Mrs. Noteworthy circles the groups with the skills enrichment checklist to get a real-time assessment of students' progress.

8:45 **ELA** class begins. The class is working on writing pieces for the "Authors Chair" presentation to families, coming up next week. The pieces will require three more lessons, on adjectives, punctuation and summary paragraphs. The students are already assembled in their assigned groups as she circles through the group checking on spelling and punctuation in her students' writing. She promises them that the whole class lesson coming up in 20 minutes, on adjectives, will help to enrich their writing and make their pieces more interesting to their families.

10:15 **Social Studies** class begins. Today she will begin the unit on "The Ancient Greek Civilization". She starts the lesson with the question "What do we mean by the word Ancient?" The word is explored and expanded for the implications for the read-aloud, which follows. She continues presenting vocabulary words students will encounter in the read-aloud anthology. Miss Simpson sits near students who require explicit prompting

regarding vocabulary words. The read aloud is followed by groups working on tablets to research modern Greece. There are three groups for this lesson. Mrs. Noteworthy works with the students who are at and above standards. The grouping today is determined by teacher assessment, as well as MAP reports (see below). They will begin their research on their tablets seeking information on ancient and modern Greece to prepare for next week's group presentation to the class.

11:00 **Common Planning** picks up on Friday's analysis of the Measures of Academic Progress (MAP) interim data report regarding each student's progress in meeting their first trimester goals in reading. Planning together are the ENL teacher, the special education teacher and Mrs. Noteworthy. They are analyzing trends in the class skills' achievement so that they can further inform this week's lesson planning.

11:48 **Lunch**

12:36 **Math** class begins. Mrs. Noteworthy, Mrs. Sanchez and Mr. Paton are working together this period in co-teaching Singapore Math "Topic 7- Addition and Subtraction within 20". After a brief mini-lesson conducted on the smartboard utilizing a YouTube video on counting and mathematical operation skills, she has the children do a quick "get-out-of-your-seat" physical activity of a counting dance. Then, each teacher works with groups on word problems while using OG skills to help students decipher words in the problem and then work on the mathematical operations of subtracting tens and ones using manipulatives.

2:03 **Science** class begins. Mrs. Noteworthy knows the children will be very excited today about the lesson on cell structures, especially with the promise of working with microscopes later in the day. Even though this is difficult content, she has incorporated lesson-scaffolding strategies of returning to prior learning that will intersect with today's content, and a high interest read-aloud. Following this, she and Miss Simpson begin to pass out slices of apple that Miss Simpson has prepared for the student observations. Student groups work on charting the observation results with adult assistance.

2:48 **Executive Functioning** culminates the day with assisting students with a purposeful and explicit step-by-step activity in organizing today's materials and proactively planning for tonight's at-home skills reinforcement and tomorrow morning's ELA materials. Mr. Paton and Miss Simpson assist individual students who require additional support.

3:05 **Professional Development** begins. Mrs. Noteworthy joins her colleagues in the library where a security expert will conduct a table top activity regarding hard and soft lockdowns.

4:00 Mrs. Noteworthy returns to her classroom for the final check of materials, electronics, etc. She will leave school shortly. Unless of course, she returns to the MAP assessments reviewed earlier with her colleagues, just to check one last thing……..

Class
Continued

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Class Report

[redacted]
5th Grade Homeroom

Term Rostered:	Fall 2015–2016	**Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015)
District:	NWEA Sample District 3	**Small Group Display:**	No
School:	Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Name (Student ID)	Gr	Test Date	13 RIT (+/- Std Err) 9	14 Percentile (+/- Std Err)	15 Lexile® Range	Test Duration	Goal Performance: A. Literature B. Informational Text C. Vocabulary Acquisition and Use 11 A	B	C 19
[redacted]	5	09/14/15	178-**181**-184	4-**5**-8	158-308	75 m	*163-177*	175-187	**187-197** 16
	5	09/14/15	184-**188**-192	8-**12**-18	288-438	20 m	185-196	185-195	*177-189*
	5	09/14/15	194-**197**-200	22-**28**-35	452-602	42 m	191-202	191-203	192-204
	5	09/14/15	195-**198**-201	25-**31**-38	464-614	60 m	**201-213**	*180-201*	*185-198*
	5	09/14/15	195-**198**-201	25-**31**-38	457-607	53 m	*187-199*	**196-207**	192-204
	5	09/14/15	198-**201**-204	31-**38**-45	513-663	25 m	189-201	194-206	**201-214**
	5	09/14/15	202-**205**-208	41-**48**-56	587-737	72 m	198-210	**211-224**	*187-200*
	5	09/14/15	204-**207**-210	46-**54**-61	634-784	42 m	*198-210* 17	199-211	**208-219**
	5	09/14/15	208-**211**-214	56-**63**-71	697-847	57 m	**210-221**	205-216	*200-212*
	5	09/14/15	210-**213**-216	61-**68**-75	737-887	67 m	206-218	**216-229**	*198-211*
	5	09/14/15	217-**220**-223	77-**82**-88	858-1008	29 m	217-228	*210-222*	215-226

Annotation Key

9 **Standard Error of Measurement** or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

11 **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

13 **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16 **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

17 **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

19 **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

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New York State Next Generation Mathematics Learning Standards		
Grade 1 Crosswalk		
Operations and Algebraic Thinking		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Represent and solve problems involving addition and subtraction.	**1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**NY-1.OA.1** Use addition and subtraction within 20 to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, **and/or** comparing, with unknowns in all positions. <u>Note</u>: Problems should be **represented** using objects, drawings, and equations with a symbol for the unknown number. Problems should be **solved** using objects or drawings, and equations.
	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**NY-1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction.	**1.OA.3** Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* <u>Note</u>: Students need not use formal terms for these properties.	**NY-1.OA.3** Apply properties of operations as strategies to add and subtract. e.g., • If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) • To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) <u>Note</u>: Students need not use formal terms for these properties.
	1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* Add and subtract within 20.	**NY-1.OA.4** Understand subtraction as an unknown-addend problem **within 20**. e.g., subtract 10 – 8 by finding the number that makes 10 when added to 8.

LESSON OUTLINE

Community Helpers

OBJECTIVE

How does a firefighter help our community?

STANDARDS	1.10b, 1.10c (standards 4,5) People in the community have different jobs.
MATERIALS	• Video: Firefighters Fight Fires • Paint: Handprint • Poem
MOTIVATION	Students Preview a Video Clip of things firefighters do to fight fires and help our community.
DISCUSSION	Frontload vocabulary words • firehouse • helmet, mask, jacket, pants, boots • fire truck • ladder • hose • flame
READING PASSAGE **SKILLS** **ORTON-GILLINGHAM**	Controlled text (cvc, ccvc, cvcc, vccv, vcccv, cv, v/cv, vc/v, v-e, y as i, y as e)

Community Helpers:
Vocabulary Words

firehouse

helmet

mask

Community Helpers:

Learned Words

Firefighters are people who try to fight fires every day. They have been around for a long time. Most **firehouses** are in the **center** of a community. Firefighters **work** together to do their job. They work **hard** to make **sure** people and pets are safe. When they get a call to fight a fire, they put on their gear and go to **work**. They must not inhale smoke and need to prevent **themselves** from **burns**. Their **gear** keeps them safe from flames and smoke. They also put on a helmet, a mask, a jacket, pants and **boots** and **spring** up as quick as they can. They use ladders, hoses and other tools to put out fires and save lives. A firefighter is a community **worker**.

Community Helpers:

Questions : Text Based Answers

Look back at the text.

1. Who are firefighters?

_____

_____

2. Where are most firehouses?

_____

_____

3. What do firefighters wear to keep safe?

_____

_____

4. Why do you think firefighters have to be very quick?

_____

Community Helpers:
Extension Activity – Writing

5 things firefighters do. Kids create.

Kids use red and blue paint to make a handprint.

Practice Reading Poem: Fluency

Five little firefighters sleeping in a row.
Ring goes the bell, down the pole they go.
They jump on the engine and put out the fire.
Now they're back home, but they sure are tired.

Attachment 3b

Bridge Prep's Instructional Grouping Design

- **Teacher-Led Groups** are almost exclusively on a teacher-to-student path.

- **Whole-class instruction** used to introduce new material and strategies to the entire class aligns well with the "One Teach, One Observe", "Parallel" and "Teaming" co-teaching models.

- **Small group instruction** gives the teacher an opportunity to work with students who have common learning needs. Guided reading techniques work well with the "Station" and "Alternate" co-teaching methods.

- **Students working alone in teacher-directed activities** encourage students to formulate their own problem-solving strategies or reflections.

- **Student-Led Groups** have commonality in that students control the dynamics and set the agenda for other group members. This grouping model most closely aligns with PBL since it provides opportunity for student-ownership of learning, encourages higher-order thinking skills and promotes collaborative skills in "real-life" situations.

- **Cooperative groups** boost *inter*dependent skills among students since each overall group's success depends directly on each group member fulfilling their commitment of completing individual tasks. This "jigsaw" method closely resembles "adult" business environments.

- **Circle sharing**, similar to "Socratic" questioning, involves student-leaders posing open-ended statements or problems to the group.

What Is the SIOP Model?

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Who benefits from SIOP instruction?

As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them succeed in K-12 ESL, content area, and bilingual classrooms. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves. Learn about the SIOP Model research base.

In addition, teachers report that SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

SIOP instruction also benefits students learning content through another language. CAL has conducted research on adapting the SIOP Model for use in two-way immersion (dual language) programs.

To learn more about working with CAL, email the CAL SIOP team.

Spotlight

CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs that meet their particular needs. Informed by CAL's ongoing research, our experienced SIOP team can provide a range of services, including SIOP workshops, coaching, site visits, and technical assistance.

Learn more about our services.

Attachment 3c: Exit Standards

Second Grade Exit Standards - English Language Arts, Mathematics, Science

Students will demonstrate competency in the following core content strands in ELA, Math and Science: The competencies listed conform to Common Core and New Generation Learning Standards, as we transition (CC/NGLS). In addition, for ELA, Reading and Math, the Measures of Academic Progress (MAP) assessments (grades 1-5) and NYS standardized test scores (including Science) will also inform our promotional decisions (grades 3-5).

1. Second Grade English Language Arts- Core Knowledge[1] Aligned to CC/NGLS

Stories and Poetry

- Demonstrate familiarity with a particular fairy tale *Beauty and the Beast*
- Describe the characters, plot, and setting of a particular fairy tale
- Identify common characteristics of fairy tales such as "once upon a time" beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of a particular fairy tale
- Identify fairy tales as a type of fiction
- Understand a particular poem or poems
- Recall some of the ideas expressed and some of the memorable words or phrases in these poems
- Understand the difference between lyric and narrative poems
- Recognize that narrative poems have characters, settings, plot, and dialogue
- Identify lyric poems as short, musical works that express ideas and feelings of one speaker
- Recognize that some poems contain rhyme that is not exact
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell or touch
- Understand that poems often include similes or metaphors that compare two or more things
- Demonstrate familiarity with specific tall tales
- Identify the characters, plot, and setting of specific tall tales
- Identify tall tales as a type of fiction
- Identify exaggerations as a characteristic of tall tales
- Identify the exaggerations in specific tall tales

***Charlotte's Web* I**

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Understand why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Understand that an author sometimes gives the reader hints of things to come

- Recall that spiders are not insects
- Recall the seasons and the order in which they occur
- Understand how seasons affect life on a farm
- Have a general understanding of spiders and their anatomy

***Charlotte's Web* II**

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Describe the characters, plot (problems and solutions), and setting of *Charlotte's Web*
- Have a general understanding of orb spiders and their webs
- Have a general understanding of how crickets make a chirping sound
- Describe some aspects of life on a farm
- Understand how seasons affect life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe changes in characters
- Understand that an author sometimes gives the reader hints of things to come

Fighting for a Cause

- Explain that members of one (most powerful) group have tended to exclude members of other groups from certain rights
- Identify the causes that Susan B. Anthony fought for during her lifetime
- Describe the life and contributions of Susan B. Anthony
- Understand that fighting for the right to vote was an important cause for many women throughout the United States
- Understand that organizations and movements were created as women protested their inequality and unfair treatment
- Describe the life and contributions of Eleanor Roosevelt

2. Second Grade Mathematics[2]- Singapore Mathematics Aligned to NYS CC/NGLS

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract

Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

[1]https://www.coreknowledge.org/curriculum/language-arts
[2]: http://www.singaporemath.com/Schools_s/88.htm)

Geometry

- Reason with shapes and their attributes.

3. Second Grade Science—Core Knowledge Aligned to NYS CCLS/NGSS

Cycles in Nature

- Define the term *cycle*
- Define the term *seasonal cycle*
- Recognize that Earth orbits the sun and the sun does not move
- Understand that it takes one year for Earth's orbit of the sun
- Explain the cause for seasons
- Identify four seasons in the U.S.: spring, summer, autumn (fall), winter
- Explain effects of seasonal changes on plants and animals
- Describe plant and animal processes in spring, summer, autumn, winter
- Define the term *life cycle*
- Identify four stages of the life cycle; birth, growth, reproduction, and death
- Describe the life cycle of a flowering plant (seed to seed); chicken, frog and butterfly (egg to egg)
- Define the term *metamorphosis*
- Recognize that most of the Earth's surface is covered by water
- Identify the three states of matter in which water exists: solid, liquid, and gas
- Define the term *water cycle*
- Understand that there is a limited amount of water on Earth
- Describe evaporation and condensation
- Identify forms of precipitation
- Define humidity as the amount of moisture in the air
- Describe the formation of clouds
- Identify three types of clouds: cirrus, cumulus, and stratus
- Understand that not all water cycles back into the air
- Identify groundwater as a water resources for humans

- **Insects**
  - Classify insects as small six-legged animals
  - Identify body parts of insects: head, thorax, abdomen
  - Describe composition and purpose of an insect's exoskeleton
  - Define metamorphosis
  - Recognize that most insects undergo a complete metamorphosis
  - Describe four stages of the life cycle of insects that metamorphose
  - Recognize that some newborn insects resemble the adults of their species
  - Describe the molting process of some insects
  - Distinguish between social and solitary insects
  - Identify groups of social insects
  - Describe the social behavior of an ant colony
  - Describe the roles of honeybee workers, drones, and queens
  - Cite ways in which insects may be helpful to people
  - Cite ways in which insects may be harmful to people

[1]https://www.coreknowledge.org/curriculum/language-arts
[2]: http://www.singaporemath.com/Schools_s/88.htm**)**

Attachment 4: Student Discipline Policy

We plan to adopt the NYCDOE's *Citywide Behavioral Expectations to Support Student Learning*[1], henceforth referred to as the Discipline Code, with modifications specific to our school. The Discipline Code, with its broad-based revisions, grounded in prevention, restorative justice, and sensitivity to students with disabilities, and common sense primary grade provisions, provides a comprehensive policy that will ground us in a strong framework of disciplinary and intervention measures, including bullying, cyberbullying, harassment, responsible use of social media, cell phones, and technology.

Communication of Discipline Code

The following is an outline of the discipline policy documents and plans for distribution and implementation to all members of the school community. Notice of family's right to appeal and procedure surrounding appeal are discussed herein, and will be published as part of the discipline code:

- During pre-service training, all staff will be familiarized with the discipline code, the fundamental practices and procedures associated with its implementation. Triad teachers will be provided with a series of grade appropriate lesson plans to ensure that students understand and support the discipline code, and to integrate it as an integral part of our school culture utilizing the SEL strands in the Leader in Me and 4Rs programs.
- The Discipline Code will be distributed within the first full week of school. Teachers will review with students before it is sent home with guidance for families to review with their children. Formal presentations will be made to families by the ED during family orientations, PTA meetings, and family training sessions provided by the Family Coordinator.
- Student Behavioral Contracts will be distributed to support the substance of the Code, and to ensure that students understand their responsibility to engage in positive, responsible and appropriate behavior. Each student will receive two copies of the behavioral contract with the Discipline Code to discuss with his/her family. A copy signed by the student and parent is to be returned to school.
- At the initial Board meeting, the ED will make a presentation outlining the structure of the Discipline Code and the Board's role in resolving appeal of disciplinary decisions made by the ED. In addition, the ED will acquire the assistance of our local CBO, NY Center for Interpersonal Development (NYCID-a conflict resolution agency) to make a formal presentation to the board regarding resolution of complaints, issues, etc. that may be brought to their level of attention.

Implementing the Discipline Code

We are committed to ensuring that our school is safe, secure and has an orderly environment in which teaching and learning take place every day. Prevention and intervention will guide our school policies, structures, choices of curricula, programming choices and interactions with all our stakeholders. When discipline issues do occur, progressive and proactive discipline will be implemented. Staff members must consult when determining which disciplinary measure to impose. A student's age, maturity, disabilities, and intention will be considered when deciding the level of severity for an infraction. The Discipline Code applies in school, during school hours and before or after school, while on school property, while traveling on vehicles funded by the City of New York or Bridge Prep (i.e. school bus), at all school-sponsored events on or off school property.

Restorative Practices

We seek to change the standard approach of "blame-seeking", e.g. "Who is to blame here?" to that of "truth-seeking", e.g. "What happened?" "What needs to be done to make things right?" in our response to acts of inappropriate behavior. The bedrock of the approach is: safety and trust, openness, respect and empowerment, all aimed at prevention or de-escalation. Preparatory to a school-wide implementation of a restorative approach to discipline, beginning in the Summer Intensive PD, and continuing through the academic year, staff will be trained in Restorative Practices and Therapeutic Crisis Intervention of Schools (TCIS) and in implementation of the Code. Examples of Restorative Practices and TCIS:

- Behavior Support Techniques
- Caring Gestures/Non-verbal Techniques
- Door Openers/Prompting/Reflective Responses
- Emotional Competence/Self-awareness
- Trigger Thoughts
- Collaborative Negotiation/ Peer Mediation
- Restorative Circles and Conference

Policy Against Harassment, Bullying and Discrimination

In compliance with New York State's Dignity for All Students Act (DASA) our Code (see below "infractions") includes provisions for investigation of, prohibitions against, harassment, bullying, and discrimination, resultant disciplinary responses; and protections for individuals who report or assists in the investigation of acts against DASA laws. Additionally, through the 4Rs program, DASA- related lessons will be taught which include reporting procedures and responses. The Social Worker will conduct assemblies, classroom lessons and counseling regarding prevention, identification, intervention and procedures for victims of harassment, bullying and discrimination. The PTA, family coordinator and Social Worker will arrange for local experts to conduct community meetings for our students and families, staff and the board explaining the nature of DASA protections, reporting and violation consequences.[1]

Students with Disabilities

If a student has an IEP (or is in any formal stage of referral, evaluation, etc.) or a 504 plan and is presumed to have a disability that may have directly led to or contributed to the behavior leading to the suspension, they are entitled to certain safeguards under IDEA. These may include a Manifestation Determination Review (MDR); a functional behavior assessment (FBA), and behavior intervention plan (BIP). These come into consideration for suspensions longer that ten days, or ten cumulative days. Upon return to school, we will seek to restore students to equilibrium in his/her classroom through extensive interventions and guidance supports.

Infraction Levels and Supportive/Disciplinary Responses[1]

There are five infraction levels. Below are examples of behaviors at each progressive level, the resultant disciplinary responses, supports and the staff member responsible for addressing the behavior.

[1] http://www.nyccharterschools.org/sites/default/files/resources/Discipline%20Guide%20Final_training.pdf

Level 1- Uncooperative/Noncompliant Behavior: Triad Teacher/Classroom
Examples of Infractions

Unexcused absence
Behaving in a manner that disrupts the educational process
Being late to school
Failing to be in one's assigned place
Bringing prohibited items to school
Failure to wear school uniform
Engaging in verbally rude or disrespectful behavior
Wearing unsafe clothing or headgear
Using school computers, telephones, or other equipment without permission

Possible Disciplinary Responses and Supports (imposed, case-by-case, depending on severity and frequency

Student-teacher conference
Admonishment by teacher
Verbal warning
Restorative Responses
Time-out in class
Loss of privilege
Home contact (letter, call)
Family conference with teacher
Short-term behavior progress report or contract
Individual counseling
Functional Behavior Assessment (FBA)

Level 2- Disorderly Behavior: Social Worker/ED
Examples of Infractions

Smoking or use of electronic cigarettes, possessing matches or lighters
Lying to, giving false information to, misleading school personnel
Engaging in inappropriate or unwanted physical contact, or touching someone in one's private body part (grades 1-3)
Plagiarizing or colluding with another to plagiarize
Gambling
Using profane, obscene, vulgar language
Leaving class or without supervision of school staff
Violating school's internet use policy
Cheating on assessments
Unauthorized use of electronic technology, i.e. videotaping

Possible Disciplinary Responses and Supports-imposed case by case, depending on severity and frequency

Home contact (letter, call)
At risk, short-term individual or group counseling and interventions by Social Worker
Exclusion from extracurricular activities or communal lunch
Reprimand by administrator
Session in the SAVE-room located on school grounds with instructional assistant appropriate grade/instructional level classwork provided—up to 2 days
Functional Behavior Assessment (FBA)
Family conference with teacher and ED
Intervention by ED or Community-based Psychologist
Removal from classroom (time-out in ED's office)
Referral to Student Progress Team
Short-term behavioral progress reports monitored by Social Worker
Referral of the child, in consultation with the family, to appropriate community agency
Restorative Responses

Level 3-Disruptive Behavior: ED and Social Worker
Examples of Infractions

Defying or disobeying the lawful authority of directive of school personnel or safety agents in a way that substantially disrupts the educational process of the teacher's authority or possess a danger to the school community.

Using slurs based upon actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation or disability (DASA- response).

Shoving, pushing or engaging in a minor altercation toward students or school personnel (pushing past someone, throwing an object, spitting).

Bringing unauthorized persons to or allowing unauthorized visitors into the school building.

Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (gr 4-5).

Engaging in gang-related behavior (earing or displaying gang apparel or accessories, writing graffiti (gr 4-5 only).

Engaging in vandalism, or intentional damage to school property or that belonging to others.

Posting disturbing libelous material or literature (including posting such material on the internet (grades 4-5 only).

Possible Disciplinary Responses and Supports-imposed case by case, depending on severity and frequency

All of the above disciplinary responses could be sought, and the following may be sought

Formal Restorative Conference

Removal from class for up to 4 school days

In school suspension from school for 1-5 school days

In school suspension for 5-10 school days (grades 4-5 only)

Level 4- Aggressive or Injurious/Harmful Behavior: ED and Social Worker
Examples of Infractions

Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including but not limited to posting such material on the Internet).

Engaging in physically aggressive behavior other than minor altercations as described above, which creates a substantial risk of or results in minor injury.

Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others.

Engaging in behavior on the school bus which creates a substantial risk of or results in injury. This applies to behaviors repeated or involves physical violence.

Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass. For grades 1-2, for behavior which is repeated. If action results in physical violence also, greater severity of disciplinary actions result (DASA response).

Falsely activating a fire alarm or other disaster alarm.
Making a bomb threat.
Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle, umbrella, or laser pointer).
Inciting/causing a riot.
Possessing, displaying or selling any weapon in category 2 (e.g. acid or dangerous chemical, imitation gun-realistic in appearance, loaded or blank cartridges), any deadly, dangerous or sharp pointed instrument which is intended for use as a weapon.
Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.

Possible Disciplinary Responses and Supports-imposed case by case, depending on severity and frequency
All of the above possible disciplinary actions and supports, and the following may be sought:
Out of school suspension: 11-29 school days, or 30-59, or 60-90 school days.

Level 5- Seriously Dangerous or Violent Behavior: ED, Agency Psychologist and Social Worker
Examples of Infractions
Starting a fire
Planning, instigating, or participating with another or others, in an incident of group violence.
Engaging in threatening, dangerous or violent behavior that is gang-related.
Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (grades 4-5 only).
Threatening to use or using a weapon as defined in category 2 to attempt to inflict injury upon school personnel, students, or others.
Possessing or using a firearm, bomb or explosive as defined in Category I (firearm, including pistol, and handgun, shotgun).

Possible Disciplinary Responses -imposed case-by-case, depending on severity and frequency
All of the above possible disciplinary actions and supports, and the following may be sought:
Out of school suspension –60-90 school days (in the case of students having brought a firearm or possessing a firearm in school, we will follow the Gun-Free Act which requires schools suspend for up to one year if the students is found to be culpable after the hearing).
School Expulsion.

Procedures for Suspensions:
Short Term School Suspensions- Infractions and responses
If a suspension is thought to be warranted, the ED, informed by records provided by the SPT, will conduct a full comprehensive review of the student's behavioral profile, mitigated by a holistic view of the child, including age, disabilities, exceptional circumstances such as a child in temporary shelter, and a history of confirmed neglect or child abuse.

Suspensions are reserved for serious infractions and will be scheduled in school for period of up to five-ten days. The ED in consultation with the Social Worker will make final decisions regarding suspension. Prior to the suspense, families will be given oral (and subsequent written) notice of the offense. An informal suspension conference will be scheduled with the family in which the nature of the offense, evidence of the discipline code infraction, and an explanation of the in-house suspension procedures will be given. The student's reflection logs denoting his/her account of the incident will be shared at the conference. The student will also be given an opportunity to retell his/her account of the incident, and the family will be given the opportunity to add any mitigation that may be relevant in determining the length or nature of the suspension. The family member will be informed of his/her right to appeal the suspension decision first to the board, then to the authorizer, and if need be thereafter to the Board of Regents, according to Education Law Section 2855(4). The suspension will be held in school, if no longer than ten days; the child will be provided with regular classroom work prepared by the Triad teachers, in a separate room, staffed by instructional assistants, Social Worker or teachers.
Upon completion of the suspension, a post-conference will be held with the family to review the nature of student supports that will be available. These include mandatory sessions with the Social Worker, teacher-student conferences, and placement in specific in class groups, all of which will restore a sense of confidence and balance in the child.

Long Term School Suspensions (infractions and disciplinary responses below)

Families and students will be informed in writing detailing the charges, the date and location of the suspension hearing, and their right to counsel, and the opportunity to question witnesses supporting the charge, and bring their own witnesses in the student's defense. We will seek to find a location for hearings outside of the school building (at the offices of a CBO), and an impartial party (such as a board member, other than the Chair or CBO member such as a designee from (NYCID) who will serve as hearing officer. The hearings will be recorded, and the decision of the hearing officer rendered in writing. The decision is appealable, under Due Process, to the board Chair and then to our authorizer. We are currently making arrangements for long-term, out of school suspensions.

Attachment 4a- Sample Student Schedule

Note: Early Dismissal Wed. & Fri.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7- 7:40 a.m.	Breakfast and Student Arrival	Breakfast and Student Arrival	Breakfast and Student Arrival	Breakfast and Student Arrival	Breakfast and Student Arrival
7:45 8:15 a.m.	TLIM - Whole School Meeting	SPARK	SPARK	SPARK	TLIM - Triad Meetings
8:15- 8:45 a.m.	Skill Enrichment	Skill Enrichment	CLE 2	Skill Enrichment	CLE 2
8:45- 9:30 a.m.	ELA	ELA	ELA	ELA	ELA
9:30- 10:15 a.m.	ELA	ELA	ELA	ELA	ELA
10:15- 11 a.m.	Social Studies	Social Studies	Morningside Center- 4Rs	Social Studies	Gym
11- 11:45 a.m.	Gym	Art	LUNCH	Music	LUNCH
11:48 a.m- 12:33 p.m.	LUNCH	LUNCH	Social Studies	LUNCH	Social Studies
12:36- 1:18 p.m.	Math	Math	Math	Math	Math
1:18- 2:03 p.m.	Math	Math	Math	Math	Math
2:03 - 2:48 p.m.	Science	Science	Science	Science	Science
2:48- 3:03 p.m.	Executive Functioning	Executive Functioning	Student Dismissal (2:55pm)	Executive Functioning	Executive Functioning
3:05- 3:55 p.m.	CLE 1	CLE 1	As needed: Student/Family meetings with staff *(3-3:30)*	CLE 1	Student Dismissal *(3:10)*
4:00 p.m.	Student Dismissal	Student Dismissal		Student Dismissal	

Attachment 4b- Sample Weekly Teacher Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7- 7:40 a.m.	Morning Prep Student Arrival	Morning Prep Student Arrival	Morning Prep Student Arrival	Morning Prep Student Arrival	Morning Prep Student Arrival
7:45 - 8:15 a.m.	TLIM Whole School Meeting	SPARK	SPARK	SPARK	TLIM- Triad Meetings
8:15- 8:45 a.m.	Skill Enrichment	Skill Enrichment	CLE 2	Skill Enrichment	CLE 2
8:45- 9:30 a.m.	ELA	ELA	ELA	ELA	ELA
9:30- 10:15 a.m.	ELA	ELA	ELA	ELA	ELA
10:15- 11 a.m.	Social Studies	Social Studies	Common Planning/ Prep	Social Studies	Common Planning/ Prep
11-11:45 a.m.	Common Planning/ Prep	Common Planning/ Prep	LUNCH	Common Planning/ Prep	LUNCH
11:48 a.m.- 12:33 p.m.	LUNCH	LUNCH	Social Studies	LUNCH	Social Studies
12:36- 1:18 p.m.	Math	Math	Math	Math	Math
1:18- 2:03 p.m.	Math	Math	Math	Math	Math
2:03- 2:48 p.m.	Science	Science	Science	Science	Science
2:48- 3:03 p.m.	Executive Functioning	Executive Functioning	Student Dismissal (*2:55*)	Executive Functioning	Executive Functioning
3:05- 3:55 p.m.	PD	PD	Full Staff PD *(3:00)*	PD	Full Dismissal *(3:10)*
4:00 p.m.	Full Dismissal	Full Dismissal	Staff Dismissal	Full Dismissal	

Attachment 4c-Proposed First Year Calendar

Bridge Preparatory Charter School
www.bridgeprepcharter.org
info@bridgeprepcharter.org
Staten Island, New York
"Connecting students to literacy"

August 29	Student Orientaion
August 30-September 2	NO SCHOOL - Labor Day
September 3	First Full Day of School
September 30	NO SCHOOL - Rosh Hashana
October 9	NO SCHOOL - Yom Kippur
October 14	NO SCHOOL - Columbus Day
November 11	NO SCHOOL- Veteran's Day
November 28-29	NO SCHOOL - Thanksgiving Break
December 23-January 1	NO SCHOOL - Winter Break
January 20	NO SCHOOL(students) - MLK Jr. Day
February 17-21	NO SCHOOL - Midwinter Break
April 10 -17	NO SCHOOL - Spring Break
May 25	NO SCHOOL - Memorial Day
June 19	Last day of school
June 22-July 2	Summer School

The 7 Habits of Highly Effective People

1- Be proactive
2- Begin with the end in mind
3- Put first things first
4- Think win-win
5- Seek first to understand, then be understood
6- Synergize
7- Sharpen the Saw

Text

August 2019

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

September 2019

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					

October 2019

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		

November 2019

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

December 2019

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 2020

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	

February 2020

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

March 2020

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				

April 2020

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		

May 2020

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						

June 2020

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				

July 2020

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	

Key Academic Dates

- September 3 - First Day of Trimester 1
- October 8 - Interim Assesment 1
- October 15 - Trimester 1 Progress Reports
- November 25 - BPCS Enrollment Period Closes
- November 27 - Trimester 1 Report Cards
- January 15 - Interim Assesment 2
- January 22 - Trimester 2 Progress Reports
- March 11 - Trimester 2 Report Cards
- April 7 - Trimester 3 Interim Assesment
- April 20 - Trimester 3 Progress Reports
- June 16 - Trimester 3 Report Cards

Key BPCS Community Dates

- August 26- New Family Orientation (evening)
- September 27 - Bridge Building Day 1
- October 11- ACR Day 1
- November 16 - Connect Saturday 1
- January 17- ACR Day 2
- February 29 - Connect Saturday 2
- March 5 - Bridge Building Day 2
- April 9- ACR Day 3
- May 15 - Bridge Building Day 3
- June 13 - Connect Saturday 3
- June 17 - End of Year Family Meeting
- June 18 - End of Year School Celebration

Key Staff and Leadership Dates

- August 8- Staff Welcome Reception
- August 10- BPCS Leadership Retreat
- August 12-28 - Staff Pre-Service Training
- January 20- Staff Retreat
- June 5- Year End Data Review

School Closed | Family-Teacher Conferences | Report Cards

Table 1: Applicant Group Additions and Deletions

Last updated: 03/13/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? Yes

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
			Since 2010, Amy has been developing studies and conducting research to target the structural basis of learning disabilities at Columbia University. Amy is also Director of Neuropsychology Services at the Brooklyn Learning Center, and provides comprehensive assessments and			

1	Amy Margolis, Ph.D. [redacted]	Associate Professor of Medical Psychology, Columbia University	treatment programs for children with learning disabilities and attention disorders. Amy created a pediatric neuropsychology-training program with post-doctoral training opportunities. Amy has a Ph.D and M.Ed. from Teachers College, Columbia University and a Bachelor's degree from UC Berkeley. Amy will continue advising the board on proven research models that work with our students and how to track data and student progress using science and research. Amy was actively involved in the development of our enrollment, lottery and defining the community to be served based on her	Trustee	Trustee	Added

			clinical expertise in this area. Amy presented at the Staten Island Dyslexia Awareness Forum and attended the NYSED capacity interview in 2017.			
			Supervisor of Speech and Language Providers, NYC DOE District 31 Eileen has been a speech and language pathologist teacher since 1990 and became a District Supervisor in 2013. She has breadth and depth of experience in special education, language-rich instruction and connecting students to literacy. She participates in RTI, collaborates with classroom teachers, and provides diagnostic and			

2	Eileen Guercio [redacted]	Supervisor of Speech and Language Providers, NYC DOE District 31	therapeutic interventions to improve classroom learning. She also develops and presents Professional Learning Opportunities for CSD 31 speech language providers. Eileen has provided speech therapists with creative, innovative approaches to treating students with language, learning, and literacy delays and disorders. She supports the transfer of skills taught in the therapy room to the classroom, where children apply these strategies to improve academics. Eileen will bring her expertise to the board to help ensure academic achievement for Bridge Prep students. Eileen is new to the Bridge	Trustee	Trustee	Added

			Prep applicant group and is looking forward to taking an active role in sharing her expertise and experience helping children reach their potential by achieving academic success and creating unique learning opportunities for students with language, learning and literacy delays who might otherwise not succeeded academically.			
			Victoria has experience in creating and managing budgets both in corporations and for NYC government. She currently works for Bloomberg LP and has a strong background in finance and using data to analyze for best possible outcomes.			

