

**LINK COMMUNITY CHARTER SCHOOL
MINUTES OF THE BOARD OF TRUSTEES
MEETING 08/23/2021, 6:30 PM
In-Person and Via Zoom
Link Community Charter School
23 Pennsylvania Avenue, Newark, New Jersey 07114**

LINK COMMUNITY CHARTER SCHOOL MISSION

Link Community Charter School will provide an outstanding middle school education for learners of all academic abilities by developing the mind, body and spirit through a strong curriculum, experiential learning, immersion in the arts, and an enduring commitment to Core Values; this will allow them to be successful in competitive high schools and become responsible and resourceful citizens who give back to others

CALL TO ORDER

The meeting was called to order at 6:51pm by Mrs. Brenda Daughtry, Board Chair

FLAG SALUTE

OPEN PUBLIC MEETINGS NOTICE: READING OF THE “SUNSHINE LAW” STATEMENT

Adequate notice of this meeting of the LCCS Board of Trustees, setting forth time, date, and location, was provided by placing a notice with the New Jersey *Star Ledger* and *nj.com*, *Irvington Herald*, *East Orange Record*, *Orange Transcript*, and *Essex Daily News* on July 29, 2021; by email to the city clerks of the four districts of residence and the county superintendent of education on July 29, 2021; by posting notice on the school website; and by communicating same to the Board of Trustees.

ROLL CALL

Member	Present	Absent
Barkley, Kaitlin	√	
Daughtry, Brenda	√	
Ebanks, Shawna	√	
Holguin-Veras, Susana	√	
Marshall, Richard	√	
Petrillo, John	√	
Smith, Denise		√

IN ATTENDANCE: NON-VOTING STAFF/BOARD ATTORNEY

Maria Pilar Paradiso, Head of School
Debbie Paczkowski, Board Recording Secretary
Bima Baje, School Business Administrator
Leslie Baynes, Chief Operating Officer
Christine Martinez, Esq., Board Attorney
Sharon Machrone, Director of Communications

APPROVAL OF MINUTES

Resolution #082321-01: Be it Resolved that the Board of Trustees accepts and approves the minutes of the regular meeting held on July 12, 2021.

Moved by Ms. Ebanks

Seconded by Mr. Marshall

Discussion: None

Vote: Voice; passed unanimously

APPROVAL OF AGENDA

Resolution #082321-02: Be it Resolved that the Board of Trustees accepts and approves the agenda for the regular meeting on August 23, 2021.

Moved by Mr. Petrillo

Seconded by Ms. Ebanks

Discussion: None

Vote: Voice; passed unanimously

OATH OF OFFICE

Board Attorney Christine Martinez administered the Oath of Office to Regina Covington, who was elected to the board on June 14, 2021.

ROLL CALL

Member	Present	Absent
Barkley, Kaitlin	√	
Daughtry, Brenda	√	
Ebanks, Shawna	√	
Holguin-Veras, Susana	√	
Marshall, Richard	√	
Petrillo, John	√	
Smith, Denise		√

PRESENTATIONS

- Kindergarten Curriculum, Maria Pilar Paradiso
- School Opening, Maria Pilar Paradiso
- Student Safety Data System Report, Maria Pilar Paradiso

PUBLIC COMMENT

During the course of board meeting the Board of Trustees offers members of the public an opportunity to address issues regarding the operation of LCCS. The Board reminds those individuals to take this opportunity to identify themselves by name and address and to limit their comments to items listed on the agenda and/or items directly related to the operation of the LCCS. Issues raised by members of the public may or may not be responded to by the Board. All comments will be considered, and a response will be forthcoming if and when appropriate. The Board asks that members of the public be courteous and mindful of the rights of other individuals when speaking. Specifically, comments regarding students and employees of the Board are discouraged and will not be responded to by the Board. Students and employees have specific legal rights afforded by the laws of New Jersey. The Board bears no responsibility, nor will it be liable for any comments made by members of the public. Members of the public should consider their comments in light of the legal rights of those affected or identified in their comments and be aware that they are legally responsible and liable for their comments. Comments by each member of the public choosing to speak are limited to 3 minutes.

No member of the public present.

CLOSING OF PUBLIC COMMENT

Seeing no members of the public, Mrs. Daughtry closed the public comment portion of this meeting

ACKNOWLEDGMENT OF CORRESPONDENCE

Letter from Newark public schools dated July 2, 2021.

HEAD OF SCHOOL

School Update

The following three resolutions were voted on in one motion:

Approval of contract for literacy services, August 2021

Resolution #082321-03: Be it Resolved that the Board of Trustees approves the contract with Love of Literacy to provide literacy coaching and professional development for the August 2021 opening meetings at the cost of \$4,900, as recommended by the head of school.

Approval of Youth Development Clinic contract for services

Resolution #082321-04: Be it resolved that the Board of Trustees approves the contract with Youth Development Clinic Services for the 2021-2022 school year at the cost of \$99 per hour, up to \$44,253 in total fees for the year, as recommended by the head of school.

Approval for physician's contract

Resolution #082321-05: Be it Resolved that the Board of Trustees approves the contract for Dr. Kia Grundy for \$3000 for up to 8 hours of service with additional hours billed at \$500 per hour for the 2021-2022 school year, as recommended by the head of school.

Moved by Mr. Petrillo

Seconded by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

The following four resolutions were voted on in one motion:

Approval of addition to personnel list

Resolution #082321-06: Be it Resolved that the Board of Trustees approves the following addition to the Personnel List for the 2021-2022 school year, as recommended by the head of school:

Name	Position	Duration	FT/PT	Start Date	2021-22 Salary Annualized	2021-22 Actual Salary
Danielle Perrotta	Link Math Specialist and Coach	10 Month	F/T	08/25/21	\$86,000	\$86,000
Sharon Machrone	Director of Communications	3 Month renewable	F/T	07/01/21	\$36,876.06	\$9,219.00

Approval of new hires

Resolution #082321-07: Be it Resolved that the Board of Trustees approves the hiring of the following individuals, as recommended by the head of school:

Name	Position	Duration	F/T P/T	Start Date	2021-22 Salary Annualized	2021-22 Actual Salary
Yris Acevedo	Social Worker	10 months	F/T	October 4, 2021	\$73,000	\$63,542.64
Detra DeNully	Elementary School Dean	11 months	F/T	August 25, 2021	\$93,000	\$87,234.53

Approval of appointment of Jesuit Volunteers

Resolution #082321-08: Be it Resolved that the Board of Trustees approves hiring Danielle Stone as Student Life Coordinator and Sage Taylor as Teaching Assistant, in accordance with the contract with the Jesuit Volunteer Corps approved by the board on October 19, 2020, as recommended by the head of school.

Approval of Artists in Residence

Resolution #082321-09: Be it Resolved that the Board of Trustees approves the following Artists in Residence for the 2021-2022 school year, as recommended by the head of the school.

Subject	Organization	Teaching Artist	Funding Source
Performing Arts	Dreams of Creativity	Sahirah Johnson	LEP
Music	Jazz House Kids	Lisette Santiago	LEP

Moved by Ms. Barkley
 Seconded by Mrs. Covington
 Discussion: None
 Vote: Roll Call; passed unanimously

Approval of resignation

Resolution #082321-10: Be it Resolved that the Board of Trustees approves the resignation of Erika Turner effective, 07/31/2021, as recommended by the head of school.

Moved by Mrs. Holguin-Veras
 Seconded by Mr. Petrillo
 Discussion: None
 Vote: Roll Call; passed unanimously

The following three resolutions were voted on in one motion:

Approval of master stipend list

Resolution #082321-11: Be it Resolved that the Board of Trustees approves the following master stipend list for the 2021-2022 school year, as recommended by the head of the school.