3	Victoria Cerullo [redacted]	Business Strategy Director, Bloomberg LP	While she is in a strategy role now, she has worked in global philanthropy and engagement for Bloomberg as well. She serves on many local boards and has experience in grant writing. She will be a key part of our financial management team, assist in grant writing and help with fundraising activities. Victoria has been actively involved in identifying fundraising opportunities for the school as well as working on the fiscal plan. She has a solid track record of community engagement and public service. Victoria has attended Community Board meetings, public information sessions and attended the	Trustee	Trustee	Added

			NYSED capacity interview in 2017.			
4	Louis Tobacco [redacted]	Associate Executive Director for Government Affairs-Staten Island	Lou has been at Northwell Health since 2012 and has deep and diverse relationships in the Staten Island community. Lou will help make the right connections for Bridge Prep in many operational and fundraising areas. Lou represented Staten Island's 62nd Assembly District in the NYS Assembly and served for three consecutive terms. During his tenure he had significant committee appointments. Lou served with distinction as the Ranking Member on the Health Committee as well as serving on the Joint Budget Conference	Trustee	Trustee	Added

	[redacted]	University Hospital, Northwell Health	Committee on Health. Since 2014, Lou has been on several boards including the Staten Island Economic Development Corporation, Seton Foundation for Learning and Staten Island Chamber of Commerce. Lou has provided expertise in facilities and non-academic operations and has experience in marketing, PR and development. Lou is well respected in the community and has spoken at Community Board meetings and the NYC DOE public hearing as well as attended information sessions.			
			Ann is a Fellow of the Academy of Orton-Gillingham			

5	Ann Edwards [redacted]	Founder, Literacy for Life, Inc.	Practitioners and a coveted teacher trainer of Orton-Gillingham. She is a licensed reading specialist and adjunct professor at St. John's University. She has been an education therapist working in the field of dyslexia and language-based learning difficulties for the past twenty plus years. Ann has provided expert consulting and input on OG and multisensory instruction and will continue to do so on the Advisory Board. Ann was instrumental in helping us to develop the teacher training and professional development model and advised on areas of curriculum development.	Trustee	Advisory Board	Added

			Ann spoke on the panel at the Staten Island Dyslexia Awareness Forum, has attended parent information sessions and the NYSED capacity interview in 2017.			
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Yes, every member but Eileen Guercio was on the applicant group when Bridge Preparatory Charter School for Creative Thinkers submitted its full application to NYSED in August 2017. We attended a capacity interview, but our application was not recommended to the Board of Regents for final authorization. After feedback from NYSED and keeping our commitment to the community, we made the following modifications:

• A refined mission and clarification around our target population;
• Changes to the initial grades served and an updated enrollment plan;
• A revised budget and financial narrative; and
• Further development of our Board of Trustees, specifically on expectations and clarity of roles and responsibilities.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Victoria Cerullo

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Addres [redacted]

Home Telepho [redacted]

Home Addres [redacted]

Business Tele [redacted]

Business Add [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I became aware of plans for the school through local media and learned of the opportunity to join the applicant group through a conversation with the Staten Island Borough President, James Oddo.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Victoria Cerullo
Printed Name

Signature

2/8/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member.

12. Please explain why you wish to serve on the board.
    I wish to serve on the board because I believe in the mission of this charter school and welcome the opportunity to leverage my experience together with that of the other board members to bring the school to fruition and ensure its ongoing success. Education is such a crucial factor in long-term success and it would be a privilege to play a role in creating and supporting a school in the Staten Island community that can offer choice to students, enabling them to succeed post-graduation.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
Yes, I know Louis Tobacco as he previously served as the New York State Assembly Member representing my district.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company

or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
In the situation that a member of the charter school's board was working to benefit themselves or friends and family in some way, I would first raise the issue with the board chair and seek immediate response. If this step did not result in action, I would contact the State of New York.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
This school will provide an option for parents and students, particularly those diagnosed with dyslexia, to study and learn in a way that is more conducive to the way that they absorb and process information.

24. Please explain your understanding of the educational program of the charter school.
The educational program of the school will use the Orton-Gillingham approach

of instruction. While it will be tailored to the specific needs of students diagnosed with dyslexia, this approach is proven and can be used for teaching of all students, especially those who struggle with language and reading. A considerable amount of research has been conducted and demonstrates that certain methods of instruction that differ from traditional approaches, can provide a meaningful education to students who may not succeed in a traditional educational setting. This educational program will consist of set goals and tracked metrics to ensure that students are achieving and on a clear path to success.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A successful charter school will have many characteristics. The school should have both high academic standards and high caliber teachers and administrators. These dedicated professionals also need strong community and board support. It is up to the board to be strong advocates for the school and maintain a good relationship with the Principal and school staff. The board should ensure that the school is meeting goals that are set – both academic and financial. It is up to the board to work with staff to set and structure these goals as appropriate, provide transparency and accountability, and help the school to meet the goals set and agreed upon.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Victoria Cerullo (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

2/8/18
Date

Victoria Cerullo

5. Personal Statement

I have spent over a decade in both public service and the private sector in New York City. Prior to joining Bloomberg LP, where I started out as senior program manager for the company's philanthropic environment & sustainability programs and now work on strategy for the data analytics and integration team, I had the privilege to work in the Bloomberg Administration in the City of New York – an administration that strongly supported charter schools. I would consider it a true privilege and honor to serve on the Bridge Preparatory Charter School in my community.

My experience in city government, in a number of roles including as Staten Island Borough Director in the Mayor's Community Affairs Unit and the Office of City Legislative Affairs, instilled in me a great understanding of both the Staten Island community, role of government, and the importance of charter schools in education. I am deeply committed to the community and as a Staten Island resident, serve on the board of the Freshkills Park Alliance and as co-chair of the Governor's Office for Storm Recovery's Living Breakwaters Community Advisory Committee. As board member and co-chair of these organizations, I provide guidance and support for major initiatives and fundraising strategy, work to enhance communication and media opportunities, and regularly interface with elected officials and other stakeholders. Additionally, through Bloomberg's philanthropy program, I serve as a mentor for a fourth grade student at the Ella Baker School with Read Ahead, a program dedicated to improving literacy outcomes for students.

Through all of these experiences, both professional and volunteer, I have gained a wide variety of skills and resources that I hope to leverage as a board member of the Bridge Preparatory Charter.

6. Personal Statement

I am committed to the preparation of the application process of the Bridge Preparatory Charter School. In addition to applying for a role on the initial board of trustees, I am working on preparing aspects of the school application that relate to fundraising and community engagement. From a philanthropy perspective, I understand what appeals to grant makers, having been on both sides of the table. Additionally, having spent the majority of my career in public service and community engagement, I hope to bring best practices and effective strategies to creating a plan for the school. As far as the operation of Bridge Preparatory Charter School, I am committed to attending board meetings and making a meaningful contribution on an ongoing basis to the overall success of the school, together with the team.

Attachment 5b: By-Laws

ARTICLE I: NAME

The name of the Corporation is Bridge Preparatory Charter School (Bridge Prep).

ARTICLE II: MEMBERSHIP

The school has no members. The rights which would otherwise vest in the members vests in the Board. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III: BOARD OF TRUSTEES

A. **Powers:** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law including the New York State Education Laws and Not for Profit Corporation Laws, as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees or Advisory Board Members;
2. To select and remove the Executive Director of the School; to prescribe powers and duties for him/her and to fix his/her compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Boards judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities, subject to the provisions of the New York State Not for Profit Corporation Laws and any limitations noted in the Bylaws;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, Directors, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York State Not for Profit Corporation Laws and the limitations noted in these Bylaws.

B. **Number of Trustees:** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees:**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees assume office subject to approval by the Charter Authorizing Entity.

2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. Interested Persons. Not more than twenty-five percent (25%) of the persons serving on the Board may be interested persons. An interested person is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, an independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister- in- law, brother- in- law, daughter- in- law, son- in- law, mother- in- law or father- in- law, cousin or cousin- in- law of any such person.

4. Term of Office.

(a) The Trustees elected shall be randomly divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Trustees may not, thereafter, serve more than two consecutive three (3) year terms.

(c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

(e) A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Employees:** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty provided that at least one week's

previous notice of the proposed action shall have been given to the accused and to each Trustee, in accordance with the applicable provisions of the New York State Education Laws and the Not for Profit Corporation Laws.

E. **Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. **Vacancies:** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee‘s death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee’s actual and necessary expenses while conducting School business.

H. **Advisory Board:** Bridge Prep will establish an Advisory Board of no more than four (4) to six (6) members to complement the knowledge, understanding and strategic thinking of the Board of Trustees. Advisory Board Members will provide subject matter expertise in academics, pedagogy, charter or business operations, finance, fundraising, real estate, special needs programs or other areas of specialized knowledge. The Advisory Board will act as a resource that can be accessed to aid in the overall success of Bridge Prep. The Advisory Members will not mask gaps in the operating board but serve as a body that can challenge assumptions and provide access to resources for the betterment of Bridge Prep.

Members of the founding team may be asked to serve as Advisory Board Members as well as new members sought out for their expertise.

Like Trustees, Advisory Board Members must be elected by a majority of the voting Board of Trustees. Advisory Members will be non-voting members and shall serve a term of one (1) year with no term limits. Advisory Members are expected to attend monthly Board meetings, either in person or via videoconference or telephone, in accordance with New York State Open Meetings Laws. Additionally, there will be quarterly Advisory Board meetings with a specific agenda and goals.

ARTICLE IV: OFFICES

Bridge Prep’s administrative offices shall be located at the facility where the school is operated. The Office Manager shall note any change in office on the copy of the Bylaws maintained by the Office Manager. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the school facility or at any other reasonably convenient place as the Board may designate, provided that Board meetings shall be scheduled at least monthly at the school facility.

B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board, provided that Board meetings shall be scheduled at least monthly at the school Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one half of the entire Board.

E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
2. Special Meetings shall be held upon reasonable notice, at least 48 hours, if practicable.
3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of Article 7 of the New York State Public Officers Law /The Open Meetings Law.

ARTICLE VI: ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these Bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the New York State Open Meetings Laws, Trustees participating by means of video conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the New York State Open Meetings Laws, by live video conferencing. Trustees participating by means of video conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the New York State Open Meetings Laws.

C. **Committees.**

1. Appointment of Committees. The Board may create committees of the Board for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees (except as indicated below), subject to the approval of the Board. A Committee will consist of not fewer than three Trustees, or not fewer than five Trustees in the case of the Executive Committee, who shall be appointed by the Chair, subject to the approval of the Board.

2. Standing Committees. The Board shall have four standing Committees: The Executive Committee (chaired by the Chair), The Finance Committee (chaired by the Treasurer), The Academic Committee and The Board Development and Governance Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.

3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:

(a) The election of Trustees;

(b) Filling vacancies on the Board or any Committee which has the authority of the Board;

(c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and

(d) The appointment of other Committees, or the members of the Committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws, and if no alternative procedure is prescribed, by Robert's Rules of Order.

D. **Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(a) One or more Directors, Officers or employees of the school whom the Trustee believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person‘s professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting**. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. **Officers.** The Officers of the School consist of a Chair, Vice Chair, a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these Bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's Executive Director's office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. **Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. **Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of Directors, employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against actions, claims, judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The Board shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX: CONFLICTS OF INTEREST

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, Directors, officers and employees of the School, compliant with the New York State General Municipal Law, which may be amended from time to time by the Board.

B. **Disclosure of Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

- Regular annual statements from Trustees, Officers and Directors and employees to disclose existing and potential conflicts of interest; and
- Corrective and disciplinary actions with respect to transgressions of such policies.

C. **Conflict of Interest.** For the purpose of this section, a person shall be deemed to have a conflict of interest in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the New York State General Municipal Law.

ARTICLE X: OTHER PROVISIONS

A. **Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.

B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, Executive Director of the School, or Treasurer. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.

D. **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York State Not for Profit Corporation Laws and the Education Laws shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word person includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. **Interpretation of Charter.** To the extent of any conflict between any provision of these by laws and the New York State Open Meetings Laws, the Open Meetings Laws will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII: REFERENCES TO DOCUMENTS

References in these Bylaws to the certificate of incorporation of the School, or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

Attachment 5c: Code of Ethics

CODE OF ETHICS FOR SCHOOL TRUSTEES, ADVISORY BOARD, DIRECTORS, OFFICERS, AND EMPLOYEES

The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the New York State General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, advisory board members, directors, officers and employees. Therefore, every director, officer and employee of the school, whether paid or unpaid, including Board Trustees Members and Advisory Board Members, shall adhere to the following code of conduct:

1. Gifts: A trustee, advisory board member, officer, director or employee shall not directly or indirectly solicit any gifts; nor shall an officer, director, or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: A trustee, advisory board member, officer, director or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. Representation before the Board: A trustee, advisory board member, officer, director or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. Representation before the Board for a contingent fee: A trustee, advisory board member, officer, director or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. Disclosure of interest in matters before the Board: A member of the Board of Trustees, or the Advisory Board, and any director, officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the

Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term interest means a pecuniary or material benefit accruing to such party.

6. Investments in conflict with official duties: A trustee, advisory board member, director, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. Private employment: A trustee, advisory board member, director, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. Future employment: A trustee, advisory board member, director, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former trustee, advisory board member, director, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Board Member and every Advisory Board Member. The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every director, officer and employee of the school. Each Board Member, Advisory Board Member, director, officer and/or employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 8A: Hiring and Personnel Policies & Procedures

Mission Statement

The mission of Bridge Prep is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.

What Employees should expect from Bridge Prep

Bridge Prep's goal is to create a culture of trust and collaboration with our entire team and realize our mission to help students struggling with literacy. To accomplish that, we will:

1) Provide an innovative, challenging and rewarding work environment and experience.
2) Provide opportunities for growth and development for all employees.
3) Compensate all employees according to their work effort and contribution to the success of the school.
4) Review wages, employee benefits and working conditions on a continual basis with the goal of being as competitive as possible and meeting our employee's needs as best we can, being a small school with limited resources and high expectations.
5) Have an open-doo policy with the Executive Director to discuss any issues or problems.
6) Be responsive to any challenges brought to the school's attention.
7) Be a respectful and caring environment based on mutual respect and trust.
8) Communicate frequently with all employees on school progress and challenges.
9) Ensure we develop and maintain an atmosphere free from harassment and discrimination and one that promotes and celebrates individual and team contributions.

What Bridge Prep Expects from Employees

Bridge Prep is only as good as its team, and we realize our greatest asset is our people. We have high expectations for our school, our staff and our students. We all own the school's culture and expect all employees to be committed to the mission. Everyone at the school is accountable for their contribution to making the culture a positive and rewarding one. To accomplish this, we expect employees to:

1) Always interact positively, professionally and respectfully with all co-workers and students.
2) Accept direction and feedback in the intent it was given – to foster growth and improvement.
3) Be willing to learn new instructional strategies and commit to the mission of helping children acquire literacy skills.
4) Be patient, innovative and keep trying until students succeed.
5) Be punctual, reliable and dependable.
6) Be outstanding, have fun, help children.

Introduction: The personnel policies, hiring practices and procedures are intended to provide consistent practices, but in no way create a contract, express or implied, between Bridge Prep and its employees. Employment is "at will," meaning that you or Bridge Prep may end your employment at any time for any lawful reason. All policies and procedures set forth here are presented only as a matter of information. The Board of Trustees has the right to modify any of

the school's policies and procedures at any time. The Board will review the policy, practice and procedures document annually, but the Executive Director may bring recommendations to the Board at any time. The Executive Director is responsible for the implementation of this policy and for developing consistent procedures. Should there be any amendments or modifications to this policy, practices or procedures, the Executive Director will notify the staff of such changes, but such notice is not required for changes to be effective.

Recruitment and Hiring: Bridge Prep's primary goal when recruiting staff is to find the best talent available knowing that the higher the quality, the better the outcomes for our school and students. Selection will be based on ability to contribute to Bridge Prep's mission, positive and professional attitude, academic qualifications, willingness to learn new instructional strategies and approaches, and experience needed to perform the work. All Bridge Prep employees are part of a team and are expected to work together as such and with our families with the goal of helping our students achieve success.

We offer a unique opportunity to attract instructional talent – deep training in Orton-Gillingham and ongoing professional development in OG and The Writing Revolution. We encourage our teachers to continue their development to become Associate Level in OG and will provide training in our Center for Staff Development. This sought-after credential and costly training is a compelling proposition coupled with our mission and school design utilizing multisensory instruction across all content areas to help students acquire literacy skills. Our small class size, social-emotional learning and dedication to developing the whole child makes Bridge Prep an appealing place to work from a recruiting perspective.

When positions become available, qualified current employees are encouraged to apply for the position. In addition, we will conduct national searches for the best teachers and staff. Our expectation is to hire certified teachers, although the school may employ up to five staff members who are not certified. Recruiting efforts will include advertising positions and posting to online jobsites such as LinkedIn, Indeed.com, Glassdoor.com for both instructional and administrative staff. In addition, for instructional staff we will post on Teach.com and with nonprofit educational organizations like Teach for America, college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education, as well as the Columbia University Teachers College, the Rose Institute at Manhattanville College and the Center for Dyslexia Studies at Fairleigh Dickinson University, all of which include along with general education programs, outstanding literacy acquisition specializations. We will encourage current employees to recruit new talent for our school. We will also actively network with our education and local business community contacts to find appropriate candidates. Recruitment efforts will also extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission

The hiring process will require applicants to: complete an employment application, submit a current resume, and provide proof of teaching certifications such as licenses and school transcripts. An observation of a demo lesson will be required for all teachers. Members of the hiring committee will interview prospective teachers and the Executive Director will interview all finalist candidates.

In order to be hired, the following is required: a minimum of two references checked; credentials verified and qualifications confirmed; documentation of employment eligibility (i.e., proof of identity and legal authority to work in the U.S.) and completion of Federal INS Form I-9; and

fingerprinting and a criminal background check and clearance (Pursuant to § 2852(4) of The Charter School Act). Refusal to comply with any of the above requirements, falsifying information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

As a condition of employment, all teachers must successfully complete pre-service training, including a multi-sensory, structured language program certified by the International Dyslexia Association (IDA), International Multi-Sensory Structured Language Education Council (IMSLEC) or the Academy of Orton-Gillingham Educators and Practitioner, which is provided by Bridge Prep's Center for Staff Development. The Executive Director will make all final hiring decisions.

Equal Employment Opportunity: Bridge Prep is an equal opportunity employer and seeks to hire the best personnel regardless of race, religion, color, sex (including pregnancy, sexual orientation and gender identity), national origin, disability, age, genetic information, or any other status protected under applicable federal, state, or local laws. Our policy reflects and affirms our commitment to the principles of fair employment and the elimination of all discriminatory practices. Bridge Prep will comply with the American Disabilities Act (ADA) of 1990 and welcomes applications from people with disabilities. The ADA does not alter Bridge Prep's right to hire the best-qualified applicant, but it does prohibit discrimination against a qualified applicant or employee because of his or her disability, or because of a perceived disability. If one believes that an employment decision has been made that does not conform with management's commitment to equal opportunity, they can promptly bring the matter to the attention of your immediate supervisor, the Executive Director or the Board of Trustees. The complaint will be promptly, thoroughly and impartially investigated. There will be no retaliation against any employee who files a complaint in good faith, even if the result of the investigation produces insufficient evidence to support the complaint.

Full-Time and Part-Time Employment: Regular full-time employees will be eligible for all benefits provided by the school. Part-time staff that work less than 40 hours per workweek are not eligible for benefits.

Fingerprinting and Criminal Background Check: All staff and consultants working in the school on a regular basis must pass a fingerprint and criminal background check as a condition of employment. Classroom volunteers who have a consistent and ongoing presence in the school and work with children in an unsupervised capacity must submit to fingerprinting and criminal background checks. No employee may start working until clearance is received.

Code of Ethics: All employees are expected to adhere to Bridge Prep's Code of Ethics, which can be found in **Attachment 5b: Code of Ethics** and will be given to all employees annually.

Personnel Responsibilities & Qualifications

Below is Bridge Prep's Proposed Staffing Chart followed by corresponding responsibilities and qualifications for each position listed in the staffing chart.

Proposed Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
*Executive Director	$115,000	1	1	1	1	1
*Director of Teaching and Learning	$100,000	1	1	1	1	1
Director of Operations	$75,000	N/A	N/A	1	1	1
Dean of Specialized Instruction	$75,000	1	1	1	1	1
Family Coordinator	$35,000	0.5	0.5	1	1	1
Speech and Language Teacher	$60,000	1	1	1	2	2
Social Worker	$60,000	1	1	2	2	2
Literacy Specialist	$65,000	1	1	2	2	2
General Education Teachers	$60,000	3	5	7	9	9
Specialty Teachers	$60,000	1	2	3	4	4
Special Education Teachers	$60,000	3	5	7	9	9
Teaching Assistants	$35,000	4	8	14	18	18
ENL Teachers	$60,000	1	1	1	2	2
*Office Manager	$42,000	1	1	1	1	1
School Aides	$25,000	2/.5	2/.5	2/.5	4/.5	4/.5

***Hired in pre-opening phase**

***Executive Director (ED)**	**Reports to: Board of Trustees**
Responsibilities: ▪ Provide leadership and guidance to entire school team, especially direct reports ▪ Establish a positive and mission driven culture ▪ Ensure the school is appropriately staffed, funded and working properly and hire, evaluate and terminate staff as needed ▪ Chair the school leadership team, to resolve issues and improve school and team performance ▪ Work with outside financial and HR consultants to ensure efficient school operations and compliance ▪ Analyze student data to inform decisions to improve instruction ▪ Keep the Board of Trustees (BOT) informed of school's progress and challenges including financial status, curriculum and student achievement ▪ Provide BOT monthly data reports and present trimester updates on performance ▪ Implement all school policies and procedures set forth by the BOT ▪ Develop and maintain school's community	**Qualifications:** ▪ Bachelor's or Master's degree ▪ Certified in school administration or previous experience in a leadership role (i.e. assistant/vice principal, Dean, content specialist, Grade Level Leader, etc.) ▪ Commitment to Bridge Prep's mission, vision and culture ▪ Demonstrated success in teaching, leadership and raising student achievement ▪ Great expectations for school, staff and students ▪ Experience in hiring, managing and evaluating employees ▪ Experience with and commitment to improving the culture and quality in a school ▪ Solid balance between strategic and analytical skills ▪ Ability to work in a start-up environment and create a healthy working structure ▪ Strong verbal and written communications skills as well as ability to conduct presentations and facilitate meetings ▪ Ability to analyze data and the implications to

partnerships aligned with mission ▪ Handle discipline issues and the development of a positive school culture and ensure proper protocols are in place to protect students and the school ▪ Facilitate and encourage parent involvement and respond to grievances ▪ Organize extended day programming and monthly family events with the DTL ▪ Create, maintain, and exemplify a culture of high expectations, mutual respect and accountability ▪ Ensure school wide compliance with state and federal education laws and workplace regulations	improve student and school outcomes ▪ Knowledge of state and federal laws and regulation ▪ Willingness to roll up your sleeves, work late hours and get the job done. ▪ A team builder who walks the talk and ensures the school culture is filled with trust ▪ Ability to innovate when need and follow standards when required ▪ Ability to collaborate and build strong relationships within the school and with the entire community ▪ Strong organization and people leadership skills
***Director of Teaching and Learning (DTL)**	**Reports to: Executive Director**
Responsibilities: • Manage all instructional staff including Dean of Specialized Instruction, Literary Specialist, and all general education instructional staff • Ensure that Bridge Prep is meeting and exceeding overall achievement goals • Provide guidance and leadership to instructional staff • Manage content planning and development across and aligned for all grades • Support teachers to advance literacy strategies and professional development • Conduct teacher evaluations utilizing our specialized OG Danielson Framework for Teaching • Observe classroom teachers on a regular basis and provide constructive feedback to improve instruction • Based on observations, tailor the weekly staff professional development training • Determine overall grading policy and report card standards	**Qualifications:** • Bachelor's or Master's degree, ideally in education ▪ New York State Certification as a School District Administrator or School District Leader; or previous experience in a leadership role (i.e. assistant/vice principal, Dean, content specialist, Grade Level Leader, etc.) ▪ Substantial knowledge of curriculum and instruction, assessment, academic policy, the New Generation/ Common Core Learning Standards, School Leadership, collaborative practices, and teacher development and evaluation ▪ Experience designing and implementing professional learning across grades and content areas ▪ Commitment to Bridge Prep's mission, vision and culture and great expectations for school, staff and students ▪ Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction
Dean of Specialized Instruction (DSI)*	**Reports to: DTL**
Responsibilities: • Manage all specialized instructional staff including special education teachers, ENL, and paraprofessionals • Partner with instructional staff to ensure lesson plans and instructional material are appropriate and aligned with special population student's needs and goals • Work with the ED and DTL to structure professional development for staff to be deeply	**Qualifications:** • Bachelor's or master's degree, ideally in education • NYS Teacher Certification in special education for appropriate grades that our school serves • Believe deeply in the mission of Bridge Prep • Demonstrated capacity in being a catalyst for change, well organized and collaborative • Strong track record of success working with special education students with diverse

rooted in Bridge Prep's mission • As part of Bridge Prep's Leadership team, determine the school's strengths and needs for improvement related to Special Ed. • Structure school policy and provide professional development on Child Find regulations, the initial referral process, annual reviews, re-evaluations, rendering of mandated services and accommodations, oversee SESIS data entry and ensure compliance and regulatory reporting requirements for all students • Convene and lead the Student Progress Team to ensure the needs of all students are being met appropriately • Collaborate with CSD 31 Borough Field Support Center Special Education staff and CSE to ensure School Assessment Team resource allocations and services are adequate for our caseload • Ensure ongoing communications with families as a key part of their child's path to academic, social and emotional progress • Review assessments (baseline, interim and content specific) with the DTL to determine whether each child is making adequate progress • Manage the process of meeting the individual needs of all students and achieving IEP and ENL goals by developing individualized student plans • Observe SE/ENL teachers in the classroom to provide immediate interventions and recommendations for appropriate strategies	challenges and needs • Demonstrated integrity and willingness to challenge tradition and create solutions and pathways for children to succeed academically, socially and emotionally in school, no matter the educational needs of the child • Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction • Experience working effectively with special needs students • Adaptable and can manage uncertainty; demonstrate resilience, resolve, and flexibility in a changing environment • Ability to analyze information quickly and organize thinking to create solutions • Ability to prioritize and multitask effectively • Never quits - possesses great resiliency and does not give up until the proper solution is found • Is patient and has a passion to work with and help special needs children and their families • Is empathetic, compassionate and truly a kind person • Sees the strength in children and helps others teach to their special needs • A tireless advocate for children
General Education Teachers	**Reports to: DTL**
Responsibilities: ▪ Set and maintain high academic expectations for all students ▪ Prepares multisensory and engaging lessons to facilitate learning within the triad teaching model ▪ Assess students on a regular basis against benchmarks ▪ Participate in on-going professional development on a weekly basis as well as workshops and presentations ▪ Serve as a mentor to our Teaching Assistants and help in their pedagogical development ▪ Participate in, and plan for, school-wide activities like Leader in Me	**Qualifications:** ▪ Bachelor's or Master's degree, ideally in education ▪ A valid State teaching certificate for the grade levels served by the school. ▪ Patience, a strong work ethic, and professional desire to inspire children's learning ▪ Demonstrated success in raising student achievement ▪ Innate understanding children come with a variety of strengths and needs coupled with an ability to lead with the children's strengths and teach to their needs ▪ A team player with willingness to collaborate interdependently and co-teach in a triad model

▪ Challenge students to think critically and creatively ▪ Develop ways to continuously engage students in their educational experience ▪ Embrace a flexible, student focused approach to learning while teaching language, reading and writing effectively ▪ Attend summer intensive professional development ▪ Bring joy to the classroom and inspire learning	▪ Great expectations for learning, achievement and behaviors ▪ A problem solving and resilient mindset to ensure student success ▪ Experience or willingness to learn multisensory and RTI strategies ▪ A passion for working with children with disabilities ▪ Must believe in the potential of each student
Special Education Teachers	**Reports to: Dean of Specialized Instruction**
Responsibilities: • Provide direct and indirect instructional support to students in a positive environment within the triad teaching model • Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory • Teach students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests • Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system • Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies	**Qualifications:** • Bachelor's degree • Provisional or Permanent New York State Education Department license in Special Education • Commitment to Bridge Prep's mission, vision and culture • Ability to provide positive behavioral support to students in a group and in an individual setting • Works effectively with administrators, colleagues, and school staff, students, parents and community members • Demonstrates an understanding of the federal, state, and local mandates governing the determination and delivery of special education services • Completes observations and reports pertaining to learning behaviors of students • Patience, a strong work ethic, and professional desire to inspire children's social and emotional learning
Literacy Specialist	**Reports to: DTL**
Responsibilities: • Partner with the DTL and classroom teachers to create a literacy-rich environment in the school and align curriculum with NYS Learning Standards around interdisciplinary themes • Demonstrate exemplary literacy instruction through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning and mapping, and small and large group professional development • Work with Bridge Prep's administration to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and	**Qualifications:** ▪ Bachelor's or Master's degree, ideally in literacy/reading education ▪ A valid New York State teaching certificate for the grade levels served by the school. ▪ A skilled literacy specialist trained in multisensory instruction who has a track record of working with schools/teachers in improving student outcomes ▪ Skilled at developing trusting relationships with teachers ▪ Adept at hearing teacher issues, observing their strengths, providing feedback and helping teachers plan for the next challenge ▪ Ability to coach as a partner with teachers in looking carefully at student learning rather than

communication skills and content area achievement • Participate in team reviews concerning the academic progress of at-risk students who are not responding to interventions • Serve as a resource in the area of reading for teachers, paraprofessionals/teaching assistants, administrators, and the entire school community • Work cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners • Assist teachers in collection of data and conducting of diagnostic assessments to determine individual student reading and writing weaknesses	evaluate teacher's job performance ▪ Commitment to Bridge Prep's mission, vision and culture and great expectations for school, staff and students ▪ Demonstrated capacity in being a catalyst for change, well organized and collaborative ▪ Strong track record of success working with special education students with diverse challenges and needs ▪ A team player with willingness to collaborate interdependently to the benefit of our students ▪ A problem solving and resilient mindset to ensure student success
Speech and Language Teacher	**Reports to: DSI**
Responsibilities: • Collaborate with classroom teachers in the management of speech-language disorders. • Plan evidence-based interventions appropriate for individual students • Use evidence-based methods and techniques appropriate to state objectives. • Adjust intervention strategies based on student performance • Develop appropriate IEPs based on students' strengths and needs • Provide consultation to parents, teacher, and other school personnel to provide appropriate interventions • Conduct speech, language, and hearing screenings and administer formal and informal assessments • Analyze and interpret information to make recommendations regarding the need for speech-language services • Provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs	**Qualifications:** ▪ Bachelor's or Master's degree, ideally in education ▪ A valid State teaching certificate for the grade levels served by the school. ▪ Skilled at developing trusting relationships with teachers ▪ Adept at hearing teacher issues, observing their strengths, providing feedback and helping teachers plan for the next challenge ▪ Ability to coach as a partner with teachers in looking carefully at student learning rather than evaluate teacher's job performance ▪ Believes in the mission of Bridge Prep and has great expectations for learning, achievement and behaviors ▪ Demonstrated capacity in being a catalyst for change and well organized ▪ Strong track record of success working with special education students with diverse challenges and needs ▪ A team player with willingness to collaborate interdependently to the benefit of our students ▪ A problem solving and resilient mindset to ensure student success
ENL Teacher	**Reports to: Dean of Specialized Instruction**
Responsibilities: ▪ Guide English Language Learners toward gaining proficiency in listening, speaking, reading and writing ▪ Provide ELL push in and/or pull out instruction to students	**Qualifications:** ▪ Bachelor's degree ▪ Have an ENL Certification or Extension ▪ Dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher

▪ Assist in developing language acquisition support plans for all ENL students and work with classroom teachers to implement plans ▪ Work with triad teachers to support differentiated instruction within curriculum maps and in classroom ▪ Assist in developing appropriate curriculum to help ENL students acquire the English language	▪ Believes in the mission of Bridge Prep and has great expectations for learning, achievement and behaviors ▪ Committed to meeting the needs of a diverse student population that includes students with special needs ▪ Track record of being a team player and community minded ▪ Fluency in spoken and written Spanish desired, but not required.
Teaching Assistants	**Reports to: DTL**
Responsibilities: ▪ Assist teacher in the classroom ▪ Work with students in small groups to reinforce learning ▪ Monitor work, correct papers, and supervise curriculum-based testing and makeup work as assigned by the teacher ▪ Serve as chief source of information for substitute or guest teachers ▪ Performs other such duties as assigned by the teacher/certified staff	**Qualifications:** ▪ Bachelor's/associate degree ▪ Patience, a strong work ethic, and professional desire to aid in children's learning ▪ Great expectations for learning, achievement and behaviors ▪ A problem solving and resilient mindset to ensure student success ▪ A roll-up-your sleeves, get it done attitude ▪ A passion for working with children with disabilities ▪ A willingness to learn and keep growing
Specialty Teacher - Art	**Reports to: DTL**
Responsibilities: • Develop and administer school art curriculum aligned with Bride Prep's mission. Align instruction with Triad teachers and Creative Learning Extensions • Teach students basic techniques and challenge them to go further • Encourage and inspire students to practice skills they may not be comfortable with • Organize and be the point for school/community Art/talent shows and exhibitions	**Qualifications:** • Bachelor's degree • Two years of teaching experience • Commitment to Bridge Prep's mission, vision and culture • Passion for art and a proven track record for engaging students • Patience, a strong work ethic, and professional desire to inspire children's social and emotional learning • Demonstrated success in tailoring instruction to the needs of diverse learners
Specialty Teacher - Music	**Reports to: DTL**
Responsibilities: • Develop and teach activities and musical games to support multi-sensory learning and make the lessons fun • Teach students to be aware of musical elements including pulse, rhythm, pitch, loudness and speed • Teach music while building the student's motivation, enthusiasm and confidence • Organize and be the point for school/community Music/talent shows and exhibitions	**Qualifications:** • Bachelor's degree • Two years of teaching experience • Commitment to Bridge Prep's mission, vision and culture • Passion for music and a proven track record for engaging students • Patience, a strong work ethic, and professional desire to inspire children's social and emotional learning • Demonstrated success in tailoring instruction to the needs of diverse learners
Specialty Teacher - Physical Education	**Reports to: DTL**

Responsibilities: ▪ Provide clear and consistently high quality PE instruction for all students ▪ Implement Spark PE program ▪ Implement instructional strategies and resources that meet the needs of all students, including those with varying backgrounds, physical abilities, learning styles, and special needs. ▪ Provide a positive environment in which students are actively engaged in the physical education learning process ▪ Develop and coordinate sport clubs	**Qualifications:** • Bachelor's degree • New York State teaching certification in Physical Education • Two years of teaching experience • Commitment to Bridge Prep's mission, vision and culture • Proven track record for engaging students in their own learning • Strong organizational and communication skills • Demonstrated success in tailoring instruction to the needs of diverse learners
Social Worker	**Reports to: DSI**
Responsibilities: • Align the school counseling program with the mission and vision of Bridge Prep • Positively impact the school culture by teaching and promoting positive behaviors • Provide counseling services to at-risk students and as mandated by student's IEP and to other students as needed • Support and trains teachers in handling social/emotional issues; preventative Restorative and Therapeutic Crisis Intervention of Schools (TCIS) Practices, as well as identifying signs of potential child neglect/abuse, and responsibilities as a mandated reporter • Plan goal setting strategies for relevant school-wide activities like Leader in Me, 4Rs, Anti-bullying and Respect for All- type programs • Coordinate with parents, teachers, administration, and community leaders in developing programs to foster school pride and ownership • Conduct staff and family-based workshops • Support successful student transition from grade to grade Teach all students conflict resolution and mediation skills leadership	**Qualifications:** • Bachelor's degree • Certification as counselor or social worker aligned with NYS law • Two years' experience working with elementary school students • Commitment to Bridge Prep's mission, vision and culture • Ability to work collaboratively and as part of a team • Ability to coach as a partner with teachers related to prevention and positive behavior interventions • Track record of working well with students, families and overall school community • Ability to work effectively with small groups and 1:1 • Strong interpersonal and communication skills • Patience, a strong work ethic, and professional desire to inspire children's social and emotional learning
***Director of Operations (DOO) Y3**	**Reports to: Executive Director**
Responsibilities: Manage all non-academic staff responsible for operations of the school • Oversight of the physical facility including health services, security and safety • Coordinate food services, transportation and custodial services • Work with school counselor in obtaining	**Qualifications:** • Bachelor's degree, MBA preferred • Track record of creating efficiencies and solutions in supporting day-to-day operations at a school or office environment • Solid work ethic and ability to get the job done right • Strong people and operations management

student records and input them in our system • Maintain accurate databases and records and ensure they are in compliance • Assess and improve workflow processes throughout the organization by demonstrating strong project management skills • Manage an enrollment and recruitment coordinator responsible for all student records and enrollment • Manage all HR, procurement, payroll and credential management functions • Build and leverage relationships with necessary internal and external parties to increase operational effectiveness	skills • Proven track record of managing and developing staff • Experience in hiring, managing and evaluating employees • Ability to scale operations as enrollment increases • Proven ability to collaborate across an organization • Solid track record of strong project management as well as proven organizational skills and attention to detail • Strong interpersonal and communications skills
Office Manager	**Reports to: Executive Director**
Responsibilities: • Oversee general office operations; parent greeting; answering telephones, etc. • Retrieve student records from previous schools, maintain students records and transfer records for former students • Receive and process new student enrollment application and responds to requests for waitlist information • Maintains student attendance records (ATS) and track absenteeism and tardiness for referral to Guidance • Input and maintain payroll information and credential management • Draft correspondence and documents using professional language and proper grammar • Plan and implement office procedures to improve efficiency • Monitor, maintain and order office supplies and equipment	**Qualifications:** • High school +/Associate degree preferred • Believe in the mission of Bridge Prep • Track record of being an energetic and competent "go-to" person • Ability to multitask and meet deadlines • Knowledge of Word, Excel, Outlook and PowerPoint • Ability to handle requests for information efficiently and effectively • Ability to communicate clearly and professionally with internal team and families • Work effectively as part of a team to achieve established outcomes • Attention to detail in all aspects of the job • Make decisions using sound judgment and available resources • Ability to maintain confidentiality and discretion
Family Coordinator	**Reports to: Executive Director**
Responsibilities: • Greet all visitors to the school, answer telephone calls and assist as needed • Outreach to local schools to set up meetings with school staff, parents and students • Organize school fairs • Create and give presentations to prospective families • Serve as primary contact for current and future families • Support the Executive Director in addressing family concerns • Meet with families to help in the enrollment	**Qualifications:** • High school +/Associate degree preferred • Believe in the mission of Bridge Prep • Ideally, a recent or former school parent familiar with school system and operations • Experience working with families and parents in education and/or on community issues • Ability to establish and maintain relationships with various constituents • Experience convening workshops and meetings • Ability to project manage and multitask with exceptional organizational skills • Strong working knowledge or Word, Excel and

process • Increase parent involvement in the school by working closely with parents, the school and community organizations • Send out welcome letters, email blasts and keep in constant communication with families • Attend PTA meetings, support parents, listen to concerns and try to resolve	other computer programs • Ability to get the job done under tight deadlines and with accuracy • Excellent communication, organizational, interpersonal and problem-solving skills • Solid conflict resolution and mediation skills, interpersonal skills and pleasant demeanor
School Aide	**Reports to: Executive Director**
• Assist with supervision of students throughout the school day and provide assistance to students with special needs • Coordinate school cafeteria feeding process, including distribution of prepared meals to students • Supervise students outside and inside the classroom as needed • Assist teachers with collecting homework, tests and distributing teaching materials • Organize and supervise games and recreational activities to promote mental, physical and social development • Assist with the supervision of students in the schoolyard, cafeteria, hallway, during arrival and dismissal • Accompany teachers on class trip to help supervise and keep students safe • Attend staff meetings and participate in training	• High school +/Associate degree preferred • Believes in the mission of Bridge Prep and has great expectations for learning, achievement and behaviors • Patience, a strong work ethic, and professional desire to aid in children's learning, behavior and growth • A problem solving and resilient mindset to ensure student success • A roll-up-your sleeves, get it done attitude • A passion for working with children with disabilities • A willingness to learn and keep growing • Ability to work as part of a team and help out as needed • Certified in First Aid or willingness to become certified

*** Leadership Team**

Performance/Salary Reviews: Performance reviews will be conducted annually. All performance reviews will be completed in writing by the supervisor on the form designated by Bridge Prep and reviewed during a conference with the employee. Factors considered in the annual review include the quality of job performance, attendance, meeting job requirements, dependability, attitude, collaboration, compliance with Bridge Prep's employment policies, and any disciplinary actions. A detailed evaluation process is outlined below. Bridge Prep gives compensation increases at its discretion in consideration of various factors, including your performance review and evaluation.

Evaluation Process: The following are descriptions of the evaluations/reviews that will be implemented and their resultant implications for overall school improvement.

School Leadership Evaluations: The ED will be evaluated and held accountable by the Board using NYSED-HEDI scale (see below-Teacher Evaluations). Within the first trimester of the school year, the ED will meet with the Board to establish specific, actionable, and measurable goals grounded in the matrix of effective school indicators, such as instructional and staff supervision, school structures and operations, capacity of leadership team and establishment of a vital, vibrant school culture of achievement. In addition to the monthly dashboard presentations to the Board, each trimester, the ED will demonstrate formative progress toward the professional

goals achieved within each area of assessment. Subsequently, the Chair will conduct low-inference, on-site ED-practice observation walkthroughs intended to be descriptive of observable facts and events without interpretation, subjectivity or judgment. At the end of each trimester, a written rating report will be produced and finalized with the ED. The ED's rating will include areas of accomplishments and areas requiring improvement. Each finding will be revisited each trimester. Similarly, the effective school indicators will be the basis of the ED's ratings of the Director of Teaching and Learning (DTL), and Director of Operations (DOO) Y3. In turn, the DTL will rate the Dean of Specialized Instruction (DSI), and the Literacy Specialist. The ED will be the ultimate sign off on ratings of all school personnel.

Teacher Evaluations: Teachers will be held accountable for quality instruction and student performance through evaluation and support utilizing BPCS's teacher effectiveness system. This will be based upon two overall measures: teacher performance (60%) and student learning (40%). In rating teacher performance, we will use a system of formal classroom evaluations conducted three times per year by the ED, DTL and DSI, one per trimester, utilizing NYSED's 4-point rating HEDI scale of 1) Highly Effective, 2) Effective, 3) Developing, 4) Ineffective. We will also use the *Danielson Framework for Teaching* to evaluate performance. In addition, teachers will be evaluated on specific components that correlate directly to OG instructional techniques within the four domains. On top of the formal observations, the ED, DTL, DSI will perform weekly informal classroom walkthroughs that are discussed during Triad debriefing sessions.

The second part of BPCS's teacher accountability system is assessment of student learning which accounts for 40% of the overall score. Within this component, we will measure progressive student growth utilizing early childhood assessments and NYS standardized testing results in Reading and Mathematics, and rubric-scored student portfolios for Social Studies, Science and Specialty subjects. In addition, NYSESLAT scores will be used to measure ELL student-progress, as well as IEP-driven goals for SWDs. Student growth will be measured comparing each student to their actual rate of growth as they articulate through the school year and grade levels.

Professional Improvement Action Plan (PIAP): Should a teacher receive an overall rating of "Developing" or "Ineffective", a Professional Improvement Action Plan (PIAP) will be put in place for the next academic year.

Non-pedagogical Staff Evaluation: The Social Worker will be evaluated by the DSI based on agreed-upon goals that will be reviewed each trimester. The level of achievement of each goal will be rated utilizing guidance caseload exemplars; and SPT reports detailing progress made by RTI students and level of initial referrals to special education. The classroom Teaching Assistants will be rated by the DTL and the IEP-mandated paraprofessionals will be evaluated by the DSI, with input from the classroom Triad teachers. The ED will rate the Office Manager and the Family Coordinator. We will develop a rating form for non-instructional staff utilizing values within each of these domains: commitment to mission, quality of work, dependability, attendance and relationships with others.

Dress Code and Public Image: As an employee of Bridge Prep, we expect employees to present a professional appearance, whether in the school building or externally representing the school. Employees are required to dress in appropriate professional or business casual attire and it is essential that all staff act in a professional manner at all times with co-workers, visitors, families, students, educational professionals and members of the community.

School Calendar, Work Week and Paid Holidays: The workweek is generally from Monday through Friday with normal operating hours from 7:30am - 4:00pm. In addition, staff may be required to work on a Saturday, once a trimester and are expected to attend the summer Center for Staff Development training. Each year, Bridge Prep will establish a school calendar in compliance with NYS Education Law for compulsory attendance. Employees are entitled to the following paid holidays if they fall during school days:

New Year's Day	Memorial Day	Yom Kippur	Day after Thanksgiving
MLK, Jr. Day	Eid-al-Fitr	Columbus Day	Christmas Day
President's Day	Labor Day	Veteran's Day	
Good Friday	Rosh Hashanah	Thanksgiving Day	

Attendance and Punctuality: All employees are expected to report to work on time. Bridge Prep recognizes that illness or other circumstances may cause employees to be absent from work from time to time. However, frequent absenteeism or tardiness may result in disciplinary action up to and including termination. Excessive absenteeism or frequent tardiness puts an unnecessary strain on co-workers and has a negative impact on the success of the school and our students. Employees who are delayed getting to school must call their immediate supervisor to state the reason for the delay. Employees who are absent must make every effort to speak directly with a manager. Regular delays in reporting to work will result in disciplinary action up to and including termination.

Inclement Weather/School Closure Procedures: If the school is closed due to inclement weather or other emergency situation, there will be an orderly notification process to media, parents and staff. The school will be closed on any regular school day when the NYC DOE cancels school due to inclement weather. The Executive Director has the discretion to schedule a make-up day of instruction equal to the number of school days lost by the end of the school year.

Sick and Vacation Days: Employees accrue sick leave at the rate of one hour for every 30 hours worked, up to a maximum of 40 hours of sick leave per calendar year. Vacation time is not included in our policy as all vacation should be planned and taken during the times the school is not in session.

Leave and Absences: Any leave request, including Personal, Sick or Bereavement, must be made to the Executive Director. All requests must be made in advance, when possible, and every consideration made to use leave with minimal amount of classroom disruption for all instructional staff. All employees will use best judgment when determining reasonable leave time. As a guideline, three personal and bereavement days (for immediate family) and approximately five sick days annually. Additional days can be considered based on need and approved by the Executive Director. Faculty members knowing in advance they will be out must notify the ED immediately, so a substitute teacher or other coverage arrangements can be made.

Notification Procedures: All absences and lateness must be reported directly to the Executive Director by telephone by 6:30 a.m. In addition, all teachers are expected to call their classroom colleagues and report their absence. The ED will retain substitutes as necessary. If a teacher or teaching assistant is absent a substitute may not be called; instead other triad teachers are expected to adapt their plans to reflect the absence of their colleague. Teachers are expected to

keep up-to-date lesson plans on file, which can be referred to in case of an absence. Faculty must call the ED each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily could result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the ED will be considered to have abandoned their employment and will voluntarily terminate their employment with Bridge Prep. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination.

Family and Medical Leave: The federal Family and Medical Leave Act (FMLA) allows certain employees to take up to 12 weeks of unpaid leave per year for the serious health condition of the employee or an immediate family member, or for childbirth or adoption. The Executive Director will guide you in completing appropriate forms for the leave. Any paid leave that you have accrued may be counted as part of your FMLA leave. To take FMLA leave, you must provide Bridge Prep with as much notice as possible.

Workplace Harassment/Sexual Harassment: Bridge Prep is committed to providing a work environment that provides employees equality, respect and dignity. In keeping with this commitment, Bridge Prep has adopted a policy of "zero tolerance" with regard to any type of employee harassment. Bridge Prep encourages reporting of all perceived incidents of harassment, regardless of who the offender may be. Every employee is encouraged to raise any questions or concerns with his or her immediate supervisor or the Executive Director. Additionally, if an employee observes any form of harassment in the workplace, they are mandated to report it to their supervisor of the Executive Director. Failing to report the observed harassment, the observing employee would be considered an accessory to the harassment.

Procedures for Reporting and Investigating Harassment: Employees should report incidents of inappropriate behavior or sexual harassment as soon as possible after the occurrence. Employees should promptly notify their immediate supervisor. If the employee's immediate supervisor is involved in the incident, the employee should report the incident to the Executive Director. If the Executive Director is involved in the incident, the employee should report the incident to the Chair of the Board of Trustees. Every claim of harassment will be treated seriously, and Bridge Prep will promptly, thoroughly and impartially investigate all complaints of harassment, sexual harassment or other inappropriate sexual conduct.

There will be no retaliation for filing or pursuing a harassment claim. To the extent possible, all complaints and related information will remain confidential except to those individuals who need the information to investigate, educate, or take action in response to the complaint. All employees are expected to cooperate fully with any ongoing investigation regarding a harassment incident. Employees who believe they have been unjustly charged with harassment can defend themselves verbally or in writing at any stage of the investigation. Investigations may include interviews with the parties involved, and where necessary, individuals who may have observed the alleged conduct or who may have relevant knowledge. At the conclusion of the investigation, the complainant and the "alleged harasser" shall be informed of the determination.

Informal Complaint Process: Staff who have work-related concerns are encouraged to discuss them with their supervisor as soon as possible after the causal event. The supervisor should

address the issue within three school days. If the concern is not resolved with the employee's supervisor, the employee should submit a written grievance to the ED. If a satisfactory conclusion cannot be reached, the employee should follow the formal complaint process.

Formal Complaint Procedure: This policy is intended to provide prompt and fair consideration to staff complaints and all staff are encouraged to use the complaint process without fear of retaliation and assurances of confidence. Careful documentation is key to a successful process and all documentation is to be included in the personnel file. If the issue is not resolved after a good faith attempt with the Executive Director as per above, the employee should file a written grievance to the Chair of the Board of Trustees. A Board committee will be formed to investigate the complaint and the decision of the Board is binding and final.

Payroll Practices: Employees will be paid semi-monthly, on or about the 15th and the 30th of each month. If the regularly scheduled payroll date falls on a Saturday, employees will be paid on Friday. If the regular payday falls on a Sunday, employees will be paid on Monday.

Medical Insurance: Bridge Prep offers medical insurance to all full-time employees. All fulltime employees are eligible for all benefits currently being provided by Bridge Prep.

Continuation of Health Coverage: Employees ordinarily may continue their health coverage for up to 18 months when their employment is terminated. All continuation of health coverage will comply with NYS laws of continuation of coverage in addition to the federal COBRA law.

Short-Term Disability Plan (STD): In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State short-term disability insurance after the 7th consecutive day of absence due to a disability. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of $170 per week, for a maximum of 26 weeks, regardless of years of employment.

Workers' Compensation Insurance: In accordance with New York State Law, Bridge Prep will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisor as soon as is practicable after the

Leaving Bridge Prep: Employees wishing to resign their employment with Bridge Prep, are requested to notify their supervisor at least two (2) weeks in advance. This notice should be in the form of a written note or letter. Bridge Prep asks all employees to participate in an exit interview with the Executive Director prior to leaving the school. If an employee leaves Bridge Prep in good standing, they may be considered for reemployment at a later date.

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2018 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Bridge Preparatory Charter School
Contact Name:	Timothy Castanza
Contact Email:	[redacted]
[redacted]	[redacted]
District of Location	NYC CSD 31
Pre-Opening Period	September 1, 2018 to June 30, 2019
Operational Year ONE	July 1, 2019 to June 30, 2020

Bridge Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
September 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	**260,260**
Total Expenses	**260,260**
Net Income	**-**
Actual Student Enrollment	**-**
Total Paid Student Enrollment	**-**

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
NYC Chancellor's Office	14,527	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		260,260
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		260,260
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		**260,260**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	0.87	99,519	Executive Director starts August 20, 2018 to initiate pre-opening procedures
Instructional Management	-	-	
Deans, Directors & Coordinators	0.60	59,615	Director of Teaching & Learning starts November 26, 2018 to prepare for curriculum and instruction

CFO / Director of Finance	-	-	
Operation / Business Manager	0.40	15,529	Office Manager starts February 18, 2019 to facilitate pre-opening processees and business operations
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	1.87	174,663	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.87	174,663	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		14,846	
Fringe / Employee Benefits		17,497	Health/Dental, Disability/Life Insurance
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		32,343	
TOTAL PERSONNEL SERVICE COSTS	1.87	207,006	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		5,000	Legal support with contract development, lease agreements, and other business related matters
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		5,000	HR & PR Services
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		5,000	Interim Bookeeping and Financial Management Support
TOTAL CONTRACTED SERVICES		15,000	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		3,844	Equipment
Telephone		-	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		7,000	Office Supplies, Postage, Outside Printing
Staff Development		-	
Staff Recruitment		10,000	Advertisements and recruiting expenses for staff positions
Student Recruitment / Marketing		10,000	Advertisements for students and family outreach
School Meals / Lunch		-	
Travel (Staff)		-	

Fundraising	-	
Other	1,000	Other G&A
TOTAL SCHOOL OPERATIONS	31,844	
FACILITY OPERATION & MAINTENANCE		
Insurance	6,410	General Liability and Workers Comp
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	6,410	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**260,260**	
NET INCOME	-	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
NYC Chancellor's Office	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Bridge Preparatory Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
September 1, 2018 to June 30, 2019

* This section sho

Total Revenue	43,377	43,377	43,377	43,377	43,377	43,377	260,260	-	-	-
Total Expenses	43,377	43,377	43,377	43,377	43,377	43,376	260,260	-	-	-
Net Income	-	-	-	-	-	0	0	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	0	0	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
NYC Chancellor's Office		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		43,377	43,377	43,377	43,377	43,377	43,377	260,260	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		43,377	43,377	43,377	43,377	43,377	43,377	260,260	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		43,377	43,377	43,377	43,377	43,377	43,377	260,260	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	0.87	16,587	16,587	16,587	16,587	16,587	16,587	99,519	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	0.60	9,936	9,936	9,936	9,936	9,936	9,936	59,615	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.40	2,588	2,588	2,588	2,588	2,588	2,588	15,529	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.87	29,111	29,111	29,111	29,111	29,111	29,111	174,663	-	-	-

INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.87	29,111	29,111	29,111	29,111	29,111	29,111	174,663	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		2,474	2,474	2,474	2,474	2,474	2,475	14,847	-	-	-
Fringe / Employee Benefits		2,916	2,916	2,916	2,916	2,916	2,916	17,497	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		5,391	5,391	5,391	5,391	5,391	5,391	32,344	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.87	34,501	34,501	34,501	34,501	34,501	34,502	207,007	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		833	833	833	833	833	833	5,000	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		833	833	833	833	833	833	5,000	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		833	833	833	833	833	833	5,000	-	-	-
TOTAL CONTRACTED SERVICES		2,500	2,500	2,500	2,500	2,500	2,500	15,000	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		641	641	641	641	641	641	3,844	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		1,167	1,167	1,167	1,167	1,167	1,167	7,000	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		1,667	1,667	1,667	1,667	1,667	1,667	10,000	-	-	-
Student Recruitment / Marketing		1,667	1,667	1,667	1,667	1,667	1,667	10,000	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		167	167	167	167	167	167	1,000	-	-	-
TOTAL SCHOOL OPERATIONS		5,307	5,307	5,307	5,307	5,307	5,307	31,844	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	1,068	1,068	1,068	1,068	1,068	1,067	6,409	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,068	1,068	1,068	1,068	1,068	1,067	6,409	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**43,377**	**43,377**	**43,377**	**43,377**	**43,377**	**43,376**	**260,260**	-	-	-
NET INCOME	-	-	-	-	-	**0**	**0**	-	-	-
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	**0**	**0**	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	**0**	**0**	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

September 1, 2018 to June 30, 2019

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

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October	November	December	January	February	March	April	May	June	TOTAL
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Bridge Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**2,185,144**	**626,517**	**-**	**-**	**-**	**2,811,661**
Total Expenses	**1,338,287**	**478,210**	**-**	**-**	**858,444**	**2,674,941**
Net Income	**846,857**	**148,307**	**-**	**-**	**(858,444)**	**136,720**
Actual Student Enrollment	**84**	**42**				**126**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
NYC Chancellor's Office	14,527	1,298,958		-	-	-	1,298,958
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,298,958	-	-	-	-	1,298,958
Special Education Revenue		-	583,818	-	-	-	583,818
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		367,318	-	-	-	-	367,318
TOTAL REVENUE FROM STATE SOURCES		1,666,276	583,818	-	-	-	2,250,094
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	36,000	-	-	-	36,000
Title I		27,000	-	-	-	-	27,000
Title Funding - Other		10,000	-	-	-	-	10,000
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		289,740	-	-	-	-	289,740
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		326,740	36,000	-	-	-	362,740
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		19,200	-	-	-	-	19,200
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		172,928	-	-	-	-	172,928
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	6,699	-	-	-	6,699
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		192,128	6,699	-	-	-	198,827
TOTAL REVENUE		**2,185,144**	**626,517**	**-**	**-**	**-**	**2,811,661**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	57,500	57,500	-	-	-	115,000

Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	2.00	87,500	87,500	-	-	-	175,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	42,000	42,000
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	145,000	145,000	-	-	42,000	332,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	3.00	180,000	-	-	-	-	180,000
Teachers - SPED	3.00	-	180,000	-	-	-	180,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	4.00	140,000	-	-	-	-	140,000
Specialty Teachers	4.00	245,000	-	-	-	-	245,000
Aides	1.00	25,000	-	-	-	-	25,000
Therapists & Counselors	1.50	38,750	38,750	-	-	-	77,500
Other	-	10,000	-	-	-	-	10,000
TOTAL INSTRUCTIONAL	16.50	638,750	218,750	-	-	-	857,500
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	783,750	363,750	-	-	42,000	1,189,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		66,619	30,919	-	-	3,570	101,108
Fringe / Employee Benefits		120,508	55,929	-	-	6,458	182,895
Retirement / Pension		23,513	10,913	-	-	1,260	35,685
TOTAL PAYROLL TAXES AND BENEFITS		210,639	97,761	-	-	11,288	319,688
TOTAL PERSONNEL SERVICE COSTS	20.50	994,389	461,511	-	-	53,288	1,509,188
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	24,000	24,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		15,000	-	-	-	-	15,000
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		30,000	-	-	-	-	30,000
Special Ed Services		-	10,000	-	-	-	10,000
Titlement Services (i.e. Title I)		-	-	-	-	5,000	5,000
Other Purchased / Professional / Consulting		12,000	-	-	-	141,000	153,000
TOTAL CONTRACTED SERVICES		57,000	10,000	-	-	180,000	247,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials		6,000	-	-	-	-	6,000
Special Ed Supplies & Materials		-	6,699	-	-	-	6,699
Textbooks / Workbooks		13,398	-	-	-	-	13,398
Supplies & Materials other		4,500	-	-	-	-	4,500
Equipment / Furniture		27,000	-	-	-	-	27,000
Telephone		-	-	-	-	24,000	24,000
Technology		20,000	-	-	-	24,000	44,000
Student Testing & Assessment		4,000	-	-	-	-	4,000
Field Trips		4,000	-	-	-	-	4,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		3,000	-	-	-	-	3,000
Office Expense		-	-	-	-	20,000	20,000
Staff Development		183,000	-	-	-	-	183,000
Staff Recruitment		5,000	-	-	-	-	5,000
Student Recruitment / Marketing		5,000	-	-	-	-	5,000