Responsibility	2021-2022 Stipend Amount	Funding Source
After Care Program	\$25 per hour	LCCS
After School Enrichment Programs	\$35 per hour	Link Education Partners
Art Show Director (up to 3 shows)	\$300 per show	Link Education Partners
Athletic Director	\$2,500 per year	LCCS
Athletic Team Coaches (Volleyball, Basketball, Soccer, Cheerleading)	\$1,000 each (max. 2 coaches per team)	LCCS
Black History Month Performance Director	\$300	Link Education Partners
Black History Month Performance Support (up to 3)	\$300 each	Link Education Partners
Content Area Boot Camp (outside of school hours)	\$150 per day	Link Education Partners
ELA Department Coordinator, Upper House	\$5,000 per year	LCCS
Girls on the Run Program Coaches (max. 2 coaches)	\$75 per day	Link Education Partners
Grade Level Leaders	\$2,000 per year	LCCS
Graduation Music Director	\$125	Link Education Partners
Hiring Advisory Committee Member	\$1,500 per year	LCCS
Holiday Program Director	\$300	Link Education Partners
Holiday Program Support (up to 3)	\$300 each	Link Education Partners

Jr. Honor Society Advisor	\$35/hour	LEP
LPA Liaison	\$1,000 per year	LCCS
Morning and Afternoon Duty	\$1,500 per year	LCCS
Open House Gym Chaperone	\$25 per hour	LCCS
Project Lit Advisor	\$35/hour	LEP
Relay Residency Advisor	\$1,000 per year	Link Education Partners
Saturday Detention Duty	\$100 per day	LCCS
School Board Recording Secretary	\$5,000 per year	LCCS
School Culture Lead	\$10,000 annually	LCCS
Spring Musical Director	\$1,500	Link Education Partners
Spring Musical Support (up to 3)	\$300 each	Link Education Partners
Student Government Advisor (up to 2)	\$1,000 each	LCCS
The Island School Chaperones (two)	\$1,500 each	Link Education Partners
Testing Coordinator	\$1,500 per year	LCCS

Approval of payment of stipends, summer

Resolution #082321-12: Be it Resolved that the Board of Trustees approves the following stipend payments for the summer of 2021, as recommended by the head of the school.

Name	Responsibility	Stipend Amount	Funding Source
Danielle Perrotta	Curriculum Development	\$1500	LCCS
Katie Schuster	Curriculum Development	\$1500	LCCS
Erika Turner	Social Worker	\$2800 (for July 2021)	LCCS
Brianna Hines	Orientation Program	\$275 Daily for 10 days	LCCS
LiaRose Chacon	Orientation Program	\$275 Daily for 9 days	LCCS
Isabella Meliado	Orientation Program	\$275 Daily for 15 days	LCCS
Jeannette Rios	Orientation Program	\$275 Daily for 15 days	LCCS
Amanda Ryan	Orientation Program	\$275 Daily for 15 days	LCCS
Robin Thomas	Orientation Program	\$275 Daily for 5 days	LCCS
Shantaya Lewis	Orientation Program	\$275 Daily for 15 days	LCCS

Approval of payment of stipends, bootcamp

Resolution #082321-13: Be it Resolved that the Board of Trustees approves stipends as follows for participation in the 2021 August bootcamp, as recommended by the head of the school.

Name	Responsibility	Stipend Amount	Funding Source
Shantaya Lewis	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
LiaRose Chacon	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Robin Thomas	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Jeanette Rios	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Amanda Ryan	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Brianna Hines	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Isabella Meliado	Kindergarten boot camp	\$275 Daily for 2 days	LCCS
Claire Snyder	ELA bootcamp	\$275 Daily for 2 days	LCCS
Diana Lelinho	ELA bootcamp	\$275 Daily for 2 days	LCCS
Jasmine Seegars	ELA bootcamp	\$275 Daily for 2 days	LCCS
Shaynie Howard	ELA bootcamp	\$275 Daily for 2 days	LCCS
Chris Lynskey	ELA bootcamp	\$275 Daily for 2 days	LCCS
Josie Arizmendi	ELA bootcamp	\$275 Daily for 2 days	LCCS
Asha Alston	ELA bootcamp	\$275 Daily for 2 days	LCCS
Annie Tanella	Math bootcamp	\$275 Daily for 2 days	LCCS
James Clauberg	Math bootcamp	\$275 Daily for 2 days	LCCS

Rosa Martinez	Math bootcamp	\$275 Daily for 2 days	LCCS
Annie Gunther	Math bootcamp	\$275 Daily for 2 days	LCCS
Jeffrey Locklear	Math bootcamp	\$275 Daily for 2 days	LCCS
Sarah Freer	Math bootcamp	\$275 Daily for 2 days	LCCS
Kelly Start	Social Studies bootcamp	\$275 Daily for 2 days	LCCS
Katherine Schuster	Social Studies bootcamp	\$275 Daily for 2 days	LCCS
Natasha Valentin	Social Studies bootcamp	\$275 Daily for 2 days	LCCS
Errol LaGuerre	Science bootcamp	\$275 Daily for 2 days	LCCS
Jennifer Kutch	Science bootcamp	\$275 Daily for 2 days	LCCS
Susanne Boyle	Science bootcamp	\$275 Daily for 2 days	LCCS
Sahirah Johnson	Arts bootcamp	\$275 Daily for 2 days	LCCS
Gwen Howard	Arts bootcamp	\$275 Daily for 2 days	LCCS
Lisette Santiago	Arts bootcamp	\$275 Daily for 2 days	LCCS

Moved by Mr. Petrillo

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

The following two resolutions were voted on in one motion:

Amendment to Annual Appointment

Resolution #082321-14: Be it Resolved that the Board of Trustees approves the amendment of Resolution #061421A-15 to appoint Suzanne Dandie-Lashley as Anti-Bullying Coordinator, Homeless Education Liaison, and Educational Stability Liaison for the 2021-2022 school year, as recommended by the head of school.

Approval of stipend and payment

Resolution #082321-15: Be it Resolved that the Board of Trustees approves a stipend of \$750 for Suzanne Dandie-Lashley for the position of Case Worker for the internal Child Study Team and Anti-Bullying Specialist/Coordinator for the month of August 2021, as recommended by the head of school.

Moved by Mr. Marshall

Second by Regina Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval of submission of the annual report

Resolution #082321-16: Be it Resolved that the Board of Trustees approves the submission of the Annual Report to the New Jersey Department of Education, Charter School Office, as recommended by the head of school.

Moved by Ms. Barkley

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Approval of Kindergarten Curriculum

Resolution #082321-17: Be it Resolved that the Board of Trustees approves the attached Kindergarten Curriculum, as recommended by the head of the school.

Moved by Mrs. Holguin-Veras

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Approval of classes in another venue

Resolution #082321-18: Be it Resolved that the Board of Trustees approves students leaving the building, escorted by school staff, to participate in elective classes held at the Newark School of the Arts facility, 89 Lincoln Park, Newark for the 2021-2022 school year, as recommended by the head of school.

Moved by Ms. Barkley

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Education Committee**Education Report**

No report

Governance Committee**Committee Report**

See attached report

Second reading and adoption of policy revisions

Resolution#082321-19: Be it Resolved that the Board of Trustees approves the second reading and adoption of the following, as recommended by the Governance Committee:

- B 0131 Bylaws, Policies, and Regulations (Recommended)
- P 1649 Federal Families First Coronavirus Response Act (Mandated)
- P3134 Assignment of Extra Duties (Suggested)
- P & R 3142 Nonrenewal of Non Tenured Teaching Staff Member (Recommended)
- P & R 4146 Nonrenewal of Non Tenured Support Staff Member (Recommended)
- P & R 6471 School District Travel (Mandated)
- P 8561 Procurement Procedures for School Nutrition Programs (Mandated)

Moved by Ms. Barkley

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Adoption of a policy revision

Resolution: #082321-20: Be it Resolved that the Board of Trustees adopts the revised Policy 8601, Student Supervision After School Dismissal, with one reading pursuant to provisions in Bylaw 0131, as recommended by the Governance Committee.

Moved by Mr. Marshall

Seconded by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval of change to the LCCS mission statement

Resolution #082321-21: Be it Resolved that the Board of Trustees approves the amendment of the school's mission statement to include the words "elementary," and "in the first sentence before the word "middle school", as recommended by the Governance Committee.

Moved by Ms. Barkley

Seconded by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval to amend an annual motion and designation

Resolution #082321-22: Be it Resolved that the Board of Trustees approves the amendment to Resolution 061421A-19 to eliminate *El Nuevo Coqui* as an official newspaper of the school, as recommended by the Governance Committee.

Moved by Mr. Petrillo

Seconded by Mrs. Covington

Discussion: Mrs. Paradiso explained newspaper doesn't exist at the moment

Vote: Roll Call; passed unanimously

Finance Committee**Committee Report**

See attached report

The following three resolutions were voted on in one motion:

Approval of financial reports

Resolution #082321-23: Be it Resolved that the Board of Trustees accepts and approves the Board Secretary Report and the Treasurer's Report for the month ending July 31, 2021, as recommended by the school business administrator.

Approval of budget transfer

Resolution #082321-24: Be it Resolved that the Board of Trustees approved the attached budget transfer, as recommended by the school business administrator.

Approval of bills for payment

Resolution #082321-25: Be it Resolved that the Board of Trustees approves for payment the bills for goods and services provided to Link Community Charter School as listed in the attached Bill List, as recommended by the school business administrator.

Moved by Ms. Barkley

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

Approval for IDEA grant allocation

Resolution #082321-26: Be it resolved that the Board of Trustees approves the IDEA grant allocation of \$92,904 (\$75,062 in basic grant and \$17,842 in American Rescue Plan for IDEA), as recommended by the head of school.

Moved by Mr. Petrillo

Seconded by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

Approval for service vendor contracts

Resolution #082321-27: Be it resolved that the Board of Trustees approves the following service vendor contracts for the 2021-2022 school year, recommended by the school business administrator:

Service	Name	Cost
Security	Motivated Security	\$21.86 as the regular hourly rate for 120 hours, with 1.5 times that amount for hours over 120
Technology	Link High Technologies, Inc.	\$4,700 per month
Custodial	AAA Facilities Services	\$1663.98 per month, minus holidays

Moved by Mr. Petrillo
Seconded by Mrs. Covington
Discussion:
Vote: Roll Call; passed unanimously

Approval to amend motion#082321-27

Resolution #082321-27A: Be it Resolved that the Board of Trustees approves an amendment to resolution #082321-27 to include the contract for Love of Literacy for the 2021-2021 school year up to \$85,000., as recommended by the head of school

Moved by Mrs. Covington
Seconded by Ms. Barkley
Discussion: None
Vote: Roll Call; passed unanimously

Resolution #082321-27B: Be it Resolved that the Board of Trustees approves resolution #082321-27 as amended.

Moved by Mr. Petrillo
Seconded by Mrs. Covington
Discussion: None
Vote: Roll Call; passed unanimously

Approval to amend lease agreement

Resolution #082321-29: Be is Resolved that the Board of Trustee approves an amendment to the lease agreement with Link Education Partners for the 2021-2022 fiscal year to provide additional space for school operations at 23 Pennsylvania Avenue, Newark, NJ for a total cost of \$2,000 per month beginning September 1, 2021, as recommended by the head of school.

Moved by Mr. Petrillo
Seconded by Mrs. Covington
Discussion: None
Vote: Roll Call; passed unanimously

Approval of lease

Resolution #082321-30: Be it Resolved that the Board of Trustees approves a lease with Link Education Partners for space for the School Leader and the Business Office at a total cost of \$4,000 per month inclusive of office space and 4 parking spots beginning around November 1, 2021, as recommended by the head of school.

Moved by Mr. Marshall
Seconded by Mr. Covington
Discussion: None
Vote: Roll Call; passed unanimously

Approval to rent storage space

Resolution #082321-31: Be it Resolved that the Board of Trustees approves renting storage space for files and equipment at Extra Space Storage at a cost of \$450 per month, as recommended by the chief operations officer.

Moved by Mr. Marshall
Seconded by Mrs. Covington
Discussion: None
Vote: Roll Call; passed unanimously

OLD BUSINESS

None

NEW BUSINESS

Two walk-in motions were presented:

Approval of insurance policy renewals

Resolution #082321-32: Be it Resolved that the Board of Trustees approves the renewal proposals for insurance for LCCS for the period 08/26/21 through 08/26/22 as follows, as recommended by the chief operations officer:

- Selective Insurance Company for property, general commercial liability, umbrella and auto insurance at \$59,042 for the year
- One Beacon for management liability insurance at \$23,082 for the year, and
- NJM for Worker's Compensation Insurance at \$32,481 for the year

Moved by Ms. Barkley

Seconded by Mr. Petrillo

Discussion: None

Vote: Roll Call; passed unanimously

Approval of Friday after school program

Resolution #082321-33: Be it Resolved that the Board of Trustees approves pursuing a learning acceleration after-school program on Fridays from 1 to 4pm with Catapult Learning for approximately \$150,000 for the 2021-2022 school year, as recommended by the head of school.

Moved by Mrs. Covington

Seconded by Mr. Marshall

Discussion: None

Vote: Roll Call; passed unanimously

ANNOUNCEMENTS

LEP Update Mrs. Machrone

Mrs. Machrone mentioned the planning of The Taste of Newark is proceeding nicely and will be held at Link Community Charter School in person. LEP is also exploring a virtual option. "Save the Date" post cards are being mailed.

Mrs. Covington mentioned the Link Class of 2017 is doing very well. Her daughter is graduating and indicated that close to 100% of her class is going to college.

The next regular board meeting will be held on Monday, September 13, 2021

MOTION TO ADJOURN

Moved by Ms. Barkley

Seconded by Mrs. Covington

Vote: Voice; passed unanimously

The meeting was adjourned at 8:45 pm.

These minutes represent a record of actions taken by the Board of Trustees during the meeting and a summary of the discussions that took place. The minutes are not intended to be, nor are they, a verbatim record of the discussion on a particular item.

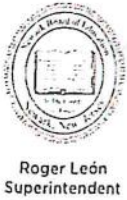
Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra Paczkowski', with a long horizontal stroke extending to the right.

Debra Paczkowski, Board Recording Secretary

Date: August 23, 2021

Approved by the Link Community Charter School Board of Trustee: September 13, 2021



Newark Board of Education

OFFICE OF SCHOOL BUSINESS ADMINISTRATOR

Where Passion Meets Progress

Valerie V. Wilson, RSBO, QPA • CFO/School Business Administrator

July 2, 2021

Bima B. Baje, M.S.A., School Business Administrator
Link Community Charter School
23 Pennsylvania Avenue
Newark, New Jersey 07114

Re: Link Community Charter School – Special Education Tuition Billing

Dear Ms. Baje:

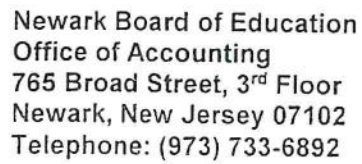
According to our records your institution placed various Special Education Students into our schools during the 2020-2021 school year. Therefore, attached you will find our invoice with student(s) information and calculations. The total tuition due for the student(s) is \$20,095.00.

Please be aware that payment is due within thirty (30) days of receipt. All checks are to be made payable to the Newark Board of Education and remitted to Newark Board of Education, Office of Accounting, 765 Broad Street, Newark, New Jersey 07102.

If you require any additional information, please feel free to contact Ms. Marilyn Mitchell at Mmitchell@nps.k12.nj.us

Sincerely,

Valerie V. Wilson
School Business Administrator



CUSTOMER:

CUSTOMER NUMBER

000000000001424

INVOICE DATE	DUE DATE	INVOICE NUMBER	CUSTOMER P.O. NUMBER																
2020-2021	7/31/2021	LCFY2021																	
<table border="1"> <thead> <tr> <th>DESCRIPTION</th><th># PUPILS</th><th>PRICE</th><th>AMOUNT</th></tr> </thead> <tbody> <tr> <td> <p>Tuition Costs for special education services rendered to the following students listed below attending Newark Public Schools for the academic year 2020-2021:</p> <p>Lamir Jones : Program: Behavior Disabilities</p> <p>Tuition Cost</p> <p>Total Tuition Cost</p> </td><td>1</td><td>\$ 20,095.00</td><td>\$ 20,095.00</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td>\$ 20,095.00</td></tr> </tbody> </table>				DESCRIPTION	# PUPILS	PRICE	AMOUNT	<p>Tuition Costs for special education services rendered to the following students listed below attending Newark Public Schools for the academic year 2020-2021:</p> <p>Lamir Jones : Program: Behavior Disabilities</p> <p>Tuition Cost</p> <p>Total Tuition Cost</p>	1	\$ 20,095.00	\$ 20,095.00								\$ 20,095.00
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Daily Attendance

Jones, Lamir 8 613848 Marin DOB: 08/01/2006

CDS: 301

Meeting | Daily

9/7-9/11	9/14-9/18	9/21-9/25	9/28-10/2	10/5-10/9	10/12-10/16	10/19-10/23	10/26-10/30	11/2-11/6
M T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M
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11/9-11/13	11/16-11/20	11/23-11/27	11/30-12/4	12/7-12/11	12/14-12/18	12/21-12/25	12/28-1/1	1/4-1/8
M T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M
-	-	-	420	-	-	-	-	-
1/11-1/15	1/18-1/22	1/25-1/29	2/1-2/5	2/8-2/12	2/15-2/19	2/22-2/26	3/1-3/5	3/8-3/12
M T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M
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3/15-3/19	3/22-3/26	3/29-4/2	4/5-4/9	4/12-4/16	4/19-4/23	4/26-4/30	5/3-5/7	5/10-5/14
M T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M	T W H F M
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5/17-5/21	5/24-5/28	5/31-6/4	6/7-6/11	6/14-6/18	6/21-6/25	-	-	-
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1								