School Meals / Lunch	5,000	-	-	-	-	5,000
Travel (Staff)	2,000	-	-	-	-	2,000
Fundraising	-	-	-	-	-	-
Other	5,000	-	-	-	22,000	27,000
TOTAL SCHOOL OPERATIONS	286,898	6,699	-	-	95,000	388,597
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	27,600	27,600
Janitorial	-	-	-	-	10,000	10,000
Building and Land Rent / Lease	-	-	-	-	367,318	367,318
Repairs & Maintenance	-	-	-	-	10,000	10,000
Equipment / Furniture	-	-	-	-	5,000	5,000
Security	-	-	-	-	50,000	50,000
Utilities	-	-	-	-	50,000	50,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	519,918	519,918
DEPRECIATION & AMORTIZATION	-	-	-	-	10,238	10,238
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**1,338,287**	**478,210**	-	-	**858,444**	**2,674,941**
NET INCOME	**846,857**	**148,307**	-	-	**(858,444)**	**136,720**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
NYC Chancellor's Office	84	42		126
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**84**	**42**	-	**126**
REVENUE PER PUPIL	**25,927**	**14,868**	-	**22,241**
EXPENSES PER PUPIL	**15,879**	**11,348**	-	**21,159**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Assuming 17-18 PPR increases by 3% in 18-19, and 3% increase from 18-19 to 19-20

Facilities Funding

Title IIA

Assumes 80% discount of total internet cost

$135,000 Lump, plus per FTE student allocation x 450 each

$79.48 Total NYSTL Rate Per Student Base

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

Executive Director

(1) Director of Teaching & Learning and (1) Dean

Office Manager

(1) Specialty Subjects, (1) Literacy, (1) Speech Language, (1) ENL Teacher
(2) Part-Time School Aides
(1) Guidance Counselor and (.5) Family Coordinator
Various After School Activities

Contracted Nursing Services

Contracted Special Ed
Grant Writing
(Contracted A/S & Sub), (Tech, Fin Mgmt, Admin, Other Prof. Svcs)

Teacher Discretionary

Software, Internet

Student Recognition, Uninforms
Office Supplies, Postage, Outside Printing
PD/Conferences

(Other Direct Ed) and (Other G&A, Subs/Dues, Staff Appreciation, Other O&M))

General Liability and Workers Comp

Bridge Preparatory Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 20XX to June 30, 20XX

Total Revenue		413,571	38,556	416,655	41,639	418,329	79,314	418,329	43,314	416,655	41,639
Total Expenses		137,329	183,062	212,754	216,353	211,504	212,754	266,936	211,504	212,754	216,353
Net Income		276,242	(144,506)	203,901	(174,714)	206,825	(133,440)	151,393	(168,190)	203,901	(174,714)
Cash Flow Adjustments		(4,564)	(4,564)	(4,564)	(4,564)	(4,564)	(4,564)	(4,564)	(4,564)	(4,564)	(4,564)
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-
Net Income		271,679	(149,070)	199,337	(179,278)	202,262	(138,004)	146,830	(172,754)	199,337	(179,278)
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
NYC Chancellor's Office	14,527	216,493	-	216,493	-	216,493	-	216,493	-	216,493	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		216,493	-	216,493	-	216,493	-	216,493	-	216,493	-
Special Education Revenue		97,303	-	97,303	-	97,303	-	97,303	-	97,303	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		61,220	-	61,220	-	61,220	-	61,220	-	61,220	-
TOTAL REVENUE FROM STATE SOURCES		375,016	-	375,016	-	375,016	-	375,016	-	375,016	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	36,000	-	-	-	-
Title I		-	-	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
Title Funding - Other		-	-	833	833	833	833	833	833	833	833
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		24,145	24,145	27,228	27,228	27,228	63,228	27,228	27,228	27,228	27,228
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411
Food Service (Income from meals)		-	-	-	-	1,675	1,675	1,675	1,675	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		14,411	14,411	14,411	14,411	16,085	16,085	16,085	16,085	14,411	14,411
TOTAL REVENUE		**413,571**	**38,556**	**416,655**	**41,639**	**418,329**	**79,314**	**418,329**	**43,314**	**416,655**	**41,639**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	1.00	8,846	13,269	8,846	8,846	8,846	8,846	13,269	8,846	8,846	8,846
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	2.00	13,462	20,192	13,462	13,462	13,462	13,462	20,192	13,462	13,462	13,462
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	3,231	4,846	3,231	3,231	3,231	3,231	4,846	3,231	3,231	3,231
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	25,538	38,308	25,538	25,538	25,538	25,538	38,308	25,538	25,538	25,538
INSTRUCTIONAL PERSONNEL COSTS											

Teachers - Regular	3.00	-	6,923	13,846	13,846	13,846	13,846	20,769	13,846	13,846	13,846
Teachers - SPED	3.00	-	6,923	13,846	13,846	13,846	13,846	20,769	13,846	13,846	13,846
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	-	5,385	10,769	10,769	10,769	10,769	16,154	10,769	10,769	10,769
Specialty Teachers	4.00	-	9,423	18,846	18,846	18,846	18,846	28,269	18,846	18,846	18,846
Aides	1.00	-	962	1,923	1,923	1,923	1,923	2,885	1,923	1,923	1,923
Therapists & Counselors	1.50	-	2,981	5,962	5,962	5,962	5,962	8,942	5,962	5,962	5,962
Other	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
TOTAL INSTRUCTIONAL	16.50	-	32,596	66,192	66,192	66,192	66,192	98,788	66,192	66,192	66,192
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	25,538	70,904	91,731	91,731	91,731	91,731	137,096	91,731	91,731	91,731
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		2,171	6,027	7,797	7,797	7,797	7,797	11,653	7,797	7,797	7,797
Fringe / Employee Benefits		15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241
Retirement / Pension		766	2,127	2,752	2,752	2,752	2,752	4,113	2,752	2,752	2,752
TOTAL PAYROLL TAXES AND BENEFITS		18,178	23,395	25,790	25,790	25,790	25,790	31,007	25,790	25,790	25,790
TOTAL PERSONNEL SERVICE COSTS	20.50	43,717	94,299	117,521	117,521	117,521	117,521	168,104	117,521	117,521	117,521
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		833	833	833	833	833	833	833	833	833	833
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Special Ed Services		-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Titlement Services (i.e. Title I)		-	-	1,250	-	-	1,250	-	-	1,250	-
Other Purchased / Professional / Consulting		12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750
TOTAL CONTRACTED SERVICES		16,083	16,083	19,833	18,583	18,583	19,833	18,583	18,583	19,833	18,583
SCHOOL OPERATIONS											
Board Expenses		417	417	417	417	417	417	417	417	417	417
Classroom / Teaching Supplies & Materials		1,500	-	-	1,500	-	-	1,500	-	-	1,500
Special Ed Supplies & Materials		-	-	670	670	670	670	670	670	670	670
Textbooks / Workbooks		3,350	-	-	3,350	-	-	3,350	-	-	3,350
Supplies & Materials other		-	-	450	450	450	450	450	450	450	450
Equipment / Furniture		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
Telephone		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Technology		3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667
Student Testing & Assessment		-	-	400	400	400	400	400	400	400	400
Field Trips		-	-	400	400	400	400	400	400	400	400
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	300	300	300	300	300	300	300	300
Office Expense		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Staff Development		15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250
Staff Recruitment		417	417	417	417	417	417	417	417	417	417
Student Recruitment / Marketing		417	417	417	417	417	417	417	417	417	417
School Meals / Lunch		-	-	500	500	500	500	500	500	500	500
Travel (Staff)		167	167	167	167	167	167	167	167	167	167
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
TOTAL SCHOOL OPERATIONS		33,350	28,500	31,220	36,069	31,220	31,220	36,069	31,220	31,220	36,069
FACILITY OPERATION & MAINTENANCE											
Insurance		2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300

Janitorial	833	833	833	833	833	833	833	833	833	833
Building and Land Rent / Lease	30,610	30,610	30,610	30,610	30,610	30,610	30,610	30,610	30,610	30,610
Repairs & Maintenance	833	833	833	833	833	833	833	833	833	833
Equipment / Furniture	417	417	417	417	417	417	417	417	417	417
Security	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Utilities	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
TOTAL FACILITY OPERATION & MAINTENANCE	43,326	43,326	43,326	43,326	43,326	43,326	43,326	43,326	43,326	43,326
DEPRECIATION & AMORTIZATION	853	853	853	853	853	853	853	853	853	853
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**137,329**	**183,062**	**212,754**	**216,353**	**211,504**	**212,754**	**266,936**	**211,504**	**212,754**	**216,353**
NET INCOME	**276,242**	**(144,506)**	**203,901**	**(174,714)**	**206,825**	**(133,440)**	**151,393**	**(168,190)**	**203,901**	**(174,714)**
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	853	853	853	853	853	853	853	853	853	853
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	853	853	853	853	853	853	853	853	853	853
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)	(5,417)
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**	**(4,564)**
NET INCOME	**271,679**	**(149,070)**	**199,337**	**(179,278)**	**202,262**	**(138,004)**	**146,830**	**(172,754)**	**199,337**	**(179,278)**
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**271,679**	**(149,070)**	**199,337**	**(179,278)**	**202,262**	**(138,004)**	**146,830**	**(172,754)**	**199,337**	**(179,278)**

416,655	**67,006**	**2,811,661**
211,504	**382,133**	**2,674,941**
205,151	**(315,127)**	**136,720**
(4,564)	**(4,564)**	**(54,762)**
-	**-**	**-**
200,587	**(319,691)**	**81,958**

May	June	TOTAL

n N) on tab '4.) Year Budget &

216,493	-	1,298,958
-	-	-
-	-	-
-	-	-
-	-	-
216,493	-	1,298,958
97,303	-	583,818
-	-	-
-	-	-
61,220	-	367,318
375,016	-	2,250,094
-	-	36,000
2,250	6,750	27,000
833	2,500	10,000
-	-	-
24,145	24,145	289,740
-	-	-
-	-	-
27,228	33,395	362,740
-	-	-
-	19,200	19,200
-	-	-
14,411	14,411	172,928
-	-	6,699
-	-	-
-	-	-
14,411	33,611	198,827
416,655	**67,006**	**2,811,661**

8,846	8,846	115,000
-	-	-
13,462	13,462	175,000
-	-	-
3,231	3,231	42,000
-	-	-
25,538	25,538	332,000

13,846	41,538	180,000
13,846	41,538	180,000
-	-	-
10,769	32,308	140,000
18,846	56,538	245,000
1,923	5,769	25,000
5,962	17,885	77,500
1,000	1,000	10,000
66,192	196,577	857,500
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
91,731	222,115	1,189,500
7,797	18,880	101,108
15,241	15,241	182,895
2,752	6,663	35,685
25,790	40,785	319,688
117,521	262,900	1,509,188
-	24,000	24,000
833	833	10,000
-	-	-
1,500	1,500	15,000
-	-	-
2,500	2,500	30,000
1,000	1,000	10,000
-	1,250	5,000
12,750	12,750	153,000
18,583	43,833	247,000
417	417	5,000
-	-	6,000
670	670	6,699
-	-	13,398
450	450	4,500
2,250	2,250	27,000
2,000	2,000	24,000
3,667	3,667	44,000
400	400	4,000
400	400	4,000
-	-	-
300	300	3,000
1,667	1,667	20,000
15,250	15,250	183,000
417	417	5,000
417	417	5,000
500	500	5,000
167	167	2,000
-	-	-
2,250	2,250	27,000
31,220	31,220	388,597
2,300	2,300	27,600

833	833	10,000
30,610	30,610	367,318
833	833	10,000
417	417	5,000
4,167	4,167	50,000
4,167	4,167	50,000
43,326	43,326	519,918
853	853	10,238
-	-	-
211,504	**382,133**	2,674,941
205,151	**(315,127)**	**136,720**
853	853	10,238
-	-	-
853	853	10,238
(5,417)	(5,417)	(65,000)
-	-	-
(5,417)	(5,417)	(65,000)
-	-	-
-	-	-
-	-	-
(4,564)	**(4,564)**	**(54,762)**
200,587	**(319,691)**	**81,958**
-	-	-
200,587	**(319,691)**	**81,958**

Bridge Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		2,811,661	3,758,023	5,167,060	6,591,803	6,608,221
Total Expenses		2,674,941	3,675,034	5,074,577	6,277,295	6,400,584
Net Income (Before Cash Flow Adjustments)		136,720	82,989	92,483	314,508	207,637
Actual Student Enrollment		84	135	186	237	237
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2020	**2021**	**2022**	**2023**	**2024**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**3.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC Chancellor's Office	14,527	1,298,958	2,084,338	2,869,718	3,655,098	3,655,098
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,298,958	2,084,338	2,869,718	3,655,098	3,655,098
Special Education Revenue		583,818	936,808	1,289,797	1,657,572	1,672,652
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		367,318	589,407	811,495	1,033,584	1,033,584
TOTAL REVENUE FROM STATE SOURCES		2,250,094	3,610,553	4,971,010	6,346,254	6,361,334
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		36,000	57,766	79,533	102,211	103,141
Title I		27,000	43,325	59,650	75,974	75,974
Title Funding - Other		10,000	16,046	22,092	28,139	28,139
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		289,740	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		362,740	117,137	161,275	206,324	207,254
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		19,200	19,584	19,976	20,375	20,783
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		172,928	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		6,699	10,749	14,799	18,850	18,850
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		198,827	30,333	34,775	39,225	39,633
TOTAL REVENUE		**2,811,661**	**3,758,023**	**5,167,060**	**6,591,803**	**6,608,221**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	115,000	117,875	120,822	123,842	126,938
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	2.00	175,000	179,375	183,859	188,456	193,167
CFO / Director of Finance	-	-	-		-	-
Operation / Business Manager	1.00	42,000	43,050	119,126	122,104	125,157
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	332,000	340,300	423,807	434,403	445,263
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	3.00	180,000	304,500	432,113	562,915	576,988
Teachers - SPED	3.00	180,000	304,500	432,113	562,915	576,988
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	140,000	283,500	500,588	653,102	669,430
Specialty Teachers	4.00	245,000	311,125	443,903	635,001	650,876
Aides	1.00	25,000	25,625	26,266	51,922	53,220
Therapists & Counselors	1.50	77,500	79,438	158,923	162,897	166,969
Other	-	10,000	22,250	28,806	35,526	36,414
TOTAL INSTRUCTIONAL	16.50	857,500	1,330,938	2,022,711	2,664,278	2,730,885
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	1,189,500	1,671,238	2,446,518	3,098,681	3,176,148
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		101,108	142,055	207,954	263,388	269,973
Fringe / Employee Benefits		182,895	276,272	430,862	551,546	567,936
Retirement / Pension		35,685	50,137	73,396	92,960	95,284
TOTAL PAYROLL TAXES AND BENEFITS		319,688	468,464	712,212	907,894	933,193
TOTAL PERSONNEL SERVICE COSTS	20.50	1,509,188	2,139,702	3,158,730	4,006,575	4,109,341
CONTRACTED SERVICES						
Accounting / Audit		24,000	24,480	24,970	25,469	25,978
Legal		10,000	10,200	10,404	10,612	10,824
Management Company Fee		-	-	-	-	-
Nurse Services		15,000	15,300	15,606	15,918	16,236
Food Service / School Lunch		-	-	-	-	-
Payroll Services		30,000	37,935	49,979	56,972	58,396
Special Ed Services		10,000	10,200	10,404	10,612	10,824
Titlement Services (i.e. Title I)		5,000	5,500	6,000	6,500	7,000
Other Purchased / Professional / Consulting		153,000	163,460	173,929	184,407	194,896
TOTAL CONTRACTED SERVICES		247,000	267,075	291,292	310,490	324,155
SCHOOL OPERATIONS						
Board Expenses		5,000	5,100	5,202	5,306	5,412
Classroom / Teaching Supplies & Materials		6,000	6,120	6,242	6,367	6,495
Special Ed Supplies & Materials		6,699	10,749	14,799	18,850	18,850
Textbooks / Workbooks		13,398	21,498	29,598	37,700	37,700
Supplies & Materials other		4,500	6,750	10,500	13,250	13,250
Equipment / Furniture		27,000	27,500	28,010	28,530	29,061
Telephone		24,000	24,480	24,970	25,469	25,978
Technology		44,000	44,880	45,778	46,693	47,627
Student Testing & Assessment		4,000	4,080	4,162	4,245	4,330
Field Trips		4,000	4,080	4,162	4,245	4,330
Transportation (student)		-	-	-	-	-
Student Services - other		3,000	3,060	13,121	13,384	13,651
Office Expense		20,000	20,400	20,808	21,224	21,649

Staff Development	183,000	193,160	197,962	202,030	202,665
Staff Recruitment	5,000	5,100	5,202	5,306	5,412
Student Recruitment / Marketing	5,000	5,100	5,202	5,306	5,412
School Meals / Lunch	5,000	5,100	5,202	5,306	5,412
Travel (Staff)	2,000	2,040	2,081	2,122	2,165
Fundraising	-	-	-	-	-
Other	27,000	32,140	37,283	42,429	47,577
TOTAL SCHOOL OPERATIONS	388,597	421,337	460,283	487,763	496,976
FACILITY OPERATION & MAINTENANCE					
Insurance	27,600	39,483	51,956	61,932	58,864
Janitorial	10,000	16,046	22,092	28,139	28,139
Building and Land Rent / Lease	367,318	589,407	811,495	1,033,584	1,033,584
Repairs & Maintenance	10,000	16,046	22,092	28,139	28,139
Equipment / Furniture	5,000	5,000	5,000	5,000	5,000
Security	50,000	80,231	110,462	140,693	140,693
Utilities	50,000	80,231	110,462	140,693	140,693
TOTAL FACILITY OPERATION & MAINTENANCE	519,918	826,444	1,133,559	1,438,180	1,435,112
DEPRECIATION & AMORTIZATION	10,238	20,476	30,714	34,286	35,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	**2,674,941**	**3,675,034**	**5,074,577**	**6,277,295**	**6,400,584**
NET INCOME	**136,720**	**82,989**	**92,483**	**314,508**	**207,637**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC Chancellor's Office	84	135	186	237	237
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**84**	**135**	**186**	**237**	**237**
REVENUE PER PUPIL	**33,472**	**27,788**	**27,747**	**27,814**	**27,883**
EXPENSES PER PUPIL	**31,845**	**27,174**	**27,250**	**26,486**	**27,007**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	10,238	20,476	30,714	34,286	35,000
Other	-	-	-	-	-
Total Operating Activities	10,238	20,476	30,714	34,286	35,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	(65,000)	(65,000)	(65,000)	(65,000)	(45,000)
Other	-	-	-	-	-
Total Investment Activities	(65,000)	(65,000)	(65,000)	(65,000)	(45,000)
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**(54,762)**	**(44,524)**	**(34,286)**	**(30,714)**	**(10,000)**
NET INCOME	**81,958**	**38,465**	**58,197**	**283,794**	**197,637**
Beginning Cash Balance	-	81,958	120,423	178,620	462,414
ENDING CASH BALANCE	**81,958**	**120,423**	**178,620**	**462,414**	**660,051**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Assuming 17-18 PPR increases by 3% in 18-19, and 3% increase for 19-20-2024

Facility Assistance

Title IIA

Assumes 80% discount of total internet cost

$79.48 Total NYSTL Rate Per Student Base

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)

State number of postions for years 2 thru 5 in assumptions if differ from year

2.5% Increase from previous year

2.5% Increase from previous year

Added (1) DOO in year 3. Plus 2.5% Salary increase from previous year

Added (2) Gen Ed Teachers for each year for Years 2,3, and 4
Added (2) SPED Teachers for each year for Years 2,3, and 4

Added (4) in Yr 2, (6) Yr 3, (4) Yr 4, Plus 2.5% Salary increase from previous year
Added (1) in Yr 2, (2) Yr 3, (3) Yr 4, Plus 2.5% Salary increase from previous year
Added (2) Part-Time in Yr 4, Plus 2.5% Salary increase from previous year
Added (1.5) in Yr 3, Plus 2.5% Salary increase from previous year

Payroll Taxes are based on the personnel ramp up plus additional 3% from prev yr
Health, Dental, Vision, Disability and Life Insurance
Retirement increase are calculated to cover for additional staff

2% Increase from previous year
2.% Increase from previous year

2% Increase from previous year

2% Increase from previous year
$500 increase per year for years 2-5
(Contracted A/S & Sub), (Tech, Fin Mgmt, Admin, Other Prof. Svcs)

2% Increase from previous year
2% Increase from previous year
Offset NYSTL Revenue
Calculated based on the student enrollment increase
Teacher Discretionary - Previous year + Instructiona Staff @250 each
Equipment and Copier Maintenance/Repair
2% Increase from previous year
Software, Internet
2% Increase from previous year
2% Increase from previous year

Student Recognition, Uninforms
2% Increase from previous year

Professional Development, Conferences, Tuition Reimbursement
2% Increase from previous year
2% Increase from previous year
2% Increase from previous year
2% Increase from previous year

(Other Direct Ed) and (Other G&A, Subs/Dues, Staff Appreciation, Other O&M))

General Liability and Workers Comp
Increases are calculated to accommodate enrollment and staff model growth
Offset Facility Assistance Revenue
Increases are calculated to accommodate enrollment and staff model growth
Standard through years 1-5
Increases are calculated to accommodate enrollment and staff model growth
Increases are calculated to accommodate enrollment and staff model growth

Attachment 11: Pre-Opening Plan

Task	Owner	Start Date	Projected Completion Date	Area
Apply to NYC DOE for co-located space	BC	March 2018	March 2018	FAC
Obtain D&O insurance for board of trustees (prior to first board meeting)	ED	June 2018	July 2018	ORG
Hold first official board meeting; ratify bylaws, elect officers and distribute code of ethics to all trustees (within 30 days of charter issuance and send to NYSED)	BC	June 2018	July 2018	GOV
Open School Bank Account	ED/BOT	June 2018	July 2018	FIN
Secure 501(c)(3) status	ED	June 2018	July 2018	GOV
Create fundraising development strategy, write needs statement	ED/BOT	June 2018	August 2018	FUND
Write and submit proposal to foundations and government sources	ED/BOT	June 2018	September 2018	FUND
Develop annual board calendar/including monthly board meetings and board development	BOT	July 2018	August 2018	GOV
Hire Executive Director and send written notice to NYSED within 5 days of hire date	BOT	August 2018	October 2018	GOV
File articles of incorporation	ED	August 2018	September 2018	GOV
Meet with potential afterschool partner organizations	ED	September 2018	November 2018	SVS
Identify potential new Board members	BOT	September 2018	November 2018	GOV
Create student application and post with lottery timeline on school website	ED	September 2018	October 2018	SRE
Create staff, student and family handbook	ED	September 2018	October 2018	SA
Finalize Complaint/Grievance Policies for staff, which should be included in the staff handbook	ED	September 2018	October 2018	SA
Create the school's FERPA Policy and include in the student and family handbook	ED	September 2018	October 2018	GOV
If public space not offered by NYC DOE, locate a school facility and notify NYSED within 10 days of identification	ED	September 2018	February 2019	FAC
Finalize job descriptions for staff	ED	September 2018	October 2018	PER
Review lease with legal counsel and BOT	ED/BOT	October 2018	January 2019	FAC
Recruit and hire qualified staff	ED/DTL	October 2018	June 2019	PER
Adopt pre-opening budget	BOT	November 2018	December 2018	FIN
Vote in and train new Board members	BOT	November 2018	December 2018	GOV
Identify and hire Director of Teaching & Learn	ED/HC	November 2018	January 2019	ACAD
Plan, conduct and document student recruitment and marketing efforts	ED	November 2018	April 2019	SRE
Hold information sessions for student recruitment	ED	November 2018	March 2019	SRE

Secure independent CPA to review initial statement within 45 days of hiring an employee or distributing $50K	BC	December 2018	January 2019	FIN
Put out RFP for OG training and professional development	ED	December 2018	January 2019	ACAD
Contract with BoostED to handle accounting and other fiscal duties	ED	January 2019	February 2019	FIN
Report and correct any deficiencies regarding financial controls within 45 days of receipt of independent accountant's report	ED	January 2019	February 2019	FIN
Approve benchmarks and evaluation measures for Executive Director	BOT	January 2019	February 2019	PER
Update and revise budget and monthly cash flows	ED	January 2019	March 2019	FIN
Finalize curriculum	DTL/ED	January 2019	March 2019	ACAD
Provision classrooms appropriately	ED	January 2019	March 2019	SA
Enhance the school's discipline policies in charter application, including provisions for SE students as needed and include in student and family handbook	ED/DTL	January 2019	April 2019	ORG
Input student application data in NYSED portal for weighted lottery	ED	January 2019	April 2019	SRE
Coordinate with assessment, curriculum and education technology vendors to procure education materials and services	DTL/ED	January 2019	May 2019	ACAD
Review RFP and select OG training company	BOT	February 2019	March 2019	ACAD
Obtain property insurance, as required by lease and authorizer	ED	February 2019	March 2019	FAC
Ensure school building is ADA compliant or that school has adequate plans to accommodate students with physical disabilities	ED	February 2019	March 2019	FAC
Obtain a certificate of occupancy and any other permits and submit to Institute	ED	February 2019	March 2019	FAC
Create a draft SAVE plan and submit to NYSED and Institute	ED	February 2019	April 2019	FAC
Meet with local Universities regarding pre-service teaching program	BC/ED	February 2019	September 2019	ACAD
Adopt Year 1 budget	BOT	March 2019	June 2019	FIN
Finalize school calendar and distribute to families	ED/DLT	March 2019	May 2019	ACAD
Ensure that criminal background checks have been completed for all employees and volunteers	ED	March 2019	August 2019	PER
Conduct lottery (1st & 2nd grades) and create waitlist	ED	April 2019	April 2019	SRE
Create audit trail for lottery	ED	April 2019	April 2019	SA
Announce students chosen in lottery and notify parents	ED/OM	April 2019	April 2019	SRE

Prepare a summary of school enrollment, list students on waiting list and share enrollment with NYC DOE	OM	April 2019	August 2019	SRE
Obtain health information and required immunizations (or waiver)	OM	April 2019	August 2019	OPS
Acquire student's school records and ensure they are protected/locked	ED/OM	May 2019	August 2019	ORG
Host Accepted Students day and conduct ongoing enrollment meetings	ED/OM	May 2019	August 2019	SRE
Create annual cash flow projection and revise budget if necessary	ED	May 2019	June 2019	FIN
Determine transportation needs for students, including students with disabilities per IEP and arrange with OPT to secure transportation for eligible students	ED/OM	May 2019	August 2019	SVS
Determine food service schedule, students with allergies and coordinate with NYC DOE food services	ED/OM	May 2019	August 2019	SVS
Develop School Safety Plan and create a writte procedure to control access to the school buildi	ED	May 2019	July 2019	FAC
Prepare class schedules and distribute to teachers	ED/DLT	May 2019	August 2019	ACAD
Call families admitted off waitlist	OM	May 2019	November 2019	SRE
Work with CSE to ensure Sped and related services will be provided in accordance with IEPs	DSI/SW	May 2019	September 2019	ACAD
Purchase furniture and office equipment	ED/OM	June 2019	July 2019	OPS
Ensure school building is numbered for Emergency response and that there is adequate signage	ED	June 2019	July 2019	FAC
Obtain insurance coverage for Commercial General liability and Umbrella liability	ED	June 2019	August 2019	ORG
Set up student files with proper FERPA protections and procedures	ED/OM	June 2019	August 2019	SVS
Ensure Child Find protocols in place	DSI/SW	June 2019	September 2019	OPS
Finalize SAVE plan after NYSED review and modify as needed.	ED	July 2019	August 2019	FAC
Establish back-end financial operations and reporting with BoostED	ED	July 2019	September 2019	FIN
Purchase supplies, library materials, medical supplies	OM	July 2019	August 2019	OPS
Finalize staff, student and family handbook (review annually) and distribute	ED	July 2019	September 2019	SA
Facilitate summer professional development (OG)	ED	July 2019	August 2019	PER

Attachment 12: Dissolution Plan

Should Bridge Prep be directed to close by its authorizer, the Board of Trustees will immediately form a Transition Team. The Transition Team will include the Board Chair, the Executive Director, SED Staff and additional board members and school staff. The Transition Team will be assigned tasks with definitive completion dates and will oversee the implementation of the dissolution procedures to close the school in an orderly manner. Some of these tasks are required by federal and state statute and must be finalized by the completion date in the checklist. The checklist Bridge Prep will utilize can be found at Charter School Closing Procedures.

By following NYSED's Closing Procedure Guide and Checklist, Bridge Prep will ensure the school complies with the applicable requirements of federal and state statutes including:

- Education Law §§2851(2)(t), 219 and 220
- Maintenance of Location and Communication, Education Law §220.5
- Transfer and Documenting Transfer of Student Records, Education Law §2851(2)(t); SED contract §§2.4, 8.4; Education Law §219.4
- Inventory, Education Law §220.1
- Disposition of Property/Assets, Education Law §220.1; 220.2; 220.3
- Federal Filing of form 269 and 269a if applicable (34 CFR 80 subparts C and D)

Communications Procedures:

The Board Chair and ED will provide notification to parents, guardians and school staff about the school's closure immediately following SED's vote to close the school. The Transition Team will prioritize notification to the public and school community, convene meetings with families and staff and clarify communication protocols and expectations through the completion of the closing process. In addition:

- Parents and faculty will receive an Initial Closure Notification letter within 48 hours of SED vote (provided in Closing Procedures).
- A "School Closure FAQ", provided by SED, will be shared with parents and staff and a press release will be distributed within 24 hours of SED vote.
- Talking points will be created for parents, faculty, community, and press that will focus on communicating plans for orderly transition of students and staff. The talking points will be distributed to the entire Transition Team.
- The local school district will be informed within 72 hours of SED vote for the purpose of enrolling students from the closing school.
- Parents/Guardians and Staff/Faculty will receive a detailed Closure Transition Letter within 10 days of the SED vote.

The school shall remain open and continue instruction for the remainder of the school year and Bridge Prep will ensure communications are ongoing throughout the dissolution process to engage key school stakeholders, to ensure transparency and to build trust within the school community.

Procedures involving Finances/Assets:

There will be an escrow account of $100,000 to pay legal, audit and other expenses associated with dissolution of the Education Corporation pursuant to Education Law §§ 219 or 220 and any associated court proceedings including those associated with New York Not-For-Profit Corporations Law §§ 510-511. Upon dissolution, and after payment of all debts and obligations, any remaining funds attributed to public funding, will be paid to the school district proportional to the number of students enrolled in Bridge Prep per NYS Education Law § 2851(2)(t). If needed, any private assets of the school will be used to satisfy any outstanding debt.