Legend

Attendance Codes: =Present | 1=Full Day Absence - Unknown Reason | 2=Absent-never attended | 5=Half Day Absence | T=Tardy | 3=State Excused Absence - NJDOE (Religious/Take Child to Work) | 7=Home Instruction | A=Abs - Displaced | B=Abs-Bereavement | D=Abs-Court | G=Unexc-Safety | H=Unexc-Suspension-off site | I=Mig Att Only-field Trip | J=Mig Att Only-In Sch Sup | K=Abs - Long-term/Chronic Illness | L=Abs - Short-term/Acute Illness (Doctor Visit) | M=Abs - 504/IEP-related Health | N=Abs-Transportation Issue |

MEMORANDUM

TO: LCCS Board Education Committee

FROM: Maria Pilar Paradiso, head of school

DATE: August 23, 2021

RE: SSDS Reporting, 2020-2021, Period Two, August, 2021 Submission

We submitted the submission for Period Two for the 2020-2021 school year on August 10, 2021. Below is an overview of Period Two and Totals for the 2020-2021 School Year:

Period 2 Incidents

- 1 HIB confirmed; 1 HIB alleged

Total for 2020-21 School Year

- 1 confirmed HIB; 1 alleged HIB
- 1 vandalism (technology)

Four Year Comparison of SSDS Submissions

School Year	Total Incidents	Violence	Vandalism	Substance	Weapons	HIB Confirmed	Other Incidents	HIB Alleged
2020-21	2	0	1	0	0	1	0	1
2019-20	19	14	2	1	1	1	5	2
2018-19	37	34	1	0	0	2	26	0
2017-18	53	46	1	0	2	4	24	0



Head of School Report
August 23, 2021

Kindergarten Enrollment:

- Enrollment is still below our approved 50 seats with about 25 students registered
- Started social media campaign today
- Student screening took place in July with about ½ of registered students to identify student readiness and skill level
- Curriculum is in place for the start of the school year

Staffing:

- Remaining openings: Special Education Teacher for Grades 5 and 6; English for Grades 5 and 8
- Lost a few new hires to other districts/opportunities
- Social media campaign launched today

Facility:

- Prep of all classroom spaces with PPE and updated PPE friendly desks/tables
- Kindergarten classrooms in progress
- Kindergarten furniture delivery expected within the next two weeks

LINK COMMUNITY CHARTER SCHOOL INDEPENDENT CONSULTANT AGREEMENT

This Independent Consultant **Agreement** is made the ____ day of August, 2021 by and between the LINK Community Charter School Board of Trustees (the "Board" or "LCCS"), whose address is Three Pennsylvania Ave, Newark, NJ 07114, and For the Love of Literacy, LLC. ("For the Love of Literacy") whose address is 2668 Farview Drive, Mountainside, NJ 07092

WITNESSETH

WHEREAS, the Board wishes to utilize the services of For the Love of Literacy, and
WHEREAS, For the Love of Literacy is willing and able to provide such services to the Board;
and

WHEREAS, there is a need to reduce to writing the understanding and agreement that exists between the Board and For the Love of Literacy.

NOW, THEREFORE, in consideration of mutual promises, it is agreed by and between the Board and For the Love of Literacy as follows:

1. **Scope of Services.** For the Love of Literacy shall provide balanced/comprehensive literacy curriculum development and training ("Services") in accordance with all state laws and regulations. A literacy specialist will provide up to 7 full days, each consisting of 6 hours, to complete the project details outlined below.
 2. **Project Details.** The Services to be provided by For the Love of Literacy is as follows:
 - a. Professional Development: Preparation, planning and delivery of "Literacy Boot Camp" for all ELA/English teachers to include training and professional development for general education and special education teachers on all aspects of comprehensive/balanced literacy
 - b. Curriculum Development: Provide guidance, support, and oversight of the teacher curriculum writing in ELA and implementation of the Chalk curriculum platform.
- Any changes to the project details and/or assigned coaches will be addressed via written mutual agreement between For the Love of Literacy and LCCS.
3. **Term of Contract.** The term of this Agreement shall commence on August 1, 2021 and shall continue through August 27, 2021.
 4. **Fee.** In consideration of the Services to be provided by For the Love of Literacy to LCCS, LCCS agrees to pay \$700 per full day of Services (the "Fee"). The Fee shall be paid after receiving services in full and school administration engaging in a full review of the curriculum. An invoice will be provided at the end of August for payment in September. The total contract amount shall not exceed \$4,900 unless authorized by the Board in writing. The Board shall, in no instance, pay interest, penalty or late fees unless so authorized pursuant to N.J.S.A. 18A:18A-10.1.

5. **Payment.** The Board will endeavor to release payment to For the Love of Literacy in the month succeeding that in which the monthly, verified invoice is submitted and approved by the Administration, so long as the required documentation, including invoice, voucher and any requested supporting documents, have been provided to LCCS's Business Office by the August 31st. Receipt of the verified invoice after August 31st may result in a delay in payment due to the Board of Trustees meeting schedule.
6. **Assignment of Contract.** For the Love of Literacy shall not assign, transfer, or sublet this agreement, or any rights and responsibility in this Agreement without written consent from the Board.
7. **Availability of Funds.** Acknowledging that LCCS is in good financial health, the parties recognize that payments by LCCS to For the Love of Literacy under this Agreement are expressly dependent upon, and subject to the availability to LCCS of State and/or Federal funds. For the Love of Literacy is aware that LCCS's receipt of State and/or Federal funds is expressly conditioned upon allocation, review and approval by the New Jersey State Department of Education. If LCCS, for any reason, does not receive sufficient funds to make the required payments under this Agreement, it shall not be considered a Breach of the Agreement by LCCS and the parties, shall immediately begin negotiations to modify this contract taking into account the availability of funds, which may include the termination of the Agreement, if necessary.
8. **Indemnification.** To the fullest extent of the law, For the Love of Literacy will defend, indemnify, and hold LCCS and LCCS's board members, officers, directors, agents, employees, staff, and students harmless from any claims, actions, suits, losses, costs, liabilities and expenses (including reasonable attorneys' fees) relating to or arising out of Services provided by For the Love of Literacy.
9. **Insurance Requirements.** For the Love of Literacy shall provide, at its sole cost and expense, general and professional liability insurance for all of its employees in an amount no less than \$1,000,000 per occurrence and \$3,000,000 in Aggregate. The Board shall be added as an additional insured and For the Love of Literacy shall provide the LCCS with a Certificate of Insurance prior to providing Services.
10. **Force Majeure.** Neither party shall bear any responsibility or liability for any losses arising out of any delay or interruption of their performance of obligations under this Agreement due to any act of God, act of governmental authority, act of the public enemy, or due to war, riot, flood, civil commotion, public health emergency, insurrection, severe or adverse weather conditions, lack or shortage of electrical power not due to the fault of the non-performing party, malfunctions of equipment or software programs or any other cause beyond the reasonable control of the party delayed.
11. **Confidentiality.** For the Love of Literacy will be required to keep all student information strictly confidential in accordance with the Children's Online Privacy Protection Rule, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, and its implementing regulations at 34 C.F.R. 99.1 et seq. and N.J.A.C. 6A:32-7.1 et seq. For the Love of Literacy further recognizes that the records and information generated in connection with the

Service may be privileged or confidential. For the Love of Literacy agrees to observe the requirements of any applicable privilege and statutory or other duty of confidentiality.

Termination for Cause. If the Board determines that For the Love of Literacy has failed to comply with the terms and conditions of this Agreement, or that For the Love of Literacy has failed to perform said Service, duties and or responsibilities in a timely, proper, professional and/or efficient manner, then the Board shall have the authority to terminate the Agreement immediately upon written notice setting forth the reason for termination and effective date of termination. Termination by the Board of the Agreement does not absolve For the Love of Literacy from potential liability for damages caused LCCS. The Board may withhold payment due the For the Love of Literacy and apply same towards damages once established.

12. **Promotional Literature.** For the Love of Literacy agrees that the term “Link Community Charter School” or any derivation thereof shall not be utilized in any promotional literature, advertisement or client lists without the express prior written consent of LCCS.
13. **Affirmative Action.** For the Love of Literacy will be required to comply with the requirements of N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27 et seq.
14. **Anti-Discrimination Provisions.** The Parties to this Agreement shall not discriminate against anyone on the basis of race, creed, color, sex, pregnancy, breastfeeding, sexual orientation, gender identity or expression, familial status, marital status, domestic partnership/civil union status, atypical hereditary cellular or blood trait, genetic information, religion, age, national origin, nationality, ancestry, liability for military service, or disability, and to comply with applicable state and federal laws regarding same, including without limitation N.J.S.A. 10:2-1 through 10:5-1.
15. **Compliance.** For the Love of Literacy will obey all required applicable United States federal, New Jersey State, and local rules and regulations. For the Love of Literacy shall comply in all material respects with the applicable provisions of New Jersey statutes, specifically, Title 18A and the NJ Administrative Code, specifically Title 6A.
16. **Waiver.** Failure to invoke any right, condition, or covenant in the Agreement by either party shall not be deemed to imply or constitute a waiver of any rights, condition, or covenant and neither party may rely on such failure.
17. **Records.** For the Love of Literacy will maintain all documentation related to this transaction for a period of five years from the date of final payment. Such records shall be made available to the New Jersey Office of the State Comptroller upon request pursuant to N.J.A.C. 17:44-2.2
18. **Warranty.** For the Love of Literacy warrants that any individual providing Services pursuant to this Agreement on behalf of For the Love of Literacy is competent to provide the Services and has the necessary licenses and qualifications including the knowledge, skill and ability to provide the Services.

19. **Enforceability.** If any provision of this Agreement is held by a court of competent jurisdiction to be unenforceable, the remainder of the Agreement shall remain in full force and effect and shall in no way be impaired.

20. **Protection of Board Students / Criminal History Background Check**

- a. All individuals from For the Love of Literacy who will be or may be working in LCCS under this Agreement shall have been fingerprinted by the State and shall have no criminal history. For the Love of Literacy shall ensure, at its own expense, that all employees and/or individuals that will be or may be working with the Board's students and/or assigned to provide services, including but not limited to the individuals performing the assessment, have had a criminal history background check and that said background check indicates that no criminal history record information exists on file in either the Identification Division of the Federal Bureau of Investigation or the State Bureau of Investigation which would disqualify said employee from employment pursuant to N.J.S.A. 18A:6-7.1 et seq.
- b. For the Love of Literacy shall ensure that said proof exists prior to the execution of this Agreement. For the Love of Literacy shall provide proof of the criminal history background checks to the Board prior to the execution of this Agreement. This Agreement shall not begin or proceed until For the Love of Literacy complies with the requirements of this section.
- c. For the Love of Literacy and each individual from For the Love of Literacy shall also report his/her arrest or indictment for any crime or offense to the Board within 14 calendar days. The report shall include the date of arrest or indictment and charge(s) lodged against the individual. All individuals from For the Love of Literacy shall also report the disposition of any charges within seven calendar days of disposition.
- d. For the Love of Literacy must ensure that all individuals providing services to students are properly screened for tuberculosis prior to the start of work.

21. **Contracted Service Provider—Pre-Employment Requirements--Child Abuse/Sexual Misconduct**

- a. All providers, whose employees have regular contact with students, shall comply with the Pre-Employment Requirements in accordance with New Jersey P.L. 2018 c.5, N.J.S.A. 18A:6-7.6 et seq., commonly known as "Pass the Trash". Providers are to review the following New Jersey Department of Education—Pre-Employment Resource P.L. 2018 c.5 link for guidance: <http://nj.gov/education/educators/crimhist/preemployment/>
- b. This Agreement shall not begin or proceed until For the Love of Literacy complies with the requirements of this section.

22. **HIB Policy**

In the course of performing services, For the Love of Literacy and/or any individual performing services on behalf of For the Love of Literacy shall be required to comply with any and all applicable LCCS's policies and regulations. In the event For the Love of Literacy and/or any individual performing services on behalf of For the Love of

Literacy has witnessed or has reliable information that a student has been subject to harassment, intimidation, or bullying, he/she shall verbally report the incident on the same day on which the incident was witnessed, or on which reliable information that a student has been subject to harassment, intimidation, or bullying was received, and shall report the same in writing within two (2) school days. All such verbal and written reports shall be made to the appropriate school official designated by LCCS's anti-bullying policy, or to any school administrator or safe schools resource officer, who shall immediately initiate the LCCS's procedures concerning school bullying.

23. **Independent Contractor.** Nothing contained herein or any document executed in connection herewith, shall be construed to create an employer-employee partnership or joint venture relationship between LCCS and For the Love of Literacy. For the Love of Literacy is an independent contractor and not an employee of LCCS or any of its subsidiaries or affiliates. It is understood that LCCS will not withhold any amounts for payment of taxes from the compensation of For the Love of Literacy hereunder. Any and all sums subject to deduction, if any, required to be withheld and/or paid under any applicable state, federal or municipal laws or union or professional guild regulations shall be For the Love of Literacy's sole responsibility and For the Love of Literacy shall indemnify and hold LCCS harmless from any and all damages, claims and expenses arising out of or resulting from any claims asserted by any taxing authority as a result of or in connection with said payments. No individual from For the Love of Literacy shall represent himself/herself out as an employee of LCCS. For the Love of Literacy employees, agents, and contractors will not be eligible for: worker's compensation insurance for any injuries suffered while performing services for the Board; to receive unemployment benefits; any benefit plans, medical insurance plans or programs which the Board maintains for its employees; and/or vacation, sick, personal or holiday pay. Additionally, For the Love of Literacy agrees that it shall be responsible for furnishing all required materials, labor, transportation, and utensils required in order to provide the specified Services.
24. **Law/Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey, United States without regard to its conflicts of law principles. Any and all claims, disputes or other matters in question between For the Love of Literacy and LCCS arising out of or relating to this Agreement or alleged breach hereof, shall be subject to and determined by a court of competent jurisdiction venued in Essex County, New Jersey, USA.
25. **Entire Agreement; Amendment of Agreement.** This Agreement represents the entire agreement between the parties hereto and supersedes all prior agreements and understandings between the parties, whether written or oral, relating to the subject matter hereof. This Agreement may be amended only by a written document signed by both For the Love of Literacy and an authorized representative of LCCS.
26. **Inconsistent Terms.** The parties agree that this Agreement controls over any inconsistent terms or condition contained in any other agreement entered into by the parties.

27. **Subject to Board Approval.** This Agreement is subject to ratification and formal approval by the Link Community Charter School Board of Trustees after receipt of an executed Agreement from For the Love of Literacy.

THIS IS A LEGALLY BINDING DOCUMENT. PLEASE READ IT CAREFULLY AND SEEK LEGAL ADVICE. THE PARTIES HERETO AGREE THAT BY SIGNING THIS AGREEMENT THEY HAVE CONSULTED WITH LEGAL COUNSEL OR HAVE WAIVED SUCH RIGHT.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year first written above.

For the Love of Literacy:

Link Community Charter School Board of Trustees:

Signature: _____

Signature: _____

Date: _____

Date: _____

Printed Name: Dr. Kenneth Kunz

Printed Name: _____

Title: Founder/Director

Title: _____

Link Community Charter School and Youth Development Clinic, LLC

Agreement

This agreement is entered into the _____ day of _____, 2021 by and between Link Community Charter School (hereinafter LCCS), whose address is 23 Pennsylvania Avenue, Newark, NJ 07114, and Youth Development Clinic, LLC, (hereinafter YDC) whose address is 500 Broad Street, 3rd Floor, NJ 07102.

WHEREAS, LCCS wishes to utilize the services of YDC; and

WHEREAS, YDC is willing and able to provide such services to LCCS in accordance with all applicable laws and regulations; and

WHEREAS, there is a need to reduce to writing the understanding and agreement that exists between LCCS and YDC.

NOW, THEREFORE, in consideration of mutual promises, it is agreed by and between LCCS and YDC as follows:

1. **Terms of Contact:** YDC hereby agrees to provide the services set forth in Exhibit B ("Services") to LCCS in accordance with state and federal law and regulations for the 2021-2022 school year or remainder thereof. During this term, YDC shall provide Services to be assigned at LCCS's discretion.
2. **Fee:** LCCS hereby agrees to compensate YDC at the rate of \$99.00 per hour, not to exceed \$44,253 for the specified Services to be assigned at LCCS's discretion.
3. **Billing:** Invoices will be provided by the 1st Monday of each month for review by the School's SBA and Board of Trustees at their monthly meeting.
4. **Health and Safety:** LCCS and YDC acknowledge that health and safety protocols related to COVID-19, in accordance with CDC, the Governor's Office, New Jersey Department of Education, and local health authorities, may continue during the school year, and further understand that such protocols may be adapted throughout the year. YDC and its agents agree to comply with all such protocols as determined by the Governor, New Jersey Department of Education, Center for Disease Control, local health departments, and LCCS.
5. **Non-Assignment of Contract:** YDC shall not assign, transfer, or sublet this agreement, or any rights and responsibility in this agreement without the prior written consent of LCCS.
6. **Insurance Requirements:** YDC shall provide, at its sole cost and expense, general and professional liability insurance for all of its employees and any individual providing Services under this Agreement in an amount no less than \$1,000,000 per occurrence and \$3,000,000 in Aggregate. LCCS and LCCS Board of Trustees shall each be added as an additional insured and YDC shall provide LCCS and LCCS Board of Trustees with a Certificate of Insurance prior to providing Services.