The Transition Team Finance Lead will contact all vendors to inform them of the closing and arrange when services will terminate. Contractors will be contacted to make arrangements to remove property from school by a date certain. The school will retain records of past contracts as proof of full payment. The school will maintain its 501(c)(3) status and file all required tax returns and reports.

Within 30 days of SED vote, a report on the financial condition of the school must be created including:

- Current balance sheet as of the month before closure vote
- Current income statement as of the month before closure vote
- Grants report and plan to return funds
- Comprehensive month-to-month cash flow statement

The Finance Lead will ensure all financial records are organized, up to date and maintained in a secure location. A list of creditors and debtors will be formulated and any amounts accrued and unpaid with respect to such creditor or debtor. The school shall engage, by a vote of the board, an independent auditor subject to CSO approval, to conduct a final closeout audit of the school. The School will also develop a plan for the disposition of all assets, property, and inventory, including assets purchased with federal funds. A final distribution of assets, documentation of the disposition of and transfer of corporate records shall be completed within 60 days of the last date of instruction.

The school must submit a final closeout audit (by an independent CPA firm or New York State auditor, as determined by statute), which documents disposition of all liabilities within 120 days of last day of instruction.

Procedures involving Students:

The ED will host multiple meetings to provide parents and legal guardians with information on the school's closure, answer questions, help families find alternative school options that fit the student's needs, and explain the school's transfer process. Within one week of SED vote, Bridge Prep will convene its first meeting with parents and legal guardians to address the concerns of parents and families and share the closing plan, including the last day of instruction.

The school will also:

1. Assist in enrolling students in appropriate schools in the district.
2. Assist families and students to ensure as smooth a transition as possible.
3. Provide copies of the student's records and final report cards to parents and guardians.
4. Advise parents where student records will be sent in the district including contact information. Student records will include IEPs and all records regarding special education and related services, student health and immunization records, attendance records and all other student academic information.
5. Maintain copies of all student records.

Procedures involving School Staff:

The Board Chair and the ED will convene a faculty and staff meeting immediately to provide information on the reason for the school's closure, timeline for transition and commitment to continuing school operations throughout closure transition. The staff we be informed that instruction will continue until the end of the school year. A plan to assist the staff in the transition will be provided and questions will be addressed regarding timeline, compensation, benefits, COBRA, eligibility for NYS Unemployment Insurance, etc.

Once closure dates have been established and employees notified, the school will notify benefits providers of pending closure and last date of service. As of last date of service, benefits will terminate pursuant to applicable laws.

Procedures involving the School District:

Within fifteen business days of the Board adopting the closure plan, Bridge Prep will send a list of students who attend Bridge Prep and each student's records to the district office. As required by New York State statute, the school must transfer all student records to students' new school and/or school district. Student records include:

- Grades and any evaluations;
- All materials associated with Individual Education Plans;
- Immunization records; and
- Parent/guardian information

Assigned members of the Transition Team will manage the process of transferring student records, notifying parents that records have been transferred and providing a copy of those records to parents.

Upon dissolution, and after payment of all debts and obligations, any remaining funds attributed to public funding, will be paid to the school district proportional to the number of students enrolled in Bridge Prep.

2018 PHASE I: Letter of Intent

Created: 02/06/2018 • Last updated: 02/08/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	Bridge Preparatory Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	1-5
Max Number of Students During Initial 5 year Term	216

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Rose Kerr	[redacted]	
Public/Media Contact Person	Timothy Castanza		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	A Balanced Approach to Developing Literacy: Writing Revolution; Creative Learning Extensions(CLEs)
2	A Supportive Network for Parents and Staff: Center for Staff Development; Designed school-family partnerships
3	A Student-Centered School Structure: Triad teaching model; Small class size; Extended school day and year; Social Emotional Learning Programming; Leader in Me school culture program; Research-based fitness program
4	A Multisensory Instructional Cross-Curricular Design: Orton-Gillingham approach; Executive Functioning skill development
5	Connections to the Larger Community: District-Charter Collaborative; NYC Special Education Collaborative; Community Based Partnerships
6	(No response)
7	(No response)

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.bridgeprepcharter.org

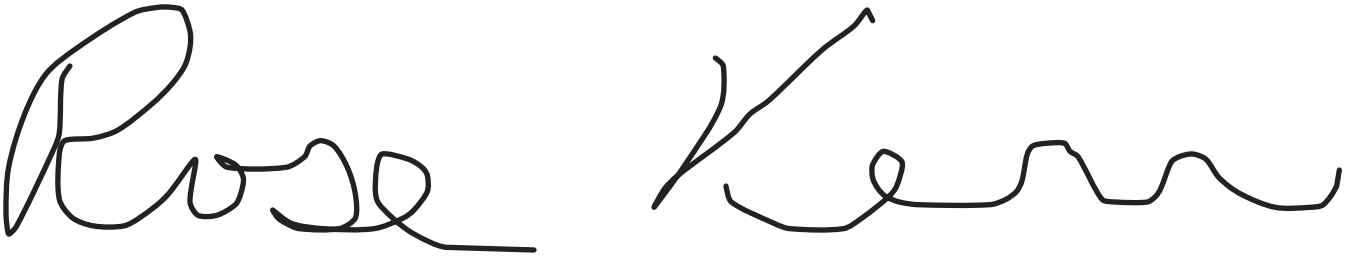
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	N/A
Partner Organization 2	N/A

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).



Date 2018/02/08

Thank you for completing this form.

"Connecting Students to Literacy"

LETTER OF INTENT TO APPLY

I. Applicant Group Information

a. **Applicant Group Members:** Please see Table I, attached
b. **Public Contact:** Timothy Castanza: timothy.castanza@gmail.com
c. **Application History:** The team at Bridge Preparatory Charter School (Bridge Prep) submitted a Letter of Intent (LOI) to the New York State Education Department (NYSED) in February 2017 and was invited to submit a full application. We withdrew in order to have additional time to expand and enhance our engagement with the community and to further research, plan and refine our school design. In July 2017, we submitted a new LOI; inclusive of feedback we received from NYSED and members of the community and were again invited to submit a full application. After review of our full application, submitted in August 2017, we progressed to a capacity interview in October. Ultimately, our application was not recommended to the Board of Regents for final authorization. Encouraged to reapply by NYSED and our Regent, but foremost keeping our commitment to the community, we thoughtfully made the following modifications:

- A refined mission and clarification around our target population;
- Changes to the initial grades served and an updated enrollment plan;
- A revised budget and financial narrative; and
- Further development of our Board of Trustees, specifically on expectations and clarity of roles and responsibilities.

This new LOI is emblematic of our responsibility to the Board of Regents to establish a school that directly aligns with objectives set forth in the New York State Charter Schools Act of 1998, (as amended) and our commitment to the Staten Island community to provide a specially designed, needs-driven educational option intended to improve academic achievement for students who are struggling with literacy.

II. Proposed Charter School Information

a. **Proposed School Name:** Bridge Preparatory Charter School
b. **Proposed School Mission Statement:** Bridge Prep is a specially designed Staten Island elementary school committed to ensuring that our students, especially those struggling with literacy, gain the skills and self-assurance to meet their full academic potential. We will provide a student-centered, innovative and robust academic environment that develops our students to be confident, creative, life-long learners.
c. **Proposed School Location:** Staten Island, Community School District 31 (CSD 31). We will request public space in a NYCDOE facility, understanding space may be limited. As such, we have identified and are in conversations with the Archdiocese of New York, Catholic Charities and local real-estate firms regarding several viable private space options across the borough.
d. **Target Population/Community Served:** Research shows that roughly 20% of the school-aged population has a language-based reading difficulty. This is highlighted by New York State's focus on improving literacy outcomes for all students. Bridge Prep's evidence-based, multisensory approach and school structure is designed to serve students on Staten Island struggling with literacy. Two groups who will especially benefit from a structured literacy approach and a multisensory curriculum are students with language-based learning disabilities, such as dyslexia and dysgraphia, and English Language Learners (ELLs).

With reading serving as the foundation upon which all learning is based, many students on Staten Island remain at risk of academic failure as a result of their continued struggles with literacy. This group of students experience reading and overall learning very differently than their peers and must be provided necessary supports and structure in order to achieve and experience success. We know that with proper instructional interventions and an appropriate academic environment, all of our students can learn to read and write proficiently and deserve to be educated within their own community.

Our philosophy as a school and a community of learners is predicated on the fact that students learn in different ways and possess differing abilities and strengths. The current reality for many struggling readers on Staten Island is that they are either forced to continue struggling in their current schools or to leave the borough, city or state, for a school equipped with the programming and structure that provides them with an opportunity to improve their academic trajectory. This comes at great cost to the public, families and their development as children.

In CSD 31, one of New York City's largest CSDs, approximately 24% of students have an IEP and 9% of students are ELLs. Unfortunately, traditional public schools in CSD 31 do not offer educational programming with the level of focus and customized instruction that these students require, as evidenced by the vast difference in academic outcomes when compared to their peers in the district. During the 2016-2017 school year, less than 25% of SWDs were proficient in ELA at a majority of elementary schools (91%) in CSD 31.[1] Additionally, just fewer than 4% of ELLs districtwide were proficient in ELA.

e. **Planned Grades and Enrollment:** Given the consequences that reading difficulties have throughout a child's development and well into their adult life, we must commit developing fluency when it comes to reading and writing as early as possible, liberating our students' full potential. The Yale Center for Dyslexia and Creativity notes that early intervention is necessary as the achievement gap between struggling readers and typical readers is already present in first grade. Our goal is to ensure our students are prepared to compete academically with their peers across NYC as they transition to middle school. Bridge Prep will open with grades 1 and 2, offering 36 seats per grade in a small cohort model and we anticipate that each cohort of students will articulate forward as we grow to serve students in grades 1-5 during the first charter term. We plan to add an additional 12 seats to a cohort of newly admitted students at grade 3 each year. Our proposed enrollment is as follows:

Proposed Enrollment Table Over the Charter Term						
Grades	Ages	2019-20	2020-21	2021-22	2022-23	2023-24
1st	6-7	36	36	36	36	36
2nd	7-8	36	36	36	36	36
3rd	8-9		48	48	48	48
4th	9-10			48	48	48
5th	10-11				48	48
Totals		72	120	168	216	216

f. **Proposed Management and/or Partner Organization(s):** Not Applicable
g**. Replication:** Not Applicable

[1] According to NYS proficiency data: http://schools.nyc.gov/Accountability/data/TestResults/default.htm

h. **School Overview**

A Multisensory Instructional Cross-Curricular Design: The research is clear that explicit and structured language instruction is valuable for all students. A foundational component of our curricular design is the use of the highly structured *Orton-Gillingham approach (OG)* to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our curriculum will allow students to use their learning strengths and deliberately utilizes sensory modalities including sight, sound, movement and touch to connect language to words. As writing competency is closely aligned with reading, we will also utilize the results-proven, research-based writing program, *The Writing Revolution,* developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs.

A Balanced Approach to Developing Literacy: Our approach to literacy, via the use of enhanced and individualized instruction through OG and The Writing Revolution, will be aligned to New York State Next Generation standards and grounded in the Core Knowledge Sequence for ELA, Science, Social Studies and Math. The consistent reinforcement of these skills by teachers in other subject areas will assure that students learn to think and write with greater precision and confidence. Instead of being provided in small, compartmentalized services throughout the day, this level of programming will be embedded into the daily curriculum, across all content and disciplines. Our curriculum will encapsulate elements of curricula and approaches used in other highly successful district, charter and private schools we visited on our journey, including GRASP Academy, Provident Charter School, P.S. 53, The Windward School, The Community School, P.S. 101 and Democracy Prep Pathways.

As part of the school day, students, staff and community partners will be engaged in thematic *Creative Learning Extensions (CLEs)*. CLEs are meaningful learning extensions designed to promote students' creative growth. Some CLE examples include themed activities and projects in visual, performing, and graphic arts, STEM and physical and creative expression such as athletics, dance and structured play. We are finalizing partnerships with community-based organizations (CBOs) that will provide the expertise necessary to engage our students in meaningful, creative pursuits.

A Student-Centered School Structure: Our Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios. Our purposely-planned student schedule and school calendar will provide students with adequate time for a cadre of programming that supports the development of the whole child to beyond the usual classes, such as:

- Set aside time for study skills, Executive Functioning and organizational sequencing;
- School-wide implementation of the culture building program, the Leader in Me;
- A dedicated Social Emotional Learning (SEL) class, using the curriculum Second Step; and
- A *SPARK* fitness program based on the work of Dr. John Ratey, with proven results of promoting academic growth for all students.

***A Supportive Network for Parents and Staff*:** Families are often times a student's first teachers and strongest advocates and they must be well informed in order to make decisions for and with their student. A true partnership and trusting relationship with our families will result in increased achievement and growth for our students. We aim to incorporate the school-home connection into our structure and the offering of a dedicated seat on the Board of Trustees for a Bridge Prep parent will provide parents with active representation in the decision-making body of the school.

Our Center for Staff Development is designed to provide staff with an extensive and balanced approach to PD and practicum, structured to increase their knowledge and skills in the implementation of our instructional approach. Staff development, coupled with daily supports, dedicated collaborative planning time, access to mentoring and hands-on practical experiences will result in a highly qualified faculty prepared to work with any of our students.

Connections to the Larger Community: Staten Island's sense of community and collaboration is what makes it such a unique place. We have been in contact with several community and citywide organizations to develop programmatic partnerships that will supplement our school design and will further academic gains for our students. Additionally, we will partner with several colleges and universities to develop a student-teacher pipeline program where university students would be provided with similar training as the rest of our staff. We will take a holistic approach to collaboration and partnerships with district and charter partners in order to develop the synergy of creativity and skill needed to support all students in our community. Using successes highlighted in *A Smarter Charter* and our already developed relationships within the district and charter school communities, we will form individual school-to-school partnerships for the sharing of best practices and PD with schools in CSD 31 and across NYC. Specifically, we intend to join the *NYCDOE's District-Charter Collaborative* and the *NYC Special Education Collaborative*

III. Enrollment and Retention Strategies: Based on the overwhelmingly positive response from members of the Staten Island community, affirming the need for Bridge Prep due to the lack of options currently available for struggling readers, we are confident that families will apply in large numbers to Bridge Prep.

a**. Recruiting Students:** As a school designed to drastically alter the academic path of students struggling with literacy, we believe that our total enrollment will be representative of a diverse group of students. We anticipate that our enrollment numbers of SWDs, ELLs, and economically disadvantaged students, all of which will benefit from our unique school design, will meet or exceed the district average.

i. ***Students Identified in Our Mission:*** In order to meet our projected enrollment targets and remain committed to our mission of providing a specially designed academic option for students on Staten Island, we will continue to engage in efforts to attract students struggling with literacy, from all backgrounds, across the borough. Through public presentations, advertising and community recruitment events we will emphasize to families our mission and vision and why our multisensory curriculum and balanced approach to literacy will better meet the needs of their child. To support these efforts, we will share and promote information about our instructional program, admissions process and student applications to all public and private elementary schools within District 31 as well as early childhood education programs and nursery schools, SETTS providers, social workers, local neuropsychologists who identify language-based learning disabilities and private tutoring services. We will also work with organizations such as the Staten Island Reading Association, Wishes of Literacy, CEC 31 and the Staten Island Foundation to identify families within their networks.

ii. ***SWDs:*** Bridge Prep will have ample resources to address the needs of students with disabilities, which will be highlighted during our outreach to the community through targeted mailings, information sessions and social media outreach. We plan to leverage our strong community partnerships to reinforce our recruitment efforts and will enlist the support of organizations such as the Child Mind Institute's Healthy Brain Network, Parent to Parent,

Families Helping Families, the Staten Island Developmental Disabilities Council and the special education staff at the District 31 Field Support Center.

iii. ***ELLs:*** We will host targeted informational sessions for non-English speaking students and offer interpretation services in the predominant, non-English languages spoken across the borough, including Spanish, Russian and Chinese. To support our outreach to and recruitment of ELLs, we will build on our strong bonds with groups such as the ELL staff at the District 31 Field Support Center and local ELL advocates including El Centro, the Staten Island Immigrants Council and Island Voice. Our recruitment materials will highlight the benefits of our instructional design for ELLs and our application will be made available in a variety of languages.

iv. ***Economically Disadvantaged Students:*** We will perform outreach and distribute information about our school mission, structure, offerings and CBO partners, at the various NYCHA housing developments, local after school programs, food pantries and in mixed income neighborhoods across the borough with the support of several well-known community groups including the NAACP, Project Hospitality, various Head Start programs, the Children's Aid Society/Goodhue Center, United Activities Unlimited and Literacy Inc. We will also maintain a strong presence both on social media and in a variety of print-based publications and canvas in areas of mass public transportation such as the Staten Island Ferry, Staten Island Railroad stations and bus terminals.

b. **Retaining Students:** Student retention at Bridge Prep will be a student focused, daily effort, as we know that improving literacy outcomes for our students and building our school community will take time and continuity. Family communication, participation and support are key factors in assuring we retain all of our students and our school structure enables us to involve families in a variety of ways. Our involvement of families in school and community events and school decision making via parent representation on the Board, will provide families with direct involvement in assuring their needs and concerns are heard.

i. ***Students Identified in Our Mission:*** We believe that retention of students identified in our mission will be based on several factors, most notably student success, improved academic performance for our students and family participation. As our students grow both academically and socially, with structural supports such as a dedicated Literacy Specialist and Student Progress Team, small classes and specialized instruction, it will become clear that Bridge Prep is the right place for them to remain in a success cycle.

ii. ***SWDs:*** In addition to the strategies listed above, when students have been identified as a student with a disability, both student and family become part of the team that provides tremendous fundamental support structures. Dedicated staff such as our Director of Specialized Instruction, special education teachers and Speech and Language interventionist will be tasked with continuous monitoring of and dedication to Response to Intervention and an ongoing feedback loop between assessment and deliberate modification of instruction. We will use our family and community partnerships and a specifically sought-after, unique relationship with the District 31 CSE to assure our supports are appropriate and work for each individual student. As our SWDs succeed through these deliberate measures, they and their families will want to remain with Bridge Prep and continue their progress.

iii. ***ELLs:*** We believe that multisensory instruction is particularly effective for ELLs, something seen throughout our visits to successful school models that serve ELLs particularly well. Our staff's preparedness in Universal Design for Learning, as well as the use of the NYSESLAT as a data tool to inform instruction, Sheltered Instruction Observation Protocol and other research

proven instructional strategies for supporting ELLs, will enable literacy development. Our use of the Leader in Me to develop a single school culture, and trained staff will place emphasis on creating an inclusive school culture and our Family Coordinator will purposely plan events and activities that celebrate the strengths and traditions of our students. We believe these strategic decisions will enable an academic, culturally sensitive and welcoming community that will coalesce to ensure our ELLs succeed and remain at Bridge Prep.

iv. ***Economically Disadvantaged Students:*** In alignment with our mission and commitment to families and students in need, which assures that students have tools necessary to achieve academic success, we will work to reduce any financial strains on families. In addition to our extended school day, which provides families with the supports related to an earlier start time and later end time, we will offer students any needed school supplies or clothes that meet the school dress code, as well cover costs associated with any field trip or school wide activity. Our SEL curriculum, Guidance Counselor and Family Coordinator will provide our students and families with any daily supports needed to assure continued success.

IV. Public Outreach and Community Support

a. **Public Outreach to Solicit Community Input:** See Table 2 attached.

b. **Initial Assessment of Parent Interest:** Research and planning for Bridge Prep began in 2014 when advocates and families from the Staten Island community pleaded for support and an educational option for their children who struggle with literacy. In 2015 we took a bold step and began our journey to address this need by visiting top performing public, private and charter schools in order to seek best practices. We also began formal outreach to community organizations regarding the need for a specially designed academic option on Staten Island. In December 2016, after listening to feedback from parents and educators, identifying our founding Board of Trustees, and formally developing our school design, we publically announced our intention to obtain authorization to open Bridge Prep Charter School.

We created two online surveys to seek input and gauge interest in our school design model, which were shared with thousands of parents, community members and local educators. Responses by more than 540 respondents indicated that approximately 98% thought Bridge Prep would be a valuable option for children with language-based learning disabilities. Additionally, 92% of respondents knew of a child who struggled with reading or who had been diagnosed with a language-based learning disability. Respondents' remarks indicated an overwhelming desire for an option designed with small classes; a curriculum that was multisensory and innovative; teachers properly trained in these techniques and a variety of programmatic offerings to further aid student development.

We conducted extensive community outreach to share the school design and solicit feedback, including public presentations to all three Staten Island Community Boards, CEC 31, and the Federation of PTAs. We also conducted several borough-wide information sessions that garnered television, newspaper and online media coverage, furthering our reach and ability to obtain feedback. A full scope of our community outreach since 2016 can be found in Table 2, and samples of public outreach can be found in Attachment 2a.

V. Proposed Board Chair Signature and Date

Rose Kerr

Signature of Board Chair – Rose Kerr

2/7/2018

Date

Table 1: Applicant Group Information

Created: 02/06/2018 • Last updated: 02/08/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Rose Kerr [redacted]	Director of Education, Office of the Staten Island Borough President, James S. Oddo	Rose has a proven track record in new school development and creating effective schools. Rose is the Founding Principal of the Staten Island School for Civic Leadership (SISCL). She won the Elizabeth Rohatyn Prize for Schools Where Teaching Matters for her innovative Triad teaching model at SISCL and was a featured speaker on "How to Create Effective Schools" hosted by world-renowned educator and author Harry K. Wong. Rose will be Board Chair and work closely with the Executive Director to ensure the	Trustee	Trustee, Chair

			school instruction and operations are as effective as possible.		
2	Laurel Wedinger Gyimesi [redacted]	Partner, Barry,McTiernan & Wedinger	Laurel is a former Community Education Council 31 member, parent of a dyslexic child and trial attorney. She is a mediator, advocate and has in-depth knowledge of IEPs, 504s, and how public schools operate. Laurel also has experience in grant writing and will be actively involved in helping the school to secure grants. Laurel will serve as legal counsel to the board and play a key role in governance.	Trustee	Trustee
			Maria has deep and very relevant experience in working in education and literacy. Maria is certified in Orton-Gillingham, AOGPE and Lindamood-Bell. Maria has permanent certification in New York State as a Reading		

3	Maria Casale [redacted]	Founder and CEO, LEAP Tutoring Academy	Specialist and working with Children with Special Needs (PK - 6). Maria has worked as a teacher, reading specialist, Assistant Principal and Director of Intervention Services for the NYCDOE. Currently, Maria has two LEAP Academy's located in Staten Island and one in Manhattan, working with children who are dyslexic or struggle with literacy. Maria will continue to advise the board and the school on literacy to ensure we are providing the best education possible for our students and will work in curriculum development.	Trustee	Trustee
			Witt has a wealth of experience as an educator. He was a Principal at PS 35, a Blue Ribbon elementary school, was an Assistant Principal of two Intermediate schools and taught English for over 15		

4	Witt Halle [redacted]	Former Principal, PS 35 – The Clove Valley School	years. Witt has served on the Board of the YMCA, was an Adjunct Professor at St. John's University and was a Community Outreach Consultant for a NYC Councilmember. Witt's depth of experience in education coupled with his connections in the community and experience serving as both Treasurer and Chairman on the YMCA board will be a tremendous asset to Bridge Prep.	Trustee	Trustee
5	Laura Timoney [redacted]	Deputy Director of Education, Office of the Staten Island	Laura is a former Community Education Council 31 member and chaired the special education committee. She has a deep knowledge of public schools and special education having been a parent and student advocate for many years. She is also an executive search consultant at Viacom, when she has worked for the past 10	Trustee	Trustee

	[redacted]	Borough President, James S. Oddo	years. Laura has over twenty years of experience in recruiting talent for major corporations and has played a key role in recruiting diverse board members to ensure capacity for the school. She will continue to be actively involved in helping to staff the school and board appropriately and sharing her knowledge on interviewing for successful hires.		
6	Dr. Marie Briody, Ph.D [redacted]	Neuropsychologist, Healthcare Associates in Medicine	Dr. Marie Briody is a pediatric neuropsychologist who works at Healthcare Associates on Staten Island. She is a specialist in diagnosing children with dyslexia and language-based learning disabilities among other neurodevelopmental challenges. Marie has been advising the planning team on diagnosis criteria, typical age of diagnosis, current challenges these students are facing in school	Advisory	Advisory Board

			and providing recommendations for appropriate remediation. Marie has provided expert consulting and input and will continue to do so on the Advisory Board.		
7	Stephanie Parker [redacted]	Former Parent Coordinator, GRASP Academy	Stephanie served on the GRASP Alliance Board in Florida. GRASP Academy is the only district public school in the United States dedicated to serving students with dyslexia and language-based learning disabilities. As the former Parent Coordinator at GRASP Academy and parent of child with dyslexia, she will work closely with our parents and families. Stephanie will be instrumental in grant writing and provide a foundation for our fundraising activities bringing her experience from GRASP Alliance.	Trustee	Trustee
			George is the Founder of The Winn Group, LLC and provides		

8	George Winn [redacted]	Founder, Winn Group LLC	business development and relationship management in global financial services, healthcare and education. Prior to founding his firm, George was the acting CFO/COO for Lavelle Prep Charter School from start-up through the first year of operation. George has also worked at Equinox Capital Management, Nordea Investment Management and Goldman Sachs Asset Management. George has a Bachelor of Arts from George Washington University and a MBA from Boston University Questrom School of Business. George will continue to provide his experience and expertise as Treasurer on the Board.	Trustee	Trustee
			Karen is a NYC DOE teacher and parent of a dyslexic child. She has completed		

9	Karen Esposito [redacted]	Math Teacher, IS 24 – The Myra S. Barnes School	classes in Orton-Gillingham and her insight as a parent and teacher were extremely valuable in our planning process. Karen will be actively involved in fundraising and events for the school as she has experience in this area volunteering for local non-profits and conducting fundraising activities and events.	Advisory	None
10	Pauline Scanlon [redacted]	Executive Function Deficits/Time Management Specialist, Person Centered Care Services	Pauline is a certified Sklar Executive Functioning specialist, trained in Orton-Gillingham and the parent of a dyslexic child. Pauline is a parent advocate and has been instrumental in providing our board and planning team with input and suggestions on ways to serve the whole child. Pauline played a key role in helping us to create programming, beyond Orton-Gillingham and academics, to meet our student’s needs.	Advisory	None

11	Timothy Castanza [redacted]	Deputy Senior Director of Engagement, New York City Department of Education	Tim is an alumnus of the Teach for America program, where he served as Director of Special Education and Specialized Programming at one of Philadelphia's premier public schools, The Academy at Palumbo. Tim was a staff member at the Teach for America National Institute where he trained new special education teachers preparing to teach in cities across the United States. He joined the NYCDOE in 2013, where he has led teams responsible for evaluating access to high quality schools, the demand for educational services and the supply of space available for those services. Tim and his team focused much of their efforts on the opening of high potential new schools, the revising of	Executive Director	None

			elementary and middle school zoning and improving access to programs serving special populations including PK, ELLs and students with disabilities across Staten Island and NYC. Tim is currently the Deputy Sr. Director of Strategy and Engagement with the NYCDOE responsible for developing strategy to improve engagement and communication between the DOE and the many diverse communities across NYC.		
	Miguel		Miguel currently serves on Community Education Council 31. He has also served as the President of the Staten Island Federation of PTA's and was on the Citywide Council of High Schools for the NYC Department of Education. He has extensive knowledge of the DOE and		

12	Rodriguez [redacted]	Former Assistant Integrity Control Officer, NYPD	special education. In addition, Miguel is the Assistant Track Coach at New Dorp High School and was Assistant Integrity Control Officer with the NYPD when he retired in 2007. He was instrumental in engaging all parents in the CSD 31 community and provided input surrounding school policy.	Advisory	None
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

The entire applicant group applied to NYSED in the 2nd round of 2017. Our LOI was submitted in July 2017 and the full application in August of 2017 under Bridge Preparatory Charter School for Creative Thinkers. We progressed to a capacity interview in October. Ultimately, our application was not recommended to the Board of Regents for final authorization. After receiving feedback from NYSED, we have made the following modifications:

1. A refined mission and clarification around our target population;
2. Changes to the initial grades served and an updated enrollment plan;
3. A revised budget and financial narrative; and
4. Further development of our Board of Trustees, specifically on expectations and clarity of roles and responsibilities.