7. **Indemnification:** In addition to any liability or obligation to LCCS that may exist under any other provision of this Agreement or by statute or otherwise, YDC shall be liable and hereby agrees to hold harmless, indemnify, and defend LCCS and LCCS's board of trustees, members, officers, directors, agents, employees, staff, and students from and against any damages, lawsuits, claims, actions, losses, costs, liabilities and expenses, including reasonable attorney's fees and court costs which LCCS may sustain, be by YDC or of an adverse determination of any claim, demand, suit, proceeding, action or cause of action which shall arise from or result directly or indirectly from the work and/or services provided under this Agreement or the performance of Services by YDC. This indemnification obligation is not limited by, but is in addition to, the insurance obligations contained in this Agreement.
8. **Force Majeure:** Neither party shall bear any responsibility or liability for any losses arising out of any delay or interruption of their performance of obligations under this Agreement due to any act of God, act of governmental authority, act of the public enemy, or due to war, riot, flood, civil commotion, public health emergency, insurrection, severe or adverse weather conditions, lack of shortage of electrical power not due to the fault of the non-conforming party, malfunctions of equipment or software programs or any other cause beyond the reasonable control of the party delayed.
9. **Warranty/Professional Certification:** YDC warrants that any individual providing Services pursuant to this Agreement on behalf of YDC is competent to provide the Services and has the necessary qualifications including the knowledge, skill and ability to provide the Services. YDC and any individual providing Services pursuant to this Agreement, shall possess the appropriate qualifications, licenses, and certifications required by the State of New Jersey and/or the New Jersey Department of Education and must provide LCCS with copies of said certificates prior to the provision of Services. The documents shall be current, valid, and issued by the State of New Jersey and any other authority with jurisdiction over the Services.
10. **Confidentiality:** YDC shall be required to keep all LCCS school and student information strictly confidential in accordance with the Children's Online Privacy Protection Rule, The Family Educational Rights and Privacy Act, 20 USC1232g and its implementing regulations at 34C.F.R.99.1 et seq. and N.J.A.C. 6A:32-7.1 et seq, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Health Information Technology for Economic and Clinical Health Act ("HITECH"). YDC further recognizes that the records and information generated in connection with the Service may be privileged or confidential. YDC agrees to observe the requirements of any applicable privilege and statutory or other duty of confidentiality. Except for information sharing within the YDC staff for ongoing supervision and consultation, YDC shall not discuss or otherwise disclose information about the provision of special education and/or related services to students to (a) third parties; and/or (b) to the student's parent/guardian except in the context of a properly convened progress, status or IEP meeting, where the Board has a District representative present.

11. **Affirmative Action:** YDC will be required to comply with the requirements of N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27 et seq., and the terms and conditions of the Mandatory Equal Employment Opportunity Language attached hereto as Exhibit A.

12. **Anti-Discrimination Provisions:** YDC agrees to abide by all antidiscrimination laws including those contained within N.J.S.A. 10:2-1 through N.J.S.A. 10-2-4, and all rules and regulations issued thereunder.

13. **Waiver.** Failure to invoke any right, condition, or covenant in the Agreement by either party shall not be deemed to imply or constitute a waiver of any rights, condition, or covenant and neither party may rely on such failure.

14. **Records.** YDC will maintain all documentation related to this transaction for a period of five years from the date of final payment. Such records shall be made available to the New Jersey Office of the State Comptroller upon request pursuant to N.J.A.C. 17:44-2.2

15. **Enforceability.** If any provision of this Agreement is held by a court of competent jurisdiction to be unenforceable, the remainder of the Agreement shall remain in full force and effect and shall in no way be impaired.

16. Protection of Students / Criminal History Background Check

1. All individuals from YDC who will be or may be working in LCCS under this Agreement shall have been fingerprinted by the State of New Jersey and shall have no criminal history. YDC shall ensure, at its own expense, that all employees and/or individuals that will be or may be working with LCCS students and/or assigned to provide services have had a criminal history background check and that said background check indicates that no criminal history record information exists on file in either the Identification Division of the Federal Bureau of Investigation or the State Bureau of Investigation which would disqualify said employee from employment pursuant to N.J.S.A. 18A:6-7.1 et seq.
2. YDC shall ensure that said proof exists prior to the execution of this Agreement. YDC shall provide proof of the criminal history background checks to LCCS prior to the execution of this Agreement. This Agreement shall not begin or proceed until YDC complies with the requirements of this section.
3. YDC and each individual from YDC shall also report his/her arrest or indictment for any crime or offense to LCCS within 14 calendar days. The report shall include the date of arrest or indictment and charge(s) lodged against the individual. All individuals from YDC shall also report the disposition of any charges within seven calendar days of disposition.
4. YDC must ensure that all individuals providing services to LCCS students are properly screened for tuberculosis prior to the start of work.

17. Contracted Service Provider—Pre-Employment Requirements--Child Abuse/Sexual Misconduct

1. All providers, whose employees have regular contact with students, shall comply with the Pre-Employment Requirements in accordance with New Jersey

P.L. 2018 c.5, N.J.S.A. 18A:6-7.6 et seq., commonly known as “Pass the Trash”. Providers are to review the following New Jersey Department of Education—Pre-Employment Resource P.L. 2018 c.5 link for guidance:
<http://nj.gov/education/educators/crimhist/preemployment/>

2. This Agreement shall not begin or proceed until YDC complies with the requirements of this section.

18. HIB Policy

In the course of performing services, YDC clinicians or any individual performing services on behalf of YDC shall be required to comply with any and all applicable LCCS HIB policies and regulations which shall be provided in writing to YDC. In the event YDC and/or any individual performing services on behalf of YDC has witnessed or has reliable information that a student has been subject to harassment, intimidation, or bullying, he/she shall verbally report the incident on the same day on which the incident was witnessed, or on which reliable information that a student has been subject to harassment, intimidation, or bullying was received, and shall report the same in writing within two (2) school days. All such verbal and written reports shall be made to the appropriate school official designated by LCCS’s anti-bullying policy, or to any school administrator or safe schools resource officer, who shall immediately initiate the LCCS’s procedures concerning school bullying.

19. **Independent Contractor**. Nothing contained herein or any document executed in connection herewith, shall be construed to create an employer-employee partnership or joint venture relationship between LCCS and YDC. YDC is an independent contractor and not an employee of LCCS or any of its subsidiaries or affiliates. It is understood that LCCS will not withhold any amounts for payment of taxes from the compensation of YDC hereunder. Any and all sums subject to deduction, if any, required to be withheld and/or paid under any applicable state, federal or municipal laws or union or professional guild regulations shall be YDC’s sole responsibility and YDC shall indemnify and hold LCCS harmless from any and all damages, claims and expenses arising out of or resulting from any claims asserted by any taxing authority as a result of or in connection with said payments. No individual from YDC shall represent himself/herself out as an employee of LCCS. YDC employees, agents, and contractors will not be eligible for: worker's compensation insurance for any injuries suffered while performing services for LCCS; to receive unemployment benefits; any benefit plans, medical insurance plans or programs which LCCS maintains for its employees; and/or vacation, sick, personal or holiday pay. Additionally, YDC agrees that it shall be responsible for furnishing all required materials, labor, transportation, and utensils required in order to provide the specified Services.

20. **Law/Venue**. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey, United States without regard to its conflicts of law principles. Any and all claims, disputes or other matters in question between YDC and LCCS arising out of or relating to this Agreement or alleged breach hereof, shall be subject to and determined by a court of competent jurisdiction venued in Essex County, New Jersey, USA.

21. Entire Agreement; Amendment of Agreement. This Agreement represents the entire agreement between the parties hereto and supersedes all prior agreements and understandings between the parties, whether written or oral, relating to the subject matter hereof. This Agreement may be amended only by a written document signed by both YDC and an authorized representative of LCCS.

22. Termination. It is hereby understood and agreed by YDC that this Agreement may be immediately terminated by LCCS upon thirty (30) days prior written notice to YDC for any reason, with or without cause. It is hereby understood and agreed by YDC that this Agreement may be terminated by YDC only upon thirty (30) days prior notice to LCCS and completion of any outstanding services contracted to be provided within that time frame.