Table 2: Public Outreach Information

Date(s) of Outreach (mm/date/year)	Target Stakeholder Group	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/2/2016	Staten Island Elected officials	Invited Staten Island elected officials to discuss proposed school.	Borough Hall, St. George, Staten Island	Elected officials want to hear more and are open to the idea	Started to formalize the model of a school on Staten Island for dyslexia (Bridge Prep)	30
12/12/2016	Parents, teachers and community members	Co-hosted a Dyslexia Awareness Forum with Assembly Member JoAnne Simon. Emailed flyers to parents, elected officials and community members, posted on social media and silive.com promoted the event.	Wagner College, Grymes Hill, Staten Island	Need for more to be done in schools to help children with dyslexia. This is a highly underserved population and community members expressed support for single school option.	Continued to meet and formalize school incorporating Input in model	50
12/12/2016	Parents and community members	Held press conference to formally announce intent to apply for a charter school on Staten Island to serve students with dyslexia and other language-based learning disabilities.	Wagner College, Grymes Hill, Staten Island	Input was very positive but people wanted more information like where it would be located, grades, etc.	Planning team continued to meet to establish framework and curriculum design and visit schools serving students with dyslexia to gain more knowledge	20

12/12 – 12/14 2016	All of Staten Island and beyond	Media Coverage announcing we are seeking a Charter School on Staten Island for dyslexic students New York 1 News: ***Plans for a Specialized School for Students with Dyslexia Move Forward*** SI Advance: ***Staten Island Charter School for Dyslexic Kids could open by 2018*** Washington Times and AP News: ***Staten Island Seeks Charter School for Dyslexic Students*** DNA Info: ***Borough Presidnet Wants Staten Island School for Dyslexic Students***	http://www.ny1.com/nyc/staten-island/news/2016/12/13/plans-for-a-specialized-school-for-students-with-dyslexia-move-forward.html http://www.silive.com/news/2016/12/post_1500.html https://www.apnews.com/5208633a67de4b7898d21ac809f965b3 http://www.washingtontimes.com/news/2016/dec/13/staten-island-seeks-charter-school-for-dyslexic-st/ https://www.dnainfo.com/new-york/20161214/st-george/james-oddo-dyslexic-charter-school	Comments shared on social media predominately positive. Sentiment was this type of school is needed and long overdue.	None needed	Many thousands of subscribers reached – unsure of number

12/28/2016	NYSED Commissioner and Staten Island Regent	Had a meeting with Commissioner Elia and Regent Cea to share school concept and intent to apply for a charter school	Staten Island Borough Hall, St. George, Staten Island	Input given on grade span, least restrictive environment and mainstreaming	Input taken and considered when creating LOI	10
1/28/2017	Parents, teachers, students, community members	Created Parent and Community Survey. Link to survey posted on social media and emailed to thousands on Staten Island. Within 24 hours, it was shared over 170 times and 142 people completed the survey	Website – http://www.statenislandusa.com/education.html	Input was very positive and expressed support for Bridge Prep; Input provided as to what educational options people wanted to see in the school.	All Input was reviewed and incorporated into the school model and design when possible.	Number of responses on survey - 322
1/29/2017	Entire Staten Island Community	Founder and planning team members presented at Borough President's "Direct Connect Sunday" event to inform community about Bridge Prep and get Input. Flyers mailed,	Mt. Loretto – CYO MIV, Pleasant Plains, Staten Island.	Input was positive. People wanted to understand more and asked for ways to get actively involved.	We scheduled public information sessions to share our school model and to solicit more Input	550

		posted on social media and emailed to 11,000+ people.				
1/30/2017	Parents, teachers, elected official's representatives	The Staten Island Federation of PTAs meeting to determine if school parents were interested in supporting Bridge Prep. Email blasts went out to all schools and parents.	UFT Headquarters, Great Kills, Staten Island	The Input was positive. Questions were asked about teacher hiring and if Bridge Prep would take teachers from district schools. After concern was addressed and all questions answered, a motion was put forth to support the opening of Bridge Prep and was unanimously approved by all PTAs in elementary, middle and high schools.	UFT leadership present at the meeting addressed any concerns regarding loss of teachers in DOE schools; Bridge Prep team shared idea about Teacher Development Center and district-charter collaboration.	60+
2/3/2017	Parents, elected officials and community stakeholders	Legislative Forum All of Staten Island local, state, and city elected officials including the Public Advocate, Comptroller, Congressman and District Attorney sponsored by CEC	Petrides Educational Complex, Sunnyside, Staten Island	Shared Bridge Prep plans with panel and audience	Shared business cards, email addresses, community support survey and letter template and sent follow-up emails to elected officials	50+

		31 and the Staten Island Federation of PTAs. Invitations to elected officials and all Staten Island educational community made aware via email and social media posts.				
2/6/2017	Parents, elected official's representatives and community stakeholders	Presented Bridge Prep school model including grade span, instructional model and school design at Community Education Council 31 monthly meeting. Emails sent to CEC 31 email list and monthly meeting notice and agenda posted in schools.	Petrides Educational Complex, Sunnyside, Staten Island	Answered questions from CEC and people in attendance. CEC voted on Resolution to support Bridge Prep Charter School on Staten Island		20
2/8/2017	Parents, teachers, elected officials, community members	Meeting with NYS Education Commissioner Elia and Regent Cea. Flyers posted on social media and	Petrides Educational Complex, Sunnyside, Staten Island	Answered questions from parents and shared business cards and ways community members could learn more and	Continuing to collect information from people who want to be more involved and addressing questions	70+

		emailed out to entire educational community and elected officials		send letters of support		
2/9/2017	Parents, educators and entire Staten Island Community	Media Coverage: DNA Info Article alerting parents and community to upcoming public information sessions seeking input ***Plans for Staten Island School for Dyslexic Kids to Go Before Parents***	https://www.dnainfo.com/new-york/20170209/huguenot/borough-president-james-oddo-dyslexia-charter-school	N/A	N/A	
2/11/2017	Parents, advocates, elected officials and community members	Public information session on Bridge Prep. Flyers Distributed via email, social media and posted online and in local newspaper (Staten Island Advance) to alert the entire community of additional public information sessions to seek Input and share	St. Joseph by the Sea High School, Huguenot, Staten Island	Community asked for additional classes and services to help older students who have dyslexia (4th grade and up). Support for Bridge Prep's Key Design elements and mission Questions about class size and programmatic	In contact with NYC DOE to see what they can do and working with service providers to offer services to community including free student tutoring and collaborating with district teachers to help students Took Input around small class size to	25+

		information.		offerings.	incorporate into planning.	
2/13/2017	Parents, advocates and community members	Public information session.	New Dorp High School, New Dorp, Staten Island	Attendees thrilled there could be a school coming noting need for classes and services to help older students who have dyslexia (Support for Bridge Prep's Key Design elements and asked for ways to get involved and support Concern that NYSED will not support our school and Staten Island needs will be ignored.	Contacted NYC DOE to see what support could be provided and working with service providers to offer services to community including free student tutoring, screening for dyslexia and learning disabilities and collaborating with district teachers to help students Shared additional rationale around grade span and enrollment projections.	30+
2/14/2017	Parents, educators and entire Staten Island Community	Media Coverage: NY1 News Story on Information Session and Public Meeting ***New Charter School will Help***	St. Joseph by the Sea High School, Huguenot, Staten Island http://www.ny1.com/nyc/staten-island/news/2017/	N/A	N/A	

		Students Suffering from Dyslexia	02/14/new-charter-school-will-help-students-suffering-from-dyslexia-.html			
2/15/2017	Parents, advocates and community members	Public information session.	Central Family Life Center, Stapleton, Staten Island	Additional information regarding dyslexia and need requested	Additional public information sessions scheduled.	10
2/16/2017	Community Members	Presentation at New Dorp Central Civic Association Meeting. Mailing sent out to New Dorp Civics' mailing list and posted on social media	New Dorp Public Library, New Dorp Staten Island	Participants of the New Dorp and Grant City areas wanted to know how they could support this school. They think it is needed and only question was really location of school.	Gave members the email if they want to send letters of support. We committed to coming back if granted a charter to share more information about applying	20+
3/7/2017	Community Board 3 Members	Presentation to Community Board 3 – Quality of Life Committee	Woodrow, Staten Island	There were many questions about charter schools and potential location. They wanted to ensure equality in schools. One member thought we are letting the NYCDOE off the hook by opening this school.	Addressed all questions and Committee invited us to present at the full Community Board Meeting	25+

3/13/2017	Schools, Vendors, Parents, Teachers, Associations with background in Dyslexia	Everyone Reading Annual Literacy Conference	CUNY Graduate Center – NY, NY	Very positive Input about Bridge Prep. Existing private schools specializing in dyslexia offered to help. Parents, advocates and educators throughout the city expressed interest in having a charter school like Bridge Prep in their community and asked for ways to support and get involved.	We collected contact information from participants and have added them to our email distribution list to keep in touch. Capacity built for partnership development	1000+
3/21/2017	Community Board Members and community at large	Community Board 2 Presentation	Sea View Hospital Lou Caravone Community Service Building, Willowbrook, Staten Island	Very positive Input about Bridge Prep with members of the community agreeing on need for specialized instructional option for this group of students.	Official support for Bridge Prep indicated and request for ways to support further were also noted.	50+
3/23/2017	Schools, Vendors, Parents, Teachers, Associations with background in Dyslexia	Everyone Reading Annual Literacy Conference	CUNY Graduate Center – NYC	See above	See above	See above
3/23/2017	Community Board Members and community at large	Community Board 1	All Saints Episcopal Church, Westerleigh, Staten	Input was very positive and board voted to send a	Official support for Bridge Prep indicated and	50+

			Island.	letter in support of Bridge Prep One member of the audience expressed concern around creating a any school for specific population	request for ways to support further were also noted.	
3/28/2017	Community Board Members and community at large	Community Board 3 – General Meeting Presentation	Woodrow Methodist Church Hall, Woodrow Staten Island	Input was very positive, specifically from many parents from PTAs at local schools	Official support for Bridge Prep indicated and request for ways to support further were also noted.	50+
3/29/2017	Entire Staten Island Community	Article in the Staten Island Advance and on SILive.com ***Proposed Staten Island school for dyslexic kids: 10 things to know***	http://www.silive.com/news/2017/03/10_things_you_need_to_know_abo_1.html	We reviewed comments on social media and SILive's site. Generally positive Input and most questions were regarding grade span.	No action needed.	5000+ subscribers
4/27/2017	Members of the business community, elected officials, schools, banks, real estate, etc.	Staten Island Economic Development Corporation – 19th Annual SIEDC Business Conference	Hilton Garden Inn, Bloomfield, Staten Island	We were there to generate awareness for dyslexia and Bridge Prep. The Input was more informational in nature.	No action needed. Added people to our mailing list who wanted to be included.	2,500 attendees, over 125 vendors and 20 sponsors

5/17/2017	NYC DOE special education leadership, D31 and D75 Superintendents, principals, teachers, advocates, parents, community based organization	Staten Island Developmental Disabilities Spring Forum – A School for All Children	Institute for Basic Research, Willowbrook, Staten Island	Input shared on a personal basis. Materials shared at event on Bridge Prep.	Followed up with all who shared contact information or had questions.	90+
5/19/2017	Parents, advocates, council members, community members	Staten Island Developmental Disabilities Council General Council Presentation of Bridge Prep	Elizabeth Connolly Community Resource Center, New Springville, Staten Island	The Input was positive. Many questions and lively dialogue. They want to invite us back if the school is approved to present again.	Followed up with any members that shared contact information or had questions. The presentation was subsequently posted on SIDD's Youtube channel https://www.youtube.com/channel/UCXgbkCV2curHG74wmOy0gCw	60
6/5/2017	Parents, teachers, community members	Posted additional parent and community survey online. Survey was targeted to get specific Input about	Website – http://www.statenislandusa.com/education.html	Input expressed support for Bridge Prep and indicated significant intent to apply should Bridge Prep be approved.	Additional Input incorporated into our Letter of Intent.	Number of responses to date on survey is 219

		need and intent to apply to Bridge Prep. Sent to thousands and responses are still coming in as of July 5th				
6/22/2017	Participants in Healthy Brain Network research study for children aged 5 - 21	Child Mind Institute sent parent and community survey to their Healthy Brain Network participants	Website – http://www.statenislandusa.com/education.html	Input captured in survey	N/A	Sent to over 700 participants on Staten Island
6/26/2017	Parents	Informational article in Staten Island Parent Magazine about Bridge Prep ***Charter School for Dyslexia Planned for Staten Island***	http://www.siparent.com/charter-school-for-dyslexia-planned-for-staten-island/	Overall positive comments to the article. Parents are upset NYC DOE is not helping students and would like middle school grades as well.	Responded back to parents. Considering a middle school offering down the road	Emailed to 14K addresses and print circulation is 30K on Staten Island delivered to parents, educators, doctors, schools, libraries, etc.
7/19/2017	Entire Staten Island Community	Borough President posted on newsfeed link to SILive article about Bridge Prep being invited to submit full application to open a charter school	https://www.facebook.com/statenislandusa/			12,000+ followers
7/19/2017	Parents and education community	CEC 31 posted on newsfeed that Bridge Prep was	https://www.facebook.com/photo.php?fbid=1020985609			1500+ followers

		invited to submit full application to open a charter school in their Education News	2695212&set=a.1028002976559.2005809.1119845507&type=3&theater			
7/19/2017	Entire Staten Island Community	Information article on SILive ***Charter school for dyslexic students passes first Albany hurdle*** SILive announcing Bridge Prep was invited by NYSED to submit a full application. Positive comments included from the Borough President, President of CEC 31 and President of Staten Island Federation of PTAs.	http://www.silive.com/news/2017/07/staten_island_charter_school_f.html			5000+ subscribers
7/19/2017	Entire Staten Island Community	CEC 31 President posted about Letter of Intent acceptance by NYSED	https://www.facebook.com/michael.reilly.7547/posts/10209914003902956?pnref=story			31,000+ followers
7/20/2017	Education Community	Announcement on Education Reports Facebook page:	https://www.facebook.com/Diane-C-Lore-			1000+ followers

		Charter school for dyslexic students passes first Albany hurdle	555327201259995/			
8/18/2017	Facebook Community	Facebook Page launched to post updates and inform public of Bridge Preps status, information about enrolling and be a channel for Input and questions	https://www.facebook.com/SIDyslexiaSchool/	Messages asking if when school is opening	Messaged back to and keeping in touch as we progress with authorization	215
9/18/17	Board of Trustees/Applicant Group	Mock Capacity Interview	Borough Hall, St. George, Staten Island	Held mock capacity interview for board and applicant group. Rec'd input from consultant on our budget, enrollment and lottery need more clarity, need to state our full role with the school, may need to broaden board capacity, and what to highlight in terms of what NYSED is looking for	We will expand board capacity, outsource budget and financial reporting to ensure viability, clearly articulate our lottery and enrollment policy, and be clear on our individual and collective role for Bridge Prep.	14
9/27/17	Board of Trustees/Applicant Group	Applicant Group Conference Call with NYSED	Conference call	Told not moving forward	Speak to BOT to share news and next steps	6

10/3/17	Board of Trustees/Applicant Group	Call from NYSED	Conference call	We were told we would now be invited to capacity interview	Notify BOT; schedule public hearing in the community with NYCDOE.	3
10/11/17	Board of Trustees/Applicant Group	Capacity Interview	KIPP Academy 730 Concourse Village West Bronx, NY	N/A	N/A	15
10/16/17	Parents, teachers, elected officials representations	Staten Island Federation of PTAs-monthly meeting	UFT Headquarters, Great Kills, Staten Island	Provided update on status of Bridge Prep Charter School	They are interested to hear when/if we are approved	50
10/17/17	Entire Staten Island Community	Invitation publically shared for NYCDOE Public Hearing	Email blast sent to education listserv and community member listserv and notices shared with community partners	N/A	N/A	31,000+ on listserv. Also shared with CEC 31, local elected officials and parent groups; publicized on Bridge Prep social media. http://www.silive.com/news/2017/10/post_1771.html
10/24/17	Entire Staten Island Community	Public Hearing	Petrides Educational Complex, Sunnyside, Staten Island	Heard from many families who have had to go off Island for school and the toll it has taken on them; reaffirmation of need and support for Bridge Prep; frustration with NYCDOE and	Shared information and comments with NYCDOE and NYSED	70

				NYSED for not being supportive of the needs of students in the community; Request to open multiple Bridge Prep schools in NYC.		
11/11/17	Lead Applicant	Conversation with representative of Archdiocese of NY regarding potential lease space opportunities	Phone call	The Archdiocese is willing to listen to potential scenarios presented by Bridge Prep regarding potential lease space; prefers to have more formal follow up conversation in early 2018	Schedule follow up, in person meeting for January 2018; meet with BOT to discuss long term and immediate space strategy	2
11/14/17	Lead Applicant	Conversation with Brett Gallini from Neighborhood Charter School of Harlem	Phone call	Connect with Brett to ask for his feedback and advice as a successful school that works with targeted population; discussed areas where Bridge Prep and newly authorized Neighborhood school in the Bronx	Tim and Brett to reconnect after Bridge Prep submits new application in March 2018	2

				could partner		
11/28/17	Members of Board/ Applicant Group	Meeting with Michael Tobman from Hebrew Language Academy Charter Network	Borough Hall, St. George, Staten Island	Informational meeting to learn more about Hebrew Language charter network for possible collaboration	Schedule follow up meeting	3
12/14/17	Parents, advocates, council members, community members	Staten Island Developmental Disabilities Council-Education Committee Meeting	Elizabeth Connolly Community Resource Center, New Springville, Staten Island	Provided update on status of Bridge Prep Charter School	The council are interested to hear when/if we are approved around ways to partner.	12
12/19/17	Board/Applicant Group and interested parties	Meeting with principal of Moore Catholic High School and Board Member regarding potential leased space on their campus.	Borough Hall, St. George, Staten Island	Had introductory conversation about possibility of leasing or purchasing space; Space may not be viable for immediate siting.	Need to schedule follow up meeting after discussing with full BOT	8
1/8/18	Board/Applicant Group and interested parties	Met with St. John Villa regarding space in their educational complex	57 Cleveland St. Arrochar, Staten Island	Had introductory conversation about St. John Villa closing and possibility of leasing space	Need to schedule a follow up meeting after public announcement of school closing	6
1/10/18	Board /Applicant Group	School visit to observe PS 101's literacy program, including OG and Hochman writing	PS 101, 6540 Benson Avenue, Brooklyn	Teacher training is critical, implicit instruction is a must for the program to work;	Review programmatic and staffing decisions; assess PD offerings	3

				reaffirm ability of our school model to be effective for students of varying abilities, at various grades.		
1/11/18	Board/Applicant Group	Meeting with Regent Cea and David Frank from NYSED to listen to NYSED feedback on application	Borough Hall, St. George, Staten Island	NYSED recommended to clarify mission, ensure budget and narrative are aligned, ensure BOT is cohesive and can oversee school charter, consider entry grades carefully; Affirmed support for Bridge Prep to open and be successful on Staten Island	Held Board meeting on 1/18 to address all areas of concern from NYSED.	6
1/18/18	Members of Board /applicant group	Bridge Prep BOT Meeting	Borough Hall, St. George, Staten Island	Discussed NYSED's feedback and needed modification to mission and budget, BOT capacity	Finalization of LOI, with modifications to grade span and target population clarity. Committee structure established and scheduled February BOT meeting.	9
1/25/18	Members of Board /applicant group and Future Collaborators	School Partner Visit to Democracy Prep Pathways	240 East 123rd St. Harlem, NY	Affirmation of viability of Bridge Prep's school model and need;	Review input and key takeaways with BOT; set up follow up meeting with	4

				Staffing suggestions, School year/day recommendations, Speech & Language Pathologist as teacher, align with Emphasis on strategic hiring; Strategies for funding and financing staff; Use of MAP assessments to show growth.	Democracy Prep leadership to discuss future partnership opportunities.	
1/25/18	Board/Applicant Group and interested parties	Meeting with representatives from St. John Villa regarding leasing potential space on their educational complex	57 Cleveland St. Arrochar, Staten Island	Schedule follow up conversation about leasing space with Bridge Prep board members,	St John Villa representatives will debrief conversation and will circle back with Bridge Prep representatives	4
1/26/18	Board/Applicant Group	Meeting with Jon Salmon of Salmon Real Estate to discuss available building for potential lease	20 Ebbitts Street Oakwood, Staten Island	Representatives from Salmon Real Estate expressed strong interest in leasing the space; Bridge Prep needs to evaluate cost and determine if the space is the right fit.	Discuss with full BOT at next meeting and set time for follow up with Salmon Real Estate	2
1/28/18	Entire Staten Island Community	Direct Connect Sunday – Open	Petrides Educational	Parents, teachers CSD 31 leadership,	Individual follow up with parents and	250

		House	Complex, Sunnyside, Staten Island	and possible sources of funding for the school still very interested in Bridge Prep and want to see the school open on Staten Island.	community members who expressed interest in Bridge Prep	
1/29/17	Board/Applicant Group	Call with NYCDOE Office of District Planning regarding underutilized space and potential for co-location	Conference Call	NYCDOE noted that space is limited and there are many competing priorities, including Bridge Prep; They will keep Bridge Prep in the loop and asked that we stay close if our space needs change.	Bridge Prep to resubmit space request via link provided by NYCDOE; Discuss public space strategy during next BOT meeting; make additional stakeholder calls	3
1/31/18	Board/Applicant Group	NYSED Webinar for Charter School Applicant Groups	Webinar	Informative call regarding the new RFP	Confirmed LOI and application are aligned with new RFP	4
1/31/18	Board/Applicant Group	Conversation with Founder of Middle Village Prep	Telephone Call	Informative call about budget strategies and potential for additions to board capacity	Following up on feedback and recommendations	2
2/2/18	Community Boards 1, 2 and 3	Outreach to Community Boards Provided updates	Email and Phone Calls	There is interest in being kept up to date on charter school	Bridge Prep to schedule future attendance at CB1, CB2 and CB3	3

		on Bridge Prep's new application timeline, grade span and other minor changes.		developments and expression of continued support	meetings to discuss school, get feedback and identify partnerships	
2/5/18	Parents, elected official's representatives and community stakeholders	Presentation at CEC 31 Meeting	Petrides Educational Complex, Sunnyside, Staten Island	CEC 31 continues to support Bridge Prep, acknowledging the need to open on Staten Island; CEC 31 members would like the NYCDOE to work with Bridge Prep to find a new lease space for the school and other NYCDOE needs combined.	CEC 31 still urging to move forward,	75
2/5/18	Board/Applicant Group	Call with Victory Education Partners	Phone call	Conversation around budget and financial consulting and support	In person meeting scheduled for second week of February 2018; discuss with BOT	2
2/14/18	Board/Applicant Group and interested parties	Scheduled follow up meeting with Archdiocese of NY & NYC School Construction Authority to discuss space strategy and potential siting scenarios.	Borough Hall, St. George, Staten Island	TBD	TBD	TBD

Schools PLEASE POST
Notice of **Public Meeting**/Agenda

Community Education Council
District 31

Community Education Council District 31

Petrides Educational Complex
715 Ocean Terrace, Staten Island, New York 10301
Tel: 718-420-5746 *Fax:* 718-420-5745
Email: CEC31@schools.nyc.gov
Website: www.CEC31.org

CALENDAR MEETING

Date: Monday, February 5, 2018
Time: 7:30 p.m.
Location: Petrides Complex, Building H
715 Ocean Terrace
Staten Island, NY 10301

Calendar Meeting Agenda

1) **Call to Order** and **Roll Call**
2) **Approval of December 2017 meeting minutes**
3) **Presidents Report**
4) **Presentation by Alberto Garcia & Lois Schwartz, Unity Games Staten Island**
5) **Honoring Student Winners: Respect for All**
6) **Honoring NYPD Highway Officers, for their Driving Impaired Education: Sergeant Donald Schneider, Officer Timothy Kessler**
7) **Presentation by Tim Castanza, Bridge Prep Charter School**
8) **Public Comments**
9) **Adjournment**

Next CEC Meetings:
* ***BUSINESS MEETING****: Monday, March 5, 2018 at 6:30 pm at Petrides, Bldg H*
* ***CALENDAR MEETING****: Monday, March 5, 2018 at 7:30 pm at Petrides, Bldg H*
* *715 Ocean Terrace, Staten Island, NY 10301*

All meetings are held at wheelchair accessible sites.

MEETING DATE & TIME IS SUBJECT TO CHANGE. INTERESTED PARTIES SHOULD ALWAYS CONFIRM BY CALLING THE CEC OFFICE @ 718-420-5746.

BRIDGE PREP
CHARTER SCHOOL

January 20, 2018

Fellow Staten Islander,

For years, so many in our community have been pleading for support and a specially designed educational option for their children who struggle with literacy. As someone born and raised in our community, as an educator and as an advocate for high quality options for children, I believe that all children have the ability to learn, be successful and deserve a high- quality educational option that meets their needs. All too often, however, some of our most vulnerable students are lost in the traditional school structure and require a different approach in order to be successful. The current reality for many struggling readers on Staten Island is that they are either forced to continue struggling in their current schools or leave the borough for a school equipped with the programming and structure that provides them with an opportunity to improve their academic trajectory.

Beginning in 2014, we began visiting top performing public, private and charter schools across the country, in order to seek best practices, obtain feedback and observe excellent school models. Using the lessons we learned, as well as listening to feedback from our community, we formally announced our intention to open Bridge Prep Charter School, a specially designed charter elementary school committed to ensuring that our students, especially those struggling with literacy. If approved by the New York State Board of Regents, Bridge Prep would open on Staten Island in September 2019 with grades 1-2, adding a grade each year until we serve students in grades 1-5.

Our philosophy as a school and a community of learners is predicated on the fact that students learn in different ways and possess differing abilities and research is clear that explicit and structured language instruction is valuable for all students. With reading serving as the foundation upon which all learning is based, many students on Staten Island remain at risk of academic failure as a result of their continued struggles with literacy. This group of students experience reading and overall learning very differently than their peers and must be provided necessary supports and structure in order to achieve and experience success.

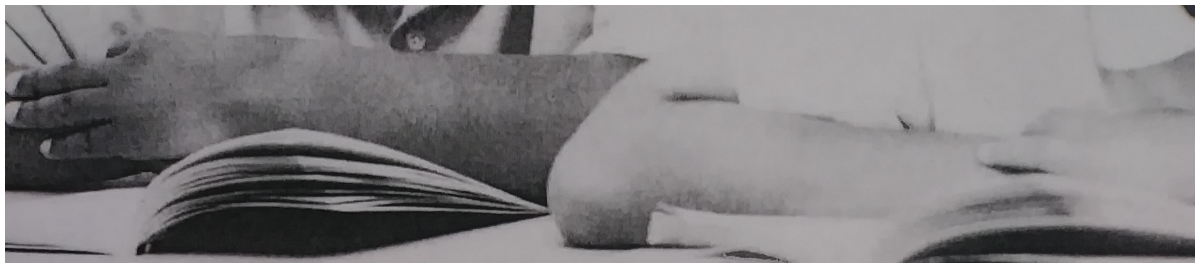
Our evidence-based, multisensory approach and school structure is designed to serve any student on Staten Island struggling with literacy. Two groups who will especially benefit from our balanced literacy approach and multisensory curriculum, are students with language-based learning disabilities, such as dyslexia and dysgraphia, and English Language Learners. The foundational components of our curricular design are the use of the highly structured **Orton-Gillingham approach** to teaching literacy, proven to work with all students, especially those who struggle to read and write and the research-based writing program, **The Writing Revolution.** Our students will engage in thematic **Creative Learning Extensions**, designed to enable their creative growth and our unique **Triad teaching model** allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios. A purposely-planned student schedule and partnerships with targeted community-based organizations, will provide adequate time for programming to support the development of the whole child beyond the usual classes, including:

- Set aside time for study skills, Executive Functioning and organizational sequencing; and
- A dedicated Social Emotional Learning class, and a fitness program with proven results of promoting academic growth for all students.

Though this journey is demanding, I am constantly reminded of the pressing need for such an option and the transformational impact our school will have. Community input is vital to our success and we look forward to your feedback and participation in our design and development. For more information about Bridge Prep and for ways to get involved, please visit our website at www.bridgeprepcharter.org or email me directly at tim@bridgeprecharter.org. I look forward to having you join us in this historic opportunity for our community!

Sincerely,

Timothy Castanza- Founder- Bridge Preparatory Charter School



"If a child can't learn the way we teach, maybe we should teach the way they learn."

– Ignacio Estrada

Thousands of students on Staten Island suffer from dyslexia and other language-based learning disabilities. For years, community advocates and parents have been asking for an educational option to meet the needs of these children.

We hope to offer a new, innovative choice for families via the charter model to create a school that uses instructional approaches devoted to serving these students. Charter schools were developed to create choices for families, raise students' academic achievement and provide a space for the use of innovation and best practices. We can think of no more compelling reason to develop a charter school than to directly respond to this specific community need.

If our charter is authorized, our school will be the first and only public charter school in New York State and one of a handful in the US, dedicated to educating students with dyslexia and language-based learning difficulties. Our school will use Orton-Gillingham, a multisensory instructional approach intended primarily to help students who have difficulty with reading, spelling and writing. This method teaches the connection between sounds and letters to teach reading. Students with dyslexia require explicit, targeted and systematic instruction, as well as opportunities for practice with corrective feedback.

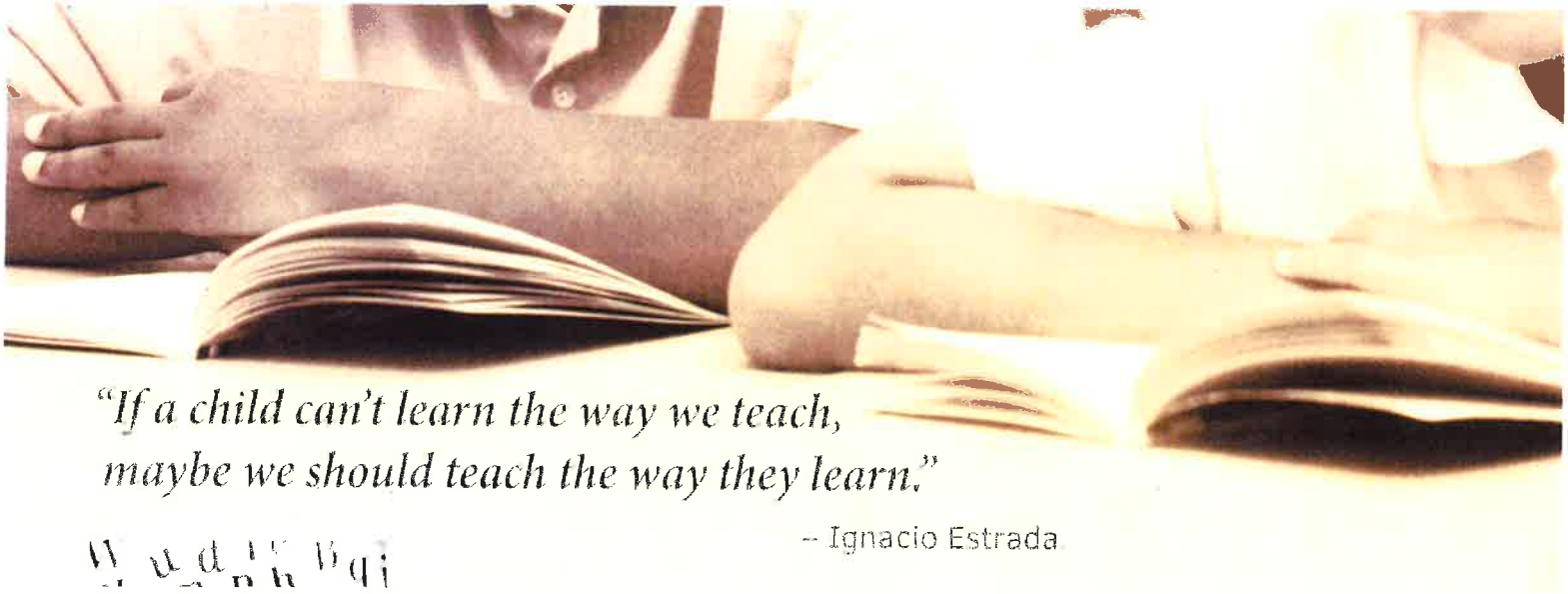
Our mission is to provide a high-quality education for students diagnosed with dyslexia and language-based learning difficulties, while also helping them gain the skills and confidence needed to achieve their full potential via the use of alternative, but research-based, proven teaching methods. At any point, if our students have mastered the learning strategies needed to overcome their academic challenges, they may return to a more traditional educational setting.

Community input is vital to our development as a school. What are your thoughts on a public school like this opening on Staten Island? Please fill out this survey and let us know!