23. Assignments. YDC agrees to such assignment of duties by LCCS consistent with his/her role as provider and the provision of the specified Services. Work assigned shall be started within ten (10) days after a request is made for Services. Contracted services will be rendered exclusively in the school setting. Additionally, YDC shall provide LCCS with periodic status updates and written reports as necessary and requested by LCCS. At a minimum, YDC shall be responsible for:

1. Preparing a log outlining the services provided to each student, which shall include:
 - The date and time the service was provided
2. Providing LCCS with bi-weekly progress reports regarding the Services being provided to each student.

24. Compliance. The Services provided by YDC shall comply with the applicable provisions of New Jersey statutes, specifically Title 18A and the New Jersey Administrative Code, specifically Title 6A.

25. Notice. Any notice to the parties under this Agreement shall be sent by certified mail, return receipt requested, to the addresses set forth above.

26. Promotional Literature. YDC agrees that the term “Link Community Charter School” or “Link Community Charter School Board of Trustees” or any derivation thereof shall not be utilized in any promotional literature, advertisement or client lists (excluding proposals) without the express prior written consent of LCCS.

27. Board Approval. This Agreement shall become effective upon the adoption of a resolution by the LCCS Board of Trustees and executive of this Agreement by all the parties.

THIS IS A LEGALLY BINDING DOCUMENT. PLEASE READ IT CAREFULLY AND SEEK LEGAL ADVICE. THE PARTIES HERETO AGREE THAT BY SIGNING THIS AGREEMENT THEY HAVE CONSULTED LEGAL COUNSEL OR HAVE WAIVED SUCH RIGHT.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year first written above.

On behalf of Link Community Charter School

Signature: _____

Printed Name: Bima Baje

Title: School Business Administrator

Date: _____

On behalf of Youth Development Clinic, LLC

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
MANDATORY EQUAL EMPLOYMENT OPPORTUNITY LANGUAGE
N.J.S.A. 10:5-31 et seq. (P.L. 1975, C. 127)
N.J.A.C. 17:27
GOODS, PROFESSIONAL SERVICE AND GENERAL SERVICE CONTRACTS

During the performance of this contract, the contractor agrees as follows:

The contractor or subcontractor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Except with respect to affectional or sexual orientation and gender identity or expression, the contractor will ensure that equal employment opportunity is afforded to such applicants in recruitment and employment, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Such equal employment opportunity shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Public Agency Compliance Officer setting forth provisions of this nondiscrimination clause.

The contractor or subcontractor, where applicable will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex.

The contractor or subcontractor will send to each labor union, with which it has a collective bargaining agreement, a notice, to be provided by the agency contracting officer, advising the labor union of the contractor's commitments under this chapter and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

The contractor or subcontractor, where applicable, agrees to comply with any regulations promulgated by the Treasurer pursuant to N.J.S.A. 10:5-31 et seq., as amended and supplemented from time to time and the Americans with Disabilities Act.

The contractor or subcontractor agrees to make good faith efforts to meet targeted county employment goals established in accordance with N.J.A.C. 17:27-5.2.

The contractor or subcontractor agrees to inform in writing its appropriate recruitment agencies including, but not limited to, employment agencies, placement bureaus, colleges, universities, and labor unions, that it does not discriminate on the basis of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, and that it will discontinue the use of any recruitment agency which engages in direct or indirect discriminatory practices.

The contractor or subcontractor agrees to revise any of its testing procedures, if necessary, to assure that all personnel testing conforms with the principles of job related testing, as established by the statutes and court decisions of the State of New Jersey and as established by applicable Federal law and applicable Federal court decisions.

In conforming with the targeted employment goals, the contractor or subcontractor agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, consistent with the statutes and court decisions of the State of New Jersey, and applicable Federal law and applicable Federal court decisions.

The contractor shall submit to the public agency, after notification of award but prior to execution of a goods and services contract, one of the following three documents:

- Letter of Federal Affirmative Action Plan Approval;
- Certificate of Employee Information Report; or
- Employee Information Report Form AA-302 (electronically provided by the Division and distributed to the public agency through the Division's website at: [http:// www.state.nj.us/treasury/contract_compliance/](http://www.state.nj.us/treasury/contract_compliance/)).

The contractor and its subcontractors shall furnish such reports or other documents to the Division of Purchase & Property, CCAU, EEO Monitoring Program as may be requested by the office from time to time in order to carry out the purposes of these regulations,

and public agencies shall furnish such information as may be requested by the Division of Purchase & Property, CCAU, EEO Monitoring Program for conducting a compliance investigation pursuant to N.J.A.C. 17:27-1.1 et seq.

Appendix B

Scope of Services: YDC will provide Mental Health Services and Support through an on-site part-time clinician, professional development, and consultation during the 2021-2022 school year.

In consideration of the Services to be provided by YDC to LCCS, LCCS agrees to pay up to **\$44,253**.

In preparation of the services to be provided, YDC expects to provide up to 6 hours of professional development and 15 hours of consulting, at a rate of \$99.00 per hour, not to exceed \$1,485.

Based on 36 weeks of services, YDC expects to provide 12 service units/week over 2 or 3 days weekly for a total of 432 hours during the course of the school year, at a rate of \$99.00 per hour, not to exceed \$42,768. Typical weeks will include:

- 4 groups for a total of 3 hours
- 12 individual counseling sessions at 30 minutes each for a total of 6 hours
- 2 FBA/BIP interventions per month for a total of 1.5 hours/week on average
- 1.5 hours of meetings, case documentation, data collection/rating scales services

Project Details:

- a. Non-IEP mandated counseling, including
 - Group counseling focused on Social –Emotional Learning, utilizing the Class-wide Intervention Program (CIP) by Stephen N. Elliott and Frank M. Gresham with YDC modifications and the Social Skills Improvement System (SSIS) – SEL Edition as a teacher-complete assessment at the beginning and at 3-month intervals to establish a baseline and measure progress
 - Individual counseling to address:
 - mental health needs, including COVID-related transition stress and trauma-informed counseling
 - counseling to support the implementation of BIPs to include teaching and improving cognitive, emotional, and behavioral regulation
 - counseling sessions will be 30-45 minutes in duration based on age and other clinical considerations
 - students typically will be seen 1x/week
 - change in frequency to be determined in conjunction with school staff
 - students will be referred by school personnel and will be seen with parental consent
 - in addition to school-based counseling, students and their families with Medicaid insurance can be seen at YDC's community mental health clinic at no cost to the school

- b. Professional development with school staff
 - Up to six (6) hours will be scheduled for the beginning of the 2021/22 school year to provide an overview of services and related procedures and to solicit staff input to help guide implementation and evaluation.
- c. Consultation to school personnel, to be scheduled regarding:
 - Functional Behavior Assessment (FBA) with teacher consultation (all grade levels as needed) in the development and implementation of a Behavior Intervention Plan (BIP)
 - Social Emotional Learning programs with school staff consultation to identify best practices and methods in supporting students' re-entry after experiencing impact of remote learning and COVID-19 pandemic
 - Up to 15 hours of Kindergarten Program consultation
 - Identify best methods and practices to screen incoming Kindergarten students in the areas of academic readiness, language proficiency and social-emotional –behavioral development, including identifying “gifted” or high-academic functioning students (6 hours)
 - Support implementation of assessment methods and procedures through
 - Professional development (60 minutes)
 - Meetings with key school personnel
 - Assistance in analyzing and interpreting the results and recommending appropriate interventions, including program modifications
- d. Group counseling will be delivered in a service unit of 30-45 minutes
- e. Individual counseling will be delivered in a service unit of 30-45 minutes
- f. Case documentation will be billed per hour under the standard hourly rate
- g. An FBS and development of a BIP will be billed at 3 hours and will include:
 - Classroom observations
 - Teacher interview and consultation
 - Written BIP
 - Follow up consultation, observation and assessment
 - Consultation
- h. Service providers will receive weekly supervision by a licensed and/or school-certified psychologist
- i. YDC will provide overhead expenses for materials and administrative support
- j. Service providers will be fully vaccinated for the 2021-22 school year
- k. YDC clinicians will keep records of services provided including (when applicable):
 - Student name
 - Teacher/other school staff names
 - Type of service
 - Topics covered
 - Level of participation

Such records will be made available to school personnel on a need-to-know basis in a manner and form approved by the school.

- l. LCCS will identify key school personnel with whom YDC will liaison for purposes of program planning and evaluation, as well as day to day services
- m. Provide a procedure for billing for service
- n. Provide policies and procedures related to documentation of services as well as the school schedule and emergency procedures.

AGREEMENT FOR SCHOOL PHYSICIAN SERVICES

THIS AGREEMENT FOR SCHOOL PHYSICIAN SERVICES (the “Agreement”) is made as of July 1, 2021, by and between Kia Calhoun Grundy, M.D., F.A.A.P. (“Physician”) and Link Community Charter School (the “School” or “Board”).