Continue >

Online Surveys by
Constant Contact

Survey 1 of 2.
TOTAL Respondents for both Surveys = 540



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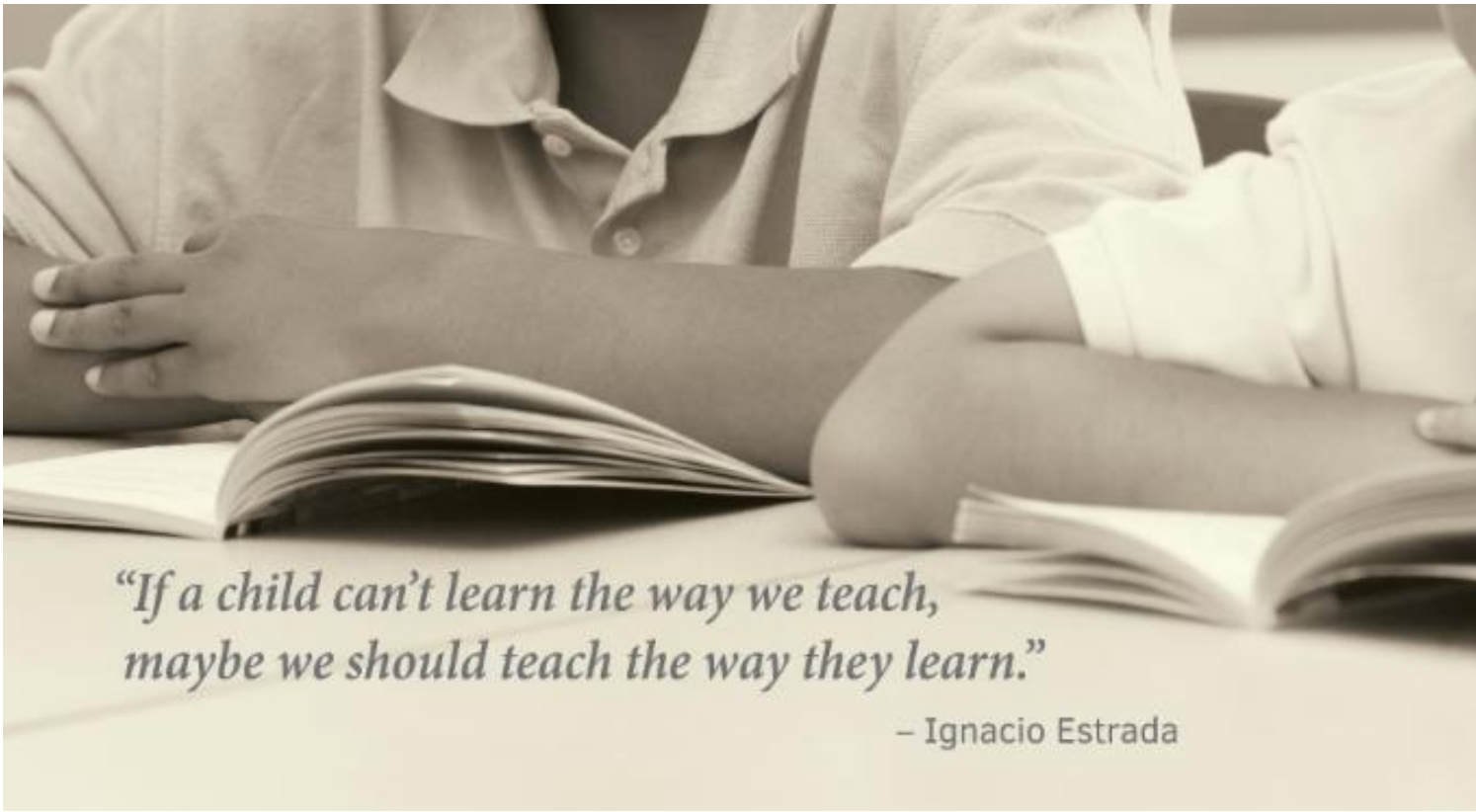
Constant Contact



Constant Contact Survey Results

Survey Name: Dyslexia Survey JAN 2017

Response Status: Partial & Completed

Filter: None

7/6/2017 4:06 PM EDT

TextBlock:

Esta encuesta también está disponible en español

*I am (check all that apply)

Answer	0% 100%	Number of Response(s)	Response Ratio
Parent of a child diagnosed with dyslexia		81	25.2 %
Student diagnosed with dyslexia		1	<1 %
Parent		129	40.1 %
Adult with dyslexia		10	3.1 %
Educator		92	28.6 %
Local community member		48	14.9 %
Local business owner		3	<1 %
Other		31	9.6 %
	Totals	**321**	**100%**

*What is your zip code?

322 Response(s)

*Do you have, or know of, a child who has been diagnosed with dyslexia or another language-based learning disability?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		296	91.9 %
No		26	8.0 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

If so, does that child have an immediate family member who has been diagnosed with dyslexia?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		93	28.8 %
No		100	31.0 %
Unsure		121	37.5 %
No Response(s)		8	2.4 %
	Totals	**322**	**100%**

*Do you have or know a child that struggles with reading, writing, spelling, phonics, decoding, etc.?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		297	92.2 %
No		25	7.7 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

Please list the school(s) this child/children attends and current grade(s):

218 Response(s)

*How do you feel about charter schools? (please choose one)

Answer	0% 100%	Number of Response(s)	Response Ratio
I support charter schools and believe that parents should have a choice in educational options for their child(ren)		210	65.2 %
I am not really sure what a charter school is		31	9.6 %
I am indifferent		50	15.5 %
I do not support charter schools		31	9.6 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

*Do you believe that parents or guardians should have the ability to choose the educational environment that best suits the needs of their child(ren)?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, parents should have the ability to choose an educational option that best meets the need of their child(ren).		318	98.7 %
No, families should be content with their option provided by their local school district regardless of need.		4	1.2 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

*Do you believe that parents or guardians should be able to choose the educational environment regardless of their address and/or their personal economic means?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, a student's address or family's personal economic situation should not determine their educational options.		312	96.8 %
No, students should go to the school option provided to them by their local district.		10	3.1 %
No Response(s)		0	0.0 %
	Totals	**322**	**100%**

Do you think our school would be valuable for children with dyslexia and other language-based learning disabilities in the Staten Island community?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, children with dyslexia and other language-based learning disabilities in Staten Island would greatly benefit from this school!		315	97.8 %
No, this school would not benefit students with dyslexia and other language-based learning disabilities in Staten Island.		5	1.5 %
No Response(s)		2	<1 %
	Totals	**322**	**100%**

If you are a parent of a child with dyslexia or a language-based learning disability, would you submit an application for your child to attend the school?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes		146	45.3 %
No		6	1.8 %
I am not a parent of a child with dyslexia		169	52.4 %
No Response(s)		1	<1 %
	Totals	**322**	**100%**

Do you think our school would be a valuable addition to the Staten Island community?

Answer	0% 100%	Number of Response(s)	Response Ratio
Yes, this school would be a valuable addition to the Staten Island community.		315	97.8 %
No, there isn't a need for this type of school on Staten Island.		6	1.8 %
No Response(s)		1	<1 %
	Totals	**322**	**100%**

What do you think is most important for us to consider as we open and design this school in our community?

169 Response(s)

What are the top THREE challenges that your child or a child you know that struggles with reading or language faces in their current school?

178 Response(s)

What are the most important characteristics that you are looking for in an educational option for your child? (For example, small class size, distance to your home, personalized instruction, specially designed curriculum, etc.).

164 Response(s)

* We would love to hear your story! Let us know if you would like to share a personal experience you may have had with dyslexia in the following ways:

Answer	0% 100%	Number of Response(s)	Response Ratio
Video testimonial		4	1.2 %
Letter of support		45	14.5 %
Personal story or experience		36	11.6 %
Individual meeting with a school team member		36	11.6 %
Creative work (music, artwork, design, etc.)		2	<1 %
N/A		212	68.6 %
Other		11	3.5 %
	Totals	**309**	**100%**

Would you like to be part of future conversations around the development of our school or help out?

Please choose any of the following ways in which you would like to do so:

Answer	0% 100%	Number of Response(s)	Response Ratio
Host/attend an event		41	29.2 %
Write a letter to an elected official		69	49.2 %
Circulate informative materials as needed		55	39.2 %
Serve as an ambassador at various community events		21	15.0 %
Other		21	15.0 %
	Totals	**140**	**100%**

Please provide your contact information:

Answers	Number of Response(s)
First Name	168
Last Name	165
Home Phone	128
Email Address	163

Additional comments:

42 Response(s)

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Rose Kerr_____

Proposed Charter School Name: Bridge Preparatory Charter School_____

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I am the Director of Education for the Borough President. We began meeting with our parent and educational communities over their concerns that Staten Island required more educational options, especially for struggling readers. Since that time, we have worked to find ways to respond to the outcry to help our children get the type of education that they require. It was therefore a natural progression for me to join the team to propose a charter school that will focus on Orton Gillingham instruction, thus addressing the unmet need in our community.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

In 2009, I founded a Pre-K-8 district school that rose to the level of the highest achieving school in NYC by the 2012-13 school year. The founding process involved an 18-month planning and structuring process that uniquely qualifies me to assist in the application, structuring and implementation process of Bridge Prep. Following the planning phase, my experience in opening and creating a sound educational environment for children will be an important asset for the Bridge Prep's Board of Trustees, administration and staff.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My statement in # 5 above, describes the experience and background I will lend to the development and preparation of the application. In addition to assisting with the structural alignments, I will be involved in the curriculum preparation, the creation of strong parental involvement; and through my role working with the Borough President, I will be able to thread the community support and organizations into the fiber of our school. In addition to the above, I will provide extensive background in teacher recruitment, retention, professional development and evaluation. Moreover, as a part of the Board of Trustees and calling upon my many years as a school administrator, I will have *an informed* eye that will render proper oversight over student progress and staff development, fiscal soundness and compliance with NYS laws and governance. Additionally, I will work tirelessly on building and expanding Bridge Prep's capacity to render a solid, enjoyable, and sound education for our students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Printed Name: Rose Kerr

Signature: Rose Kerr

Date: 02/07/18

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Proposed Board of Trustees Chair

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

As indicated in questions 5 and 6 above, I have extensive experience in founding, running and governance over an extremely successful NYC urban, Title 1 school. I therefore consider it my duty to utilize this experience to create a new and wonderfully successful place where our children will learn and be happy.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I know other prospective board members by virtue of working with them in the planning process of the school.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

Some of the members of the current planning team may become employees of the charter school.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The authorizer would be notified immediately, and under the auspices of NYS, an investigation would follow conducted by the chair and a select group of board members to determine whether ethical or legal violations have occurred. If there is substantiation, the board member would be promptly removed, required to make restitution in kind, where applicable, and referred to the justice system, if applicable.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

It is clear, as a society, one of the most important factors in successfully educating our youth is to create a vibrant, academically responsive environment in which they can learn and succeed. Currently, the needs of a significant group of our most academically-venerable students, children with reading difficulties, are not being met in our district schools. Thus, it is incumbent upon those of us who are educators and other caring and qualified individuals to create a school that focuses on the needs of this group; as well as other students in our community who will benefit from our specially designed curriculum and structure. Such is the overarching mission of Bridge Prep Charter School.

24. Please explain your understanding of the educational program of the charter school.

Bridge Prep Charter School will structure achievement-leveled grouping of students with intensive literacy instruction based upon Orton Gillingham Approach and the Writing Revolution program. The literacy skills will be interdisciplinary, spanning all content areas. Research-based, these methods will equip the students with the reading and writing skill sets that promote academic achievement, progress and growth. The school will also structure a significant content and enrichment curricula geared toward specific

learning needs.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school are the same as any other successful school. That is, children are learning, happy, supported by staff, families and community organizations that are partners in ensuring the attainment of the school's mission.

As a board member, I would be entrusted with ensuring, with reliance on my many years of experience as an educator and my fellow board members, that the characteristics stated above are in the foundational structures and are embedded in the day to day educational goals and operations of the school. These goals will materially be achieved by continuous vigilance and oversight by way of reports presented to the board, school visits, and audits of the compliance (special education, Ell, charter law) and financial operations of the school. In these ways the Board assumes the ultimate governance of carrying out the charter granted to this body.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Rose Kerr (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Rose Kerr

Signature

2/7/18

Date

ROSE KERR

[redacted]

SUMMARY OF QUALIFICATIONS

President &CEO, Education Development and Design, Inc. Educational consulting, specializing in new school development; 2014-present.

Director of Education, Office of the Staten Island Borough President James S. Oddo; 2015-present.

Founding Principal of the Staten Island School of Civic Leadership; 2009-2013; Pre-K through grade 8 public school. As Principal, since its founding in 2009, I lead my school community in attaining the following distinctions:

- **2012-13, 2010-11: 98th and 100th Percentile** ranking in N Y C Public Schools (Elementary, Middle, K-8); designated a **"Triple A"** school;
- **2012-13: Staten Island's highest ranking** N Y C Public School (Elementary, Middle, K-8);
- **2012-13, 2011-12: Top 10% N Y S** ranking as a **"Reward School"**;
- **2012-13, 2011-12: Highest rating:** N Y C Public Schools: **Quality Review**: **"Well Developed" (score 100 %)**;
- **2011-12: Top 24 schools:** N Y C Public Schools: **"Respect for All School"**;
- **2010-11**: N Y C Public School's "**Service Achievement Award**";
- **November 5, 2011**: **New York Times,** feature article, highlighting school's achievements;
- **February and March, 2012: "Effective Teaching" Magazine**, feature articles highlighting school practices and achievements, Harry K. Wong;
- **2012:** Designated as a **"Leader in Me School" in**, Stephen Covey's ***7 Habits of Highly Effective People* Program**;

Prior Educational Preparation:

- **10 years** service as **Assistant Principal**: Egbert Intermediate School; and Public School 22

Awards and Recognition:

- **2013:** accepted to **Columbia University's** Cahn Fellows Program for **Distinguished Principals**;
- **2012:** recipient of the **Teaching Matters' Elizabeth Rohatyn Prize** for leadership in innovative teaching practices;
- **2012:** recipient of the **New York Urban League Education Award** for contribution to the Staten Island Educational community;

2011: recipient of the **United Federation of Teachers' School Partnership Award;**

2009-10: recipient of the NYC Public Schools **Principal's Leadership Award;**

2010-13: featured speaker- Leadership Conferences: "How to Create Effective Schools" hosted by world-renowned educator and author, **Harry K. Wong;**

EDUCATION

Post Graduate 6th Year Certificate: School and District Administrator
Summa cum Laude College of Staten Island Staten Island, NY

REFERENCES

[redacted]

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Laurel Gyimesi

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail [redacted]

Home T

Home A

Busine

Busine

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

. Local newspaper and direct contact with applicant group.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   As a former Community Education Council Member, parent of a dyslexic child (now an adult), and an attorney with over 30 years experience I bring a vast body of personal experience and long-developed skills to the position I would hold. While a member of various school leadership teams I participated in the hiring of parent coordinators as well as three principals. I have full knowledge of school IEP's and requests for 504 accommodations. As a member of my law firm my responsibilities include overseeing staff including hiring and training personnel. I am a mediator as well as an advocate, all skills which I believe would aid in being a member of the Board of Trustees.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   If confirmed as a member of the Board of Trustees I am committed to conforming to the bylaws and approved charter for the proposed school and will meet all my responsibilities as directed by those by-laws and by Education Law Section 56.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Laurel A. Wedinger-Gyimesi
Printed Name

Signature

February 7, 2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member, Board of Trustees

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

I have a firm commitment to public education and strongly believe that the proposed school will fulfill a high community need for an education alterative for those who learn differently.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company or charter management organization.
    ☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Any conflict of interest that came to my attention would be dealt with immediately. My duty as a Trustee and my duty as an attorney, and Officer of the Court, would require complete transparency concerning the issue.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The proposed school's philosophy and mission is to educate children who struggle with literacy including those with dyslexia and/or language based learning disabilities in a way that recognizes that they learn differently and addresses that need.

24. Please explain your understanding of the educational program of the charter school.

The proposed school will adopt the Orton-Gillingham method of teaching providing a multisensory approach to educate all the children who attend the school. Other teaching

methodologies likely to be employed include Lindamond-Bell, when appropriate. The school also plans on providing art and music, a variety of extra-curricular activities as well as an afterschool tutoring program.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

    The Charter School applicants have developed a clear mission statement and have established a methodology to assure that the mission statement is met. The team that has been assembled crosses all disciplines and includes parents, administrators and educators. Engaging in early intervention and adhering to the multisensory instructional approach will insure positive outcomes for the students who attend. It would be my obligation as a board member to make sure that the mission statement is abided by and that the school is held accountable to the students in meeting the needs of the children who attend the school. The board should also act to provide necessary resources to assure that the school continues to grow in the long term.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Laurel Wedinger-Gyimesi, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

February 7, 2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Witt G. Halle

Proposed Charter School Name: Bridge Preparatory Charter School

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   Members of the staff of the Borough President of Staten Island, who are also prospective board members, approached to join the board.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

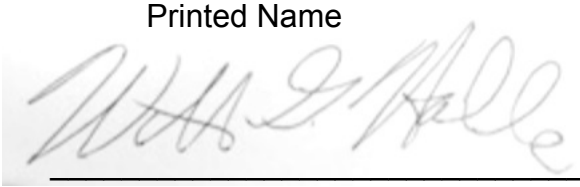
   Starting as an intermediate schoolteacher in 1969, I spent 16 years as a teacher of English, History, and Accelerate Learning Skills at IS 49 on Staten Island. I then served as Assistant Principal of IS 75 on Staten Island. I went on to become Principal of IS 49 and then PS 35 on Staten Island. Upon retirement in 2002, I taught Composition, Business Writing, Public Speaking, Global Literature, and Philosophy at St. Johns University, and simultaneously worked as a writer, event planner, and community outreach coordinator for then City Councilman Michael E. McMahon. I also served as a consultant to Chancellor Joel Klein and as a consultant to Rose Kerr in her successful effort to open a charter-like public school called the Staten Island School for Civic Leadership. I have also been a member of the Board of Managers of the YMCA for 14 years, having served as Chair, Vice-Chair, and Treasurer.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   To this point, I have consulted with several members of the applicant group to discuss the critically important roles that a precisely defined and operative mission, structure, curriculum, professional development program, assessment strategy, and student, parent, and community centered environment play in planning, organizing, and executing the highest quality standards of performance necessary for the success of any school. This includes delineating the highest standards and performance objectives for the Board. I will continue to contribute my organizational and mission-oriented skill set to the applicant group in any capacity the group requires.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Witt G. Halle
Printed Name



Signature

February 7, 2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member

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

    Having spent a great deal of my professional career and retirement in creatively restructuring classrooms, academic departments, and schools, having had the opportunity to plan and organize the opening of two new schools, and having spent a good deal of time advising and consulting with other teachers, administrators and supervisors, I am honored to have yet another opportunity to assist in building what I consider to be the central asset of our democracy: a community based school that meets and enriches the intellectual, physical, emotional, social, and civic skills and performances of all the members of the school community.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition,

please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ Yes. (Include description here):

I have served as a Board Member and Treasurer of the Broadway YMCA Committee of Managers, having served previously as Chair. I have also served as Member and Vice Chair of the Staten Island YMCA Board of Directors.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I know members of the board from planning and from the educational community on Staten Island.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The issue should first be brought to the Board Chairman and then to the Board as a whole. If a resolution is not met at that level, the issue should be presented in writing to the state authority that has oversight on the school and its board. If the conflict is with the Board Chairman, the issue will be brought to the Vice Chairman and directly to the oversight authority.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

As I understand it, the mission of Bridge Prep is this: through service, quality, innovation, and participation, to increase learning opportunities for all students who are at risk of academic failure, especially for those with unique needs in reading, writing, speaking, and listening. This mission will be accomplished through a highly structured long, medium, and short range design of Plan, Operation, and Execution that includes innovative teaching methods and an innovative curriculum; professional development and opportunities for teachers, administrators, and other school personnel; expanded choices and participation for parents and students; accountable and measurable student assessments, both formative and summative, both norm-referenced and criterion-referenced; and the establishment of a pervasive and positive school-based community that concomitantly functions as a community-based school. In short, the goal is to continuously and systematically develop and enrich the intellectual, physical, emotional, social, and civic needs, interests, and abilities of all the members of the school community.

24. Please explain your understanding of the educational program of the charter school.

The educational program will be centered on the Orton Gillingham program, from which a structured, systematic, and performance-based multi-sensory instructional curriculum and teaching-learning sequence will be continually developed and reviewed. Additionally, to meet and enrich the needs, interests, and abilities of all students, the educational program must be not just skills-based but also content-based, such that, in addition to the multi-sensory skills approach, students will be immersed in a multi-modalities approach, wherein the content of knowledge in the subject areas in presented through multiple forms of media, literacy, instruction, and activity. The systematic incorporation of the Hochman Writing Program into the reading program and content-based instruction will be pervasive. Ultimately, the educational program must be defined as the school-wide curriculum, which means that all the activities and locations in the school serve as learning experiences, from the classrooms proper to the artwork in hallways, from the school-wide discipline program to the schedule of school trips, from individualized instruction to meet special needs to a targeted school-wide assembly program to bring art and culture into the school. In short, every moment of every day in every place represents and opportunity for the school to fulfill its mission.

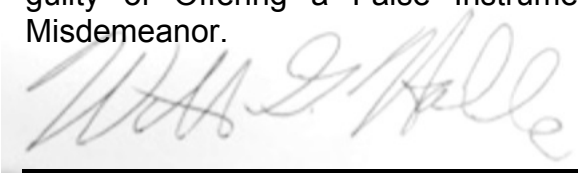
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Besides the systematic and passionate focus on the mission of the school, its instructional design, and its commitment to students, staff, parents, and community, the role of the Board is paramount. The Board requires capacity and competence: to achieve the latter it needs the former. That is, it needs a well-rounded group of active

participants, including parents, business leaders, professionals from all works of life, and other professional steeped in knowledge and understanding of how schools work and how they can be made to work better. The Board needs to provide continuous oversight on and feedback from the school itself, so that the board and the school can work with mutual respect and purpose, and with little misunderstanding and conflict. To accomplish its mission, the Board must define its own Code of Ethics, schedule and hold monthly meetings, review, revise, and extend its governance capabilities, and ensure that what the Board and the school itself are doing is measurable, scalable, sustainable, and replicable.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Witt G. Halle, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

February 7, 2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Laura Timoney

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail [redacted]

Home [redacted]

Home [redacted]

Busine [redacted]

Busine [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was the Borough President's appointee to Community Education Council 31 and heard for many years parents asking for help educating their children on Staten Island who struggled with literacy. I later became his Deputy Director of Education. I was there from the beginning meetings at Borough Hall with parents and advocates asking for help for their children with dyslexia. I was one the original members on the planning team.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have been involved in education as a parent advocate for many years volunteering to help parents, attending IEP meeting and developing strong relationships with leadership at the CSE for both private and public schools, Superintendents and the Borough Field Support Center. I have served on CEC 31 for over 4 years as a parent member, 2nd Vice President and Co-Chair of Special Education. I have been a Parent Advocate, Founding PTA Co-President at a Charter school, PTA Co-President at a district school and served on the School Leadership Team at two schools.

   When I am not wearing my education hat, I work in executive recruitment as a management consultant. I help to recruit talent to large organizations such as Viacom and Time Warner. I have worked with these two companies for the past 14 years. This experience has given me access to senior-level executives. These relationships can be helpful in the development of Bridge Prep.

   These combined skills will help us in developing this school and recruiting talent to the Board and school as well as potential access to fundraising.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I am on the planning team and will be on the board of trustees. I am helping to prepare the Letter of Intent and will be actively helping with the full application along with the Founder, planning team and board of trustees. I have been and will continue to be actively involved in public outreach, enrollment, board recruitment and capacity, governance and pre-opening as primary areas of focus.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   As a Staten Islander for over 25 years, serving on CEC 31 and being actively involved in education will provide value to Bridge Prep. I work closely with parent groups throughout the Island as well as schools, the CSE, Borough Field Support Center and the District Leadership team. Our schools have diverse populations, and I have unique experience as a parent on the CEC, Founding PTA member of a charter school, SLT member and Deputy Director of Education for the Borough President. I will couple that with my experience in the corporate world, which requires solving organization challenges. The research and problem solving skills acquired in that role are an asset across all areas of my life and will serve Bridge Prep well. I will use all my skills and dedication to ensure we have a school that delivers what it promises for children who are not being served and help them to be academically successful.

Laura Timoney
Printed Name

Signature

2/7/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Trustee

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

I will to see this school through completion and up and running. I've served on National boards before, been part of a start-up charter school as a parent and been part of a start-up company that grew to millions in revenue. I will now hold critical role as a board member in Bridge Prep's school governance ensuring the school is viable from an operations and financial perspective.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here):

I have previously served on Community Education Council 31 and on the executive board of Women in Cable & Telecommunications.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I work with Rose Kerr at the Borough President's office.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring my concern to the entire board of trustees. Should it not be resolved, I would escalate the concern to the proper governing body.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Bridge Prep's mission is to ensure that students who struggle with literacy gain the skills and self-assurance to meet their full academic potential. Bridge Prep will be a

specially designed elementary school on Staten Island that will use a multisensory approach to help children acquire literacy skills, instill confidence and teach them strategies necessary for them to be successful.

24. Please explain your understanding of the educational program of the charter school.

    The educational program will consist of a multisensory approach to instruction using Orton-Gillingham to help students across all content areas. In addition, The Writing Revolution will be used to help students develop strong writing and communications skills. This will be done in small classes with extended school hours and taught in the way in which children learn. In addition to the academics, Bridge Prep will meet holistically the needs of these children and bring art, music and creative hands-on learning to the school.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

    I believe a successful charter school is clear on its mission and fulfills that promise to its students and families. I think the board needs to be active and involved in the oversight of the school. The board needs to be well rounded and provide diverse perspectives and experience. We need expertise in education, finance, legal, compliance, and operations not to mention hire and manage a strong instructional leader who will ensure the school is delivering on its academic promise.

    I believe the board needs to learn best practices from other charter boards and have specific areas of ongoing board development and training. The board needs to meet monthly, and more frequently in committee, and review data to ensure the school is meeting academic goals while remaining fiscally responsible. We need to ensure board alignment on governance priorities, have a fully engaged working board and tracking against our annual goals. Finally, we need to be decisive and take action when issues arise.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Laura Timoney, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Laura Timoney

Signature

2/7/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Maria T. Casale 2/7/18

Proposed Chart Bridge Preparatory Charter School

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telep [redacted]

Business Addre [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   Invited by Dr. Briody and Laura Timoney

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. **Please see the attached.**

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
Please see the attached.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Maria T. Casale

Printed Name

Signature

2/7/18

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   [X] I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   [X] This does not apply to me. [ ] Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    [X] This does not apply to me. [ ] Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Please see the attached.

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

    Please see the attached.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    [X] This does not apply to me. [ ] Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    [X] I / we do not know any such persons. [ ] Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    [X] I / we do not know any such persons. [ ] Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    [X] No. [ ] Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    [ ] Yes.
    [ ] Not applicable because the School does not/will not contract with a management company or charter management organization.
    [X] I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    [ ] Yes.
    [ ] Not applicable because the School will not contract with a management company or charter management organization.
    [X] I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Please see the attached.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Please see the attached.

24. Please explain your understanding of the educational program of the charter school.

Please see the attached.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Please see the attached.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Maria T. Casale**(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

2/7/18

Date

5. As a Nationally Board Certified Teacher, Curriculum Developer, former NYC Department of Education Administrator, Graduate Professor of Clinical Reading and Writing and a 20+ year practicing Orton-Gillingham specialist, I have a wealth of knowledge, training and experience in understanding how the current public school district model works and does not work for kids who are dyslexic.

My wealth of experience working with students, teachers, administrators, district level personnel and parents has provided me with the ability to be instrumental, insightful and reflective in thinking and planning about the many layers of creating and sustaining a dyslexic school for children. These are children who are not succeeding in the traditional district school model. My most recent role for the Department of Education was as Director of Intervention whereby I developed deployable action plans with schools across the five boroughs of New York City. As Director of Intervention, I helped to shape and design curriculum as well as intervention services to support and meet the needs of children who posses learning differences in grades K-12. As I worked with school principals, assistant principals and teachers of both general and special education, it was realized that the current school district model does not offer enough academic support for children who are dyslexic as they require a multisensory approach in all content areas, not just reading and writing.

My experience is that the current and traditional framework of the Common Core Standards only scratches the surface of what a dyslexic student requires and it does not exemplify best practices for children who are divergent thinkers. In my years of service, I have worked with many, smart and dedicated professionals who were simply not able to meet the needs of dyslexic students because of the limitations of the current school district models. As an accomplished educator, former administrator and Orton-Gillingham Specialist, I believe I posses a unique skill set that will allow me to be instrumental in building accountability for a successful dyslexic school.

6. I believe my roles, responsibilities and commitment to this proposed charter school is to advise and oversee in the building of curriculum that is tailored, individualized and meets and provides for students who are dyslexic. My intention is to uphold the mission to help students achieve well above the standards and create lifelong, inquisitive learners who are accomplished and never defeated. I would like to work closely with the founding principal and all school members who provide instruction to ensure their success in leading with a strong commitment to academic excellence and student achievement.

11. I seek to be one of the educational experts on the Board of Trustees.

12. I wish to serve on the Board of Trustees as I seek to provide my feedback in the development of the academic curriculum in all content areas. I also seek to ensure that the Orton-Gillingham approach is supported by a curriculum that guarantees students access to learning experiences that are developmentally appropriate and standards based. It is my goal to ensure that the learning community is established according to the needs of the students as well as their teachers.
21. If I were met with a situation whereby I believed one or more of the members of the board were involved in working for their own benefit or the benefit of their friends and family, I would contact the Conflicts of Interest Board and/or the Ethics Bureau to advise of any impropriety.

23. The proposed, Bridge Preparatory Charter School's mission is to establish an independent charter school that serves students in Staten Island who are diagnosed with Dyslexia or who struggle in literacy. The mission of the school is to provide students in grades 1-5 with access to a fair and equitable curriculum that is researched based and developmentally appropriate. Additionally, the creation of this school will require the oversight of training of teachers and supporting school building leaders in implementing the Orton-Gillingham approach to instruction so that all members of this learning community are invested and skilled in using and incorporating a multisensory approach in all subject areas.

24. The educational program of the charter school will be based on a multisensory integrated approach in all subject areas and aligned to the common core expectations.

25. A successful charter school must be responsive to the needs of the students and families in their community. It must offer a program of instruction that is designed to improve student achievement. I believe it must expand learning experiences for children and provide innovative teaching and learning experiences. A successful charter must also be able to measure student achievement and establish accountability goals to ensure best practices. If I were named to the Board of Trustees, I would assist in the creation of a curriculum of instruction that is multisensory based, help to maintain teacher effectiveness in support of the Orton-Gillingham approach and establish professional development opportunities for reflective practice, similar to the National Board for Professional Teaching Standards. I would help to ensure that the mission of the school is led with integrity and all students are given the opportunity to thrive in an environment tailored to their learning style.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

MEB 2/7/18

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Marie E Briody PhD

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Addre [redacted]

Home Teleph [redacted]

Home Addres [redacted]

Business Tel [redacted]

Business Ad [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I first became aware of the opportunity to join the planning committee for the charter school when I was contacted by a representative from the Staten Island Borough President's office. I gladly accepted the request to be a part of the larger planning committee for the charter school, which will be a crucial educational resource for children in our community.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

SEE ATTACHED

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Marie E Brody PhD
Printed Name

Signature

2/7/18
Date

5, 6,7) As a pediatric neuropsychologist who has been practicing within the Staten Island community for the past three years, I have become keenly aware of the overwhelming need for appropriate instructional intervention for children with dyslexia and language based learning disabilities on Staten Island. Over the past three years, I have diagnosed over 100 students with dyslexia and/or language-based learning disability and have been disheartened by the lack of knowledge regarding dyslexia within the available school systems on Staten Island, as well as, the lack of appropriate intervention available to students. Staten Island is in urgent need of an appropriate, full-day, academic program to teach our children with dyslexia and language based learning disabilities. Dyslexia is the most prevalent learning disability which affects up to 20% of our student population. However, there are currently no schools on Staten Island dedicated to educating these children. I will gladly continue to contribute my efforts toward the development of a sorely needed and long overdue educational necessity for the children in our community.