WHEREAS, Physician is a physician licensed to practice medicine and surgery in the state of New Jersey and is Board Certified in Pediatrics and qualified to provide School Health Services (as defined below);

WHEREAS, pursuant to State law, the School requires the services of a physician to provide School Health Services as set forth below;

WHEREAS, in consideration of the above referenced benefits and further in consideration of the covenants and continuous performance of the Physician herein recited, School has determined to enter into this Agreement with Physician to provide School Health Services.

NOW, THEREFORE, in consideration of, and in reliance upon, the truthfulness of the foregoing recitals, and the mutual covenants and performances herein set forth, and intending to be legally bound hereby, the parties hereto agree as follows:

1. **Engagement.** School hereby engages Physician to perform the duties described below in accordance with the terms and conditions set forth in this Agreement.

2. **Representation, Warranties and Covenants of Physician.**

(a) **Qualifications.**

(i) Physician represents and warrants that the Physician shall be, throughout the term of this Agreement: (A) duly licensed and in good standing to practice medicine without restriction or limitation by the New Jersey Board of Medical Examiners in medicine and shall have a training and scope of practice that includes child and adolescent health and development; (B) Board Certified in Pediatrics; and (C) in possession of a valid registration from the federal Drug Enforcement Administration.

(ii) Physician has completed the Student-Athlete Cardiac Screening professional development module developed pursuant to N.J.S.A. 18A:40-41d and has read the sudden cardiac arrest pamphlet developed pursuant to N.J.S.A. 18A:40-41.

(iii) Physician represents and warrants that Physician has never been: (A) convicted of (I) any offense related to the delivery of an item or service under a governmental or government-supported health care program, (II) a criminal offense relating to neglect or abuse of patients in connection with the delivery of a health care item or service, (III) fraud, theft, embezzlement or other financial misconduct in connection with the delivery of a health care item or service, (IV) obstructing an investigation of any crime referred to in (I) through (III) above, or (V) unlawful manufacture, distribution, prescription, or dispensing of a controlled substance; (B) required to pay any civil monetary penalty under § 1128A of the Social Security Act, or the subject of any proceeding that may result in such a payment; or (C) excluded from participation in any governmental or government-supported health care program.

(b) **Performance of Duties.** Physician represents and warrants that Physician shall perform and fulfill those duties and responsibilities listed on **Schedule A** attached hereto and such other duties and responsibilities as School and Physician may agree upon from time to time

(the “School Health Services”). The Physician, with the input and direction of the School, will be allowed to arrange the schedule of the Physician. **In performing the School Health Services, the Physician shall be administratively responsible to Administrator of the School.** The School Health Services shall also meet the following requirements as set forth in N.J.A.C. 6A:16-2.3:

- i. Consultation in the development and implementation of school district policies, procedures and mechanisms related to health, safety and medical emergencies pursuant to N.J.A.C. 6A:16-2.1(a);
- ii. Consultation to school district medical staff regarding the delivery of school health services, which includes special health care needs of technology-supported and medically fragile children, including students covered by 20 U.S.C. §§ 1400 et seq., Individuals with Disabilities Education Act;
- iii. Physical examinations conducted in the school physician’s office or other comparably equipped facility for students who do not have a medical home;
- iv. Provision of written notification to the parent stating approval or disapproval of the student’s participation in athletics based upon the medical report;
- v. Direction for professional duties of other medical staff;
- vi. Written standing orders that shall be reviewed and reissued before the beginning of each school year;
- vii. Establishment of standards of care for emergency situations and medically related care involving students and school staff;
- viii. Assistance to the certified school nurse or noncertified nurse in conducting health screenings of students and staff and assistance with the delivery of school health services;
- ix. Review, as needed, of reports and orders from a student’s medical home regarding student health concerns;
- x. Authorization of tuberculin testing for conditions outlined in N.J.A.C. 6A:16-2.2(c);
- xi. Review, approval, or denial with reasons of a medical home determination of a student’s anticipated confinement and resulting need for home instruction; and
- xii. Consultation with the school district certified school nurse(s) to obtain input for the development of the school nursing services plan, pursuant to N.J.A.C. 6A:16-2.1(b).

(c) Standards. Physician represents and warrants that Physician shall use her best efforts to provide the School Health Services and to perform all of the duties required of the Physician under this Agreement diligently, faithfully and prudently and in such a manner as to ensure that the provision of services is in accordance with all applicable statutes, regulations, rules, standards, guidelines and directives of all federal, state, local and other public or private bodies, including third-party payors, and to promote the best interests of the School. All the obligations of the Physician shall be subject to any and all legal obligations applicable to a physician the standards of good medical practice.

(d) Limitations on Physician’s Duties. Physician represents and warrants that Physician shall not have the authority to enter into or terminate contracts, purchase or enter into any lease of capital assets, or negotiate on behalf of School.

3. Compensation. For and in consideration of the performance of the duties and responsibilities outlined above, the School shall pay Physician a flat rate of Three Thousand Dollars (\$3,000) for eight (8) hours of service during the school year. Such payment shall be made at the time the Agreement is executed. If more than 8 hours of time is required of

Physician, School agrees to pay Physician at an hourly rate of \$500.00. Payment beyond the flat rate shall be paid monthly so long as Physician submits invoices for services rendered in the prior month.

4. **Working Environment.** The School will provide or arrange for, the space, equipment, furnishings and supplies as School reasonably determines necessary for Physician to provide those School Health Services required under this Agreement. The School shall employ or otherwise contract for non-physician personnel, including nurses and support staff, reasonably required to assist Physician in providing the School Health Services under this Agreement.

5. **Term and Termination.**

(a) **Term.** This Agreement shall be effective as of July 1, 2021 ("Effective Date"), and shall remain in effect until June 30, 2022.

(b) **Termination.**

(i) **Either party may terminate this Agreement without cause at any time upon thirty (30) days prior written notice to the other party.**

(ii) Either party may terminate this Agreement upon the failure of the other party to cure a breach of any of its material obligations hereunder within thirty (30) days after having received notice of the breach from the non-breaching party.

6. **Insurance.** Physician shall maintain at all times, at her own expense, professional liability (malpractice) insurance coverage on behalf Physician in the minimum amounts of One Million Dollars (\$1,000,000) per medical incident and Three Million Dollars (\$3,000,000) in the annual aggregate. Physician will provide School with certificates of insurance evidencing such coverage. Physician will provide the School with thirty (30) days prior written notice of the cancellation or reduction of such insurance coverage.

7. **Indemnification.** Physician shall indemnify and hold harmless School, its agents and employees from and against all damages, claims, and expenses, including reasonable attorney's fees and court costs which the School may sustain, arising out of or resulting from services provided by Physician, its agents or employees pursuant to this Agreement. Physician, upon notice from the School, shall resist and defend, at the expense of Physician, such action or proceeding with counsel reasonably satisfactory to the School, provided that the School shall provide Physician with 30 days' notice of the School's receipt of notice of any claim. In the event it is determined by a court of law that Physician is not solely responsible for said liability, then Physician's liability shall be limited to that degree of liability determined by said court to be the proportionate liability of Physician. In addition, at its option and own expense, School may engage separate counsel to appear on its behalf in such action or proceeding without waiving its rights or Physician's obligations under this paragraph.

7. **Miscellaneous.**

(a) **Medical and Other Records.** The School shall have exclusive ownership and right of control of any and all medical or other records, reports, and supporting documents prepared in connection with the provision of the School Health Services hereunder or the provision of professional services to any student served by Physician. Physician shall maintain a copy of all such records, reports, and documents related to treatment of any student in accordance with all applicable rules, regulations, statutes, and professional standards. During the term hereof,

Physician shall have access to and the right to make copies of all such records in order to fulfill their obligations and exercise their rights hereunder and as may be reasonably required in connection with any investigation, claim, or action to which Physician may be a party pursuant to services provided under this Agreement. The obligation to maintain the confidentiality of such records shall survive termination of this Agreement.

(b) Confidentiality of Records. Physician shall maintain the confidentiality of all files and records, including patient records, disclosing the same only as required by law or directed by the School in any particular instance. Furthermore, Physician shall comply with all applicable requirements of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") as may be amended from time to time, and the corresponding HIPAA regulations related to the confidentiality and security of patient health information. Physician shall also comply with the confidentiality of pupil records as set forth in Board Policy as well as the Family Educational Rights and Privacy Act (FERPA) as well as all other applicable State and federal laws/regulations affecting school districts and confidentiality of students' records.

(c) Independent Contractors