Marie E. Briody, Ph.D.
Licensed Psychologist
NYS 016845

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: George Winn

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail [redacted]

Home [redacted]

Home [redacted]

Busine [redacted]

Busine [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached

   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. Timothy Castanza, founder, and Laura Timoney reached out to me to discuss the school and the application process and, in the course of our conversation, asked me to become part of it.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. I am experienced in nonprofit management and in measuring progress in a nonprofit setting, i.e., one that is measured by achieving programmatic goals as opposed to achieving a level of financial profit (although I have worked in and had responsibility for the latter, as well). I am also experienced in taking the conversations necessary to support decisions around educational programming and understanding and evaluating best practices with school leaders and instructional staff. Specific to the responsibilities of a governing board, I understand what it takes to structure and develop a robust and effective governing board, in terms of both accountability and the range and depth of experience individual members bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). I expect to roll-up my sleeves when and where necessary, notably with direct .and specific responsibility in the financial and administrative components of the application, including budgeting, employee benefit structures and evaluation structures needed for a successful application and operating entity. I will also work to help execute and assure the success of the marketing and community outreach activities as well as those centered on fundraising, all of which I have experience.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

George Winn

Printed Name

Signature

February 8, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    X This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member

    _____

    _____

12. Please explain why you wish to serve on the board. I would like to contribute my skill and experience, as detailed in 14 below, to the founding of an institution that has the potential to serve as a model for excellence to the greater school community in educating students with language and literacy challenges. I am also impressed with the quality and experience of the professionals Mr. Castanza has assembled to form the board and launch the school.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. X Yes. (Include description here): I am a former and founding board member of the John Lavelle Preparatory Charter School, which was set up specifically to serve NYCDOE students with a cognitive or emotional disability in the least restrictive setting for their learning needs. I am also a former board member of the Verrazano Foundation, which seeks to fight stigma associated with mentally illness in the broader society and, as manifest in

the foundation's work to launch Lavelle Prep, in our education system. I am also president of the Eastchester School Foundation, a nonprofit foundation that raises money to provide enrichment programming to students in the schools of Eastchester, New York, the district in Westchester County where I reside and where my children attend school. As president, I am called to lead in steering and structuring the board to assure we have the breadth of talent and experience among its members to fulfill the obligations and mission of the foundation, both from a fiduciary and programming capacity. I am also called to work with administrative and instructional leaders, as well as teachers, to understand best practices and technical and thought leadership in pedagogy to assure that limited foundation resources are applied where they will have the broadest reach or strongest impact among the students the foundation serves.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☐ I / we do not know any such persons. X Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:
    Laura Timoney was the parent of student at Lavelle Prep and was president of the parents' club, which was the equivalent of a PTA.
    Rose Kerr was principal of the School for Civic Leadership, the NYCDOE school with which Lavelle Prep Charter School shared space in its first two years. We worked together in an administrative capacity in our respective leadership rolls.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    X I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.

☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Generally I would expect the school board and leadership would seek to avoid such a situation. In the event the potential for such a situation were to arise, however, I would expect the board to take measures to assure that the governance of the school and the fiduciary integrity of the school are protected. This would mean reporting any such situation to the proper licensing or authorizing entities, as well as assuring that any conversation regarding the arrangement is taken in an objective and documented setting, with all procedures for recusals and notifications honored and executed.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information

in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. Bridge Preparatory Charter School will provide a high-quality, literacy focused educational program rooted in research-based teaching methods designed to ensure that all students, and specifically students with dyslexia or other language-based learning disability, gain the skills and confidence necessary to meet their full potential.

24. Please explain your understanding of the educational program of the charter school. Every child learns differently. To the extent that Bridge Preparatory Charter School is willing to look at best practices, whether they are based in established approaches, such as Orton Gillingham or other successful programs, and support and work with staff as they identify or innovate individualized means to reach students who otherwise might not move forward in their path to learning and educational achievement, Bridge Prep will be successful in fulfilling its mission to provide a high-quality, literacy focused educational program that ensures all students, and specifically students with dyslexia or other language-based learning disability, gain the skills and confidence necessary to meet their full potential.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. First and foremost, the school must be accountable---to parents, authorizers and the greater community. This is the board's primary duty. The board must be accessible to these constituents, as well as to school leaders, instructors and staff. The board must be engaged, active and committed. This means the board must be present and its members willing to contribute their time and resources to the school's success. The board must take steps to foster communication throughout the organization. The board must also ensure that appropriate competencies are in place across the organization, or that there are robust systems in place to identify gaps and devise ways to meet them. The board must take steps to foster innovation and creativity and give staff the opportunity to experiment with new approaches and thoughtfully assess where these approaches are successful or require refinement. The school will not be successful in everything it endeavors, but it will be successful if there is an environment that looks honestly and supportively at the approaches its educators pursue and supports them as they work to find the best approach for students.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, George Winn, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

February 8, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **Stephanie A. Parker**

Proposed Charter School Name: **Bridge Preparatory Charter School**

E-Mail A [redacted]

Home Te [redacted]

Home Ad [redacted]

Business [redacted]

Business Address: **n/a**

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X☐ Résumé Attached

   X☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I am a parent of a child who has learning disabilities. He has dyslexia, dysgraphia and dyscalculia. When we moved to Staten Island I was in search of a school, which could teach to my child's way of learning. I reached out to the NYC Department of Education to review possibilities only to find out that there were not many schools that have teachers trained in the Orton-Gillingham Method. I knew something had to be done to help my student and others who learn just like him. There are so many Staten Island students who are not receiving the proper instruction they require to succeed.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X☐ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

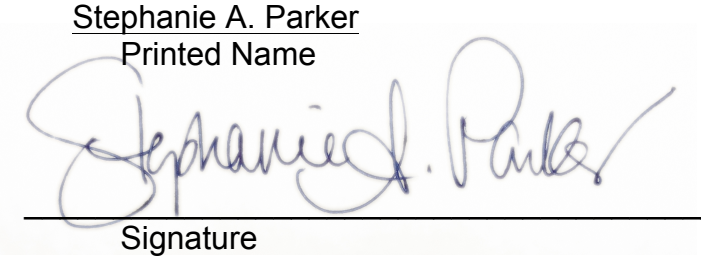
   X☐ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   I have served on several Board of Directors groups for various non-profit groups. I hope to apply this range experiences to Bridge Prep Charter School. I also find it professionally rewarding to mutually make decisions, which effect the organization's affairs.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   My role as an acting member of the Bridge Prep's Board of Trustees would be to attend all monthly board meetings to help develop and steer the school toward success. Together, the board would maintain overall control of the charter school's business strategies and educational plans. As a board member, my role would ensure that communication with the organizational structure of the charter school is keeping with the interests of the given charter.
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Stephanie A. Parker
Printed Name



_____
Signature

_____2/7/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X☐ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X☐ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    X☐ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    _Member_____
    _____

12. Please explain why you wish to serve on the board.
    There are so many students who require unconventional methods to help them succeed in school. Serving on a Charter School Board where this particular school specializes in out of the box thinking and teaching, is exactly how I want to give back and engage my community. It is all about our future. Reading is the most important skill anyone can learn. If a child who is dyslexic or struggles like a dyslexic learner is never taught the multi-sensory instruction they require, then we are not providing the proper education they deserve. Dyslexia affects one in five students. Being a mother of a child who has been diagnosed with dyslexia, I know the struggles first hand that parents deal with when their child is not receiving the services he/she needs. I want to advocate for all children to learn to read, succeed and love school.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition,

please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. X ☐ Yes. (Include description here):

I previously served on The GRASP Alliance Board in Jacksonville, FL. I was the GRASP Academy liaison for the GRASP Alliance.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    X☐ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    X☐ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X☐ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    X☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company or charter management organization.
    X☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X☐ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would bring my concerns to the full board. If I did not feel that they took my apprehensions seriously or did not investigate, then I would go to the proper authorities to take a closer look.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
We are opening a specialized school where we will help students diagnosed with dyslexia and other language based disabilities to achieve their full educational potential.

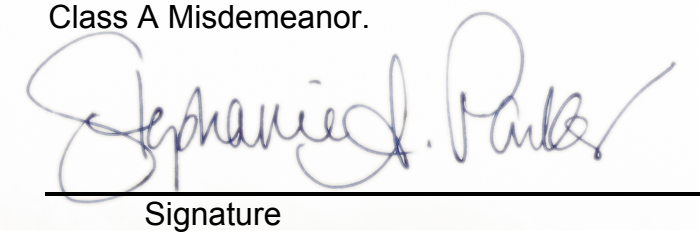
24. Please explain your understanding of the educational program of the charter school.
We will be providing multi-sensory instruction, which is the proven researched method to teach dyslexics how to read. We will have small class sizes for more individualized instruction. We will have a specialized writing program. We will meets the needs of these creative thinkers to a make them understand that they are smart and can do anything.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that we will have a strong and diverse board, which brings many talents and ideas to the table from various backgrounds. We will stay true to the mission of providing researched based programs to help at risk students succeed. We will strive to always bring the most current innovative learning styles to our school. We will keep the teachers and staff trained on multi-sensory instruction so they will be equip to help our students reach their fullest potential.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Stephanie A. Parker, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



_____
Signature

_____2/7/2018_____
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Karen Esposito

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Addr

Home Telep

Home Addre

Business Te

Business Ad

[redacted]

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   x Résumé Attached

   x Copy of Diploma, Transcript or Supporting Documentation Attached
   - x If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I have had the opportunity to meet with the Borough President and discuss the need for a community school to serve and educate Dyslexic children.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   x I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My personal experience is that I am an educator for 24 years in the DOE, however, more importantly; I am a parent of a dyslexic child. My daughter was diagnosed at age 6 and I have fought for her to receive services since. I am her best advocate and would advocate for other parents and children as well.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My commitment with relation to the development and preparation of this application has been to attend meetings with other members to discuss and develop a plan of action. This would include but is not limited to the school name, class size, grade level, curriculum, location, and hiring properly trained educators. I also participate and attend dyslexic awareness events/meetings to promote public knowledge of dyslexia and the need for a charter school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Pertinent information that the Department should be aware of about my background is that for the past 4 years I had to fight for my dyslexic daughter to have a fair and equal chance to be educated in her local community school. Her elementary school experience was horrific and she suffered every day. As an educator for the past 24 years, I was able to teach so many other children yet I could not help my own daughter. Services are provided free of charge during the school day to all children with various types of disabilities except for dyslexic children. It is the invisible disability that goes without any support services. When I requested a P4 form from her elementary school, they were clueless as to what this was. After another long fight, the P4 was approved but there was not one qualified or trained specialist in Orton Gillingham on the list of service providers supplied by the DOE. It is an old, out dated, pathetic list with so many errors on it. Prior to the P4 approval, I had my daughter tutored privately since second grade. Not only was this a huge financial burden, it was also impossible to find a trained and certified Orton-Gillingham specialist. This led me to take a 30 hour introductory course that I had to pay for out of pocket to learn what a multisensory learning approach actually was. Through this experience, I hired the course instructor to tutor my daughter. The problem with this was she lived in Texas and tutor used Skype to teach Jolie. Although, it may be to late for my daughter to attend this elementary school, I believe I can help other parents with their children so they do not have to suffer like my daughter did.

Karen Esposito
Printed Name

Karen Esposito
Signature

2/7/2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Pauline Scanlon

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Add

Home Tele

Home Addr

Business T

Business A

[redacted]

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☑ Résumé Attached
**Please see attached Resume

☑ Copy of Diploma, Transcript or Supporting Documentation Attached
☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

**Please see attached Diploma and Transcript from The College of Staten Island

2. Please indicate how you became aware of the opportunity to join the applicant group.

In 2015, I met Mrs. Laura Timoney at a Dyslexia event I was speaking at to promote my business. I teach a course on Executive Function Deficits/Time Management Skills. This event was held at The Old Bermuda Inn located on Staten Island, New York. After the meeting Mrs. Timoney approached me, and asked if I would be willing to work with her daughter, because she suffers/struggles with Executive Function Deficits. I was asked by Mrs. Timoney if I would be interested in being a member of the Planning Team for The Bridge Preparatory Charter School for Creative Thinkers in December of 2016.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☑ I affirm.

I affirm that I have read Article 56 of the New York State Education Law, and understand the relationship between a charter school, and the authorized charterin entity as defined in the stature. PS 2/7/18

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☑ I affirm.

I affirm that I will commit to read and understand the charter school application, the charter school board by-laws, and all proposed policies prior to the submission this document (application) PS 2/7/18

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am a parent of a child who has been diagnosed with Dyslexia/ADHD/Executive Function Deficits, a Certified Executive Function Deficits/Time Management Skills Specialist, and was the owner of Believe + Succeed LLC. I am trained in Orton Gillingham. Since many people who suffer from Dyslexia, ADHD, and other disabilities suffer from Executive Function Deficits, I feel my experience working with individuals of all ages is beneficial for being part of the Planning Team. My experience in training in Orton Gillingham is helpful for working with my son at home, tutoring children who struggle in school and home.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role on the Planning Team is a parent, and training/experience with Executive Function Deficits/Time Management Skills Training. As part of the Planning Team, I participate in attending scheduled meetings, participate in group discussions/decisions on topics being discussed. I share my own personal experiences with the team, assist in developing a program for the charter school, make suggestions on individuals, and resources I feel will be beneficial and support the charter school. I also share information regarding public meetings on social media, to ask for support of the local community. (Survey/Letters of Support), and express pros and cons I feel are important i developing an educational experience for the children who will attend the charter school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I think the New York State Education Department will see by the attached documents that I am a devoted, and caring person who will work hard as part of the Planning Team to ensure that this charter school is successful, provides children with the education they deserve, and need for their learning styles. I have always worked with people, and enjoy helping others, especially those with disabilities.

Pauline Scanlon
Printed Name

Pauline Scanlon
Signature

2/7/18
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Timothy Castanza

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Ad

Home Tel

Home Add

Business

Business Address: N/A

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Background Information – All Applicant Group Members

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   ☑ Résumé Attached
   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   In July 2016, representatives from the staff of Staten Island Borough President James Oddo approached me, asking if I was interested in helping to bring a new school option to our community for students with dyslexia and language- based learning disabilities. After several conversations about our collaborative vision, I agreed to serve as the lead applicant.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.
   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.
   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Since embarking on my educational journey, I have maintained a deep commitment to ending educational inequality and focus on making an excellent education a reality for all children. I am a graduate of Saint Joseph's University where I earned my B.A. in International Relations and the University of Pennsylvania where I earned my Masters in Education and certifications in Special Education and English. I am an alumnus of Teach for America which allowed me to begin teaching Special Education and English at University City HS in West Philadelphia, where I was nominated as a finalist for the Sue Lehmann Excellence in Teaching Award. I then accepted a role as Director of Special Education and Specialized Programming at one of

Philadelphia's premier public schools. The Academy at Palumbo where I also taught Philosophy. I was a staff member at the TFA National Institute where I trained new Special Education teachers preparing to begin teaching in cities across the US. Our summer placement was at one the highly successful Mastery Charter Schools, where I personally learned many important philosophical and practical educational strategies. Wanting to return back to my hometown, I then accepted a role with the NYCDOE's Office of Portfolio Management (now the Office of District Planning) and became the Director of Planning for Staten Island and Brooklyn. In this role, I lead a team responsible for evaluating access to high quality schools, the demand for educational services and the supply of space available for those services. My team and I focused much of our efforts on the opening of high potential new schools, the revising of ES and MS zoning and improving access to programs serving special populations including pre-K, ELLs and SWDs across Staten Island and NYC. I am currently the Deputy Senior Director of Strategic Engagement, where I am responsible for developing strategies to improve engagement and communication between the department and the many diverse communities across NYC and leading high stakes engagements and community conversations. I was born, raised and currently live in Staten Island where I remain a proud and active member of the community, volunteering my time and services to several organizations.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Since July of 2016, through collaborative conversations with BP Oddo and his staff, the journey to Bridge Prep began and I agreed to serve as the lead applicant. Since then, I have lead the planning efforts to develop this application and have served as the Lead Applicant on our previous application. I lead or co-facilitate our team meetings, various external engagements and helped design the structure and curriculum of Bridge Prep. This process is something has become a part of my every day, outside my current job, often times in the evening and on weekends. I am fully committed to seeing Bridge Prep obtain authorization, open and serve as a key member of the Staten Island education community for years to come.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

My unique combination of experience both in the classroom and working at the Department of Education provides me with a subset of skills that enable me to be effective in assuring that Bridge Prep's establishment and dedication to students, is a success. Growing up in a working middle class family of educators I was always taught to value equity and hard work. I believe that Bridge Prep represents a need in our hard working community that is long overdue and equitable.

Timothy Castanza

Printed Name

Signature

02/02/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Miguel Rodriguez

Proposed Charter School Name: Bridge Preparatory Charter School for Creative Thinkers

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Telephone: _____

Business Address: _____

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   Résumé Attached

   Copy of Diploma, Transcript or Supporting Documentation Attached
   If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was contacted by members of the Board of Trustees.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   I affirm. MR

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   I affirm. MR

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Miguel Rodriguez
Printed Name

Signature

2/7/18
Date

Miguel Rodriguez Answers

Question #5) I have been a Staten Island Parent Leader for over 15 years. I have served on PTA's, the Staten Island Federation of PTA's and I am currently a member of Community Education Council 31. Parents on Staten Island trust that I will represent their best interest regarding the education of our children.

Question #6) I have provided one of the parent voices in our working group. In addition, I have helped in the Community Engagement portion and the creation of the School Conduct Code.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Rose Kerr_____

Proposed Charter School Name: Bridge Preparatory Charter School_____

[redacted]

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   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I am the Director of Education for the Borough President. We began meeting with our parent and educational communities over their concerns that Staten Island required more educational options, especially for struggling readers. Since that time, we have worked to find ways to respond to the outcry to help our children get the type of education that they require. It was therefore a natural progression for me to join the team to propose a charter school that will focus on Orton Gillingham instruction, thus addressing the unmet need in our community.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

In 2009, I founded a Pre-K-8 district school that rose to the level of the highest achieving school in NYC by the 2012-13 school year. The founding process involved an 18-month planning and structuring process that uniquely qualifies me to assist in the application, structuring and implementation process of Bridge Prep. Following the planning phase, my experience in opening and creating a sound educational environment for children will be an important asset for the Bridge Prep's Board of Trustees, administration and staff.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My statement in # 5 above, describes the experience and background I will lend to the development and preparation of the application. In addition to assisting with the structural alignments, I will be involved in the curriculum preparation, the creation of strong parental involvement; and through my role working with the Borough President, I will be able to thread the community support and organizations into the fiber of our school. In addition to the above, I will provide extensive background in teacher recruitment, retention, professional development and evaluation. Moreover, as a part of the Board of Trustees and calling upon my many years as a school administrator, I will have *an informed* eye that will render proper oversight over student progress and staff development, fiscal soundness and compliance with NYS laws and governance. Additionally, I will work tirelessly on building and expanding Bridge Prep's capacity to render a solid, enjoyable, and sound education for our students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Printed Name: Rose Kerr

Signature: Rose Kerr

Date: 02/07/18

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Proposed Board of Trustees Chair

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

As indicated in questions 5 and 6 above, I have extensive experience in founding, running and governance over an extremely successful NYC urban, Title 1 school. I therefore consider it my duty to utilize this experience to create a new and wonderfully successful place where our children will learn and be happy.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I know other prospective board members by virtue of working with them in the planning process of the school.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

Some of the members of the current planning team may become employees of the charter school.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The authorizer would be notified immediately, and under the auspices of NYS, an investigation would follow conducted by the chair and a select group of board members to determine whether ethical or legal violations have occurred. If there is substantiation, the board member would be promptly removed, required to make restitution in kind, where applicable, and referred to the justice system, if applicable.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

It is clear, as a society, one of the most important factors in successfully educating our youth is to create a vibrant, academically responsive environment in which they can learn and succeed. Currently, the needs of a significant group of our most academically-venerable students, children with reading difficulties, are not being met in our district schools. Thus, it is incumbent upon those of us who are educators and other caring and qualified individuals to create a school that focuses on the needs of this group; as well as other students in our community who will benefit from our specially designed curriculum and structure. Such is the overarching mission of Bridge Prep Charter School.

24. Please explain your understanding of the educational program of the charter school.

Bridge Prep Charter School will structure achievement-leveled grouping of students with intensive literacy instruction based upon Orton Gillingham Approach and the Writing Revolution program. The literacy skills will be interdisciplinary, spanning all content areas. Research-based, these methods will equip the students with the reading and writing skill sets that promote academic achievement, progress and growth. The school will also structure a significant content and enrichment curricula geared toward specific

learning needs.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school are the same as any other successful school. That is, children are learning, happy, supported by staff, families and community organizations that are partners in ensuring the attainment of the school's mission.

As a board member, I would be entrusted with ensuring, with reliance on my many years of experience as an educator and my fellow board members, that the characteristics stated above are in the foundational structures and are embedded in the day to day educational goals and operations of the school. These goals will materially be achieved by continuous vigilance and oversight by way of reports presented to the board, school visits, and audits of the compliance (special education, Ell, charter law) and financial operations of the school. In these ways the Board assumes the ultimate governance of carrying out the charter granted to this body.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Rose Kerr (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Rose Kerr

Signature

2/7/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Amy Margolis Ph.D.

Proposed Charter School Name: Bridge Preparatory Charter School for Creative Thinkers

E-Mail [redacted]

Home [redacted]

Home [redacted]

Busine [redacted]

Busine [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X☐ Résumé Attached

   X☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I was invited to join the group given my expertise in assessing and treating children with learning disabilities.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X☐ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X☐ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have over 20 years of experience assessing and treating children with language- based learning disabilities. In addition I conduct neuroimaging research aimed at identifying novel targets for intervention for these children. As such I believe I can offer advice and council on matters pertaining to best practices for addressing the educational and psychological needs of children at the proposed school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I will bring my expertise in understanding the brain-behavior relationships at play in language-based learning disabilities to my role as a Trustee for the school. To the best of my ability, I will help ensure that the educational practices employed at the school are in line with current research so that children receive state-of the-art 'best practice' interventions and education.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Amy Margolis

Printed Name

Amy Margolis Ph.D.

Signature

02/07/2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X☐ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X☐ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    X☐ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    ___Memeber_____
    _____

12. Please explain why you wish to serve on the board.
    I am pleased to help develop a program to address the needs of children with language-based learning disabilities, as I have spent several decades working with these children and their families.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. X☐ Yes. (Include description here):
    I am currently on the Board of One on One Foundation, a non-profit aimed at helping children with learning disabilities get the services they need.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    X☐ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    X☐ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X☐ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    X☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company or charter management organization.
    X☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X☐ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
In this case I would request a meeting with the other board members to discuss a course of action.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

My Understanding is the school is meeting and attempting to address a real need in the community. The mission is to educate students with dyslexia and other language-based learning disabilities in a way that best meets their needs. This is not currently available in the community. With a targeted approach to identifying children with the highest need and by using the proper instructional approach the school with provide a quality and appropriate education to this high-risk population.

24. Please explain your understanding of the educational program of the charter school.

My understanding is that the school will use Orton-Gillingham based methods (and other instructional methods that are best practice for learning disability) across all content areas. It is essential that a multisensory approach to instruction is used to educate students with language-based learning disabilities, though multisensory instruction works for all students. In addition, they are incorporating a research-based writing program and will also address the importance of developing children's creative abilities through hands-on programs like STEAM, are and music and a variety of extra-curricular activities

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

All schools are successful when there is a clear mission and vision coupled with a team to implement that properly and charter schools are no different. I will help provide the science, research and understanding of brain-behavior relationships that affect learning. I will work closely with the rest of the team to ensure we are using evidence-based instructional methods with these children and work with the instructional team to use assessment data in a meaningful way to assure growth for students in the school. Early intervention and a consistent multisensory instructional approach will be key to assure positive outcomes for these students. I will hold the board and the school accountable to meeting the needs of these children and continue to provide other necessary resources within my purview to assure that the school remains set up for success in the long term.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _Amy Margolis_____ (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Amy Margolis Ph.D.

Signature

02/07/2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: _Ann Edwards

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail Add

Home Tele

Home Addı

Business T

Business A

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   Public interest and outreach

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   25 years of working with students with language based learning disabilities.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   To examine and identify programs and individuals suited to help dyslexic students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Ann Edwards
Printed Name

Ann Edwards
Signature

3/2/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Advisory member

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

    To help the underserved dyslexic students who need support

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Bring the matter before the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

To give parents a choice in their child's education.

24. Please explain your understanding of the educational program of the charter school.

To provide research based programs designed to help dyslexic students.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Consistent, affordable research based practices to insure student success.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Ann Edwards (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Ann Edwards

Signature

3/2/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Louis R. Tobacco

Proposed Charter School Name: Bridge Preparatory Charter School

E-Mail [redacted]

Home T

Home A

Busine

Busine

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   From Borough President James Oddo

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have extensive experience serving on numerous Boards such as the Staten Island Economic Development Corporation, The Staten Island Chamber of Commerce, The Staten Island Not for Profit Association, The Seton Foundation for Learning (a School for children with developmental challenges), The Joseph Maffeo Foundation and Police Organization Providing Peer Assistance. I understand the fiduciary responsibilities and vigilance in serving.

I have extensive experience in Marketing, Public Relations and Development.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been a member of this organization from the onset and have participated in numerous planning meetings and sessions as well as advocating public hearings and community board meetings.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I served as a Member of the New York State Assembly.

Louis R. Tobacco
Printed Name

Louis R. Tobacco
Signature

3/9/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member

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

I firmly believe in Charter Schools, was an advocate for them when I served in the New York State Assembly. I want to help and make a difference in the lives of students who have dyslexia and add to their success in life.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here):

Staten Island Economic Development Corporation
Seton Foundation for Learning
Police Organization Providing Peer Assistance (POPPA)
Staten Island Chamber of Commerce
Staten Island Not For Profit Association
Jospeh Maffeo Foundation

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☐ I / we do not know any such persons. ☒ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

My relationship to the other Board Members is that of becoming acquainted with them while working on this Charter Application.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would immediately bring it to the attention of the proper authorities and demand their resignation if it is proven to be so.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The school is attempting to addess a real need in the community. The mission is to educate students who struggle with reading, including those with dyslexia and other language-based learning disabilities, in a way that best meets their needs. With a targeted approach to identifying children with the highest need and by using the proper instructional approach the school will provide a quality and appropriate education to this high-risk population.

24. Please explain your understanding of the educational program of the charter school.

The school will use Orton-Gillingham method across all content areas. It is essential that a multisensory approach to instruction is used to educate this group of students. In addition, they are incorporate a research-based writing program and will also address the creative side of the brain through hands-on programs like STEAM, art and music and a variety of extra-curricular activities.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

All schools are successful where there is a clear mission and vision coupled with a team to implement that properly and charter schools are no different. I will work closely with the rest of the team to ensure we are using evidence-based instructional methods with these children and work with the instructional team to use assessment data in a meaningful way to assure growth for students in the school. Early intervention and consistent multisensory instructional approach will be key to assure positive outcomes for these students. I will hold the board and the school accountable to meeting the needs of these children and continue to provide other necessary resources within my purview to assure that the school remains set up for success in the long term.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Louis R. Tobacco, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Louis R. Tobacco

Signature

3/9/2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Eileen Guercio

Proposed Charter School Name: Bridge Prep Charter

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telephone: _____

Business Address: _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. Please see attachment

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. Please see attachment

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
Please see attachment

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Eileen Guercio
Printed Name

Eileen Guercio
Signature

3/9/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☑ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☑ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☑ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member

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

    Please see attachment

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☑ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☑ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☑ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
Please see attachment

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Please see attachment

24. Please explain your understanding of the educational program of the charter school.
Please see attachment

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Please see attachment

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Eileen Guercio (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Eileen Guercio

Signature

3/9/18

Date

Eileen M. Guercio
Application Questions

2. I became aware of the proposed charter school, Bridge Prep, through my work as a supervisor of speech in Staten Island. I was supporting under-resourced students by providing specially designed support to help meet their educational needs.

5. The skill set that I can offer to the creation of this school is as follows:

I have been a practicing speech and language pathologist for 20 years. I have provided diagnostic and prescriptive intervention for children with language, learning, and literacy delays and disorders. From my experiences working as a school-based therapist and supervisor, I have created collaborative models, inclusive of all school-based members and parents and caregivers.
I hold a degree in Educational leadership, which affords me the ability to reach and support many more children in need; by supporting and improving the skills of the speech therapists I supervise. I have worked closely with superintendents, directors, special educational teams, psychologists, social workers, principals and parents to create innovative programs to help students achieve academic success.

12. I wish to serve on this board because I am dedicated to serving children and passionate about improving the quality of life and the academic success of children with learning differences and challenges. I believe that given the opportunity to serve as a member of the board of Bridge Prep, I can share my expertise and experience helping children reach their potential by achieving academic success. Also, my experiences creating unique learning opportunities for under-resourced students has been successful for many children who otherwise may not have succeeded academically.

21. If I were to realize that a board member was working for their own benefit or for the benefit of their family or friend, I would organize an emergency board meeting and bring the issue to everyone's attention. Collectively we would need to examine the issue and try to remedy the situation as a whole and present the issue to the authorizing body.

23. My understanding of Bridge Prep's mission for students is to provide an approach to learning that is inclusive of language, learning and literacy differences and challenges. This approach includes an innovative, student centered learning environment and methods that support and challenge students with academic rigor and social emotional growth. The goal is to graduate confident, emotionally intelligent, creative, life-long learners.

24. It is my understanding that Bridge Prep will provide an evidenced-based, multi-sensory approach and school structure designed to serve students on Staten Island with language-based learning and literacy disabilities. This approach and curriculum will be beneficial for students with dyslexia, dysgraphia, and those learning a second language.

25. I believe a successful charter school should embody the following components:

- Student achievement
- Academic and social success
- Learning needs met
- Transdisciplinary Team
- Progressive and proficient learning environment
- Key Benchmarks
- Fiscally sound
- Organization viability
- Monthly committee meetings and review of reports

Eileen M. Guercio, MS CCC-SLP
Personal Statement

I began working with children with special needs in 1990. It was during my time working as a teacher assistant that I became extremely passionate about improving individual's quality of life. I realized that children with learning challenges also had communication deficits. This realization prompted me to pursue a Master's degree in Speech and Language Pathology. This degree afforded me the opportunity to help many children suffering with language and learning difficulties.

During my years of providing diagnostic and prescriptive care as a school-based therapist, I became enmeshed with the educational model. I quickly identified a need to support the transfer of skills taught in the therapy room to the classroom, since that was where the children would apply their strategies to improve academics. I felt it was imperative to collaborate with classroom teachers, parents, administration and other related service providers to create a comprehensive approach to supporting children across all domains including literacy.

After many years working as a school-based speech therapist, I pursued an Educational Leadership degree that gave me the freedom to supervise, support, and develop the skills of school-based speech therapists. Improving skill sets has had a direct impact on many more students and their approach to learning. Through ongoing professional learning opportunities, I have provided speech therapists with creative, innovative approaches to treating students with language, learning, and literacy delays and disorders.

Through site visits and collaborative work with school communities, I have been able to identify specific needs of under-resourced populations. Once identified, with the support of the school teams, we created specially designed instructional models that were inclusive of all members of children's lives. The implementations of these unique service models have had a direct impact on the academic achievements of many students. Another beneficial result of this work has been a positive shift in school-based professional's perspective on working together as interdisciplinary teams that function as a unit to support the learning needs of all children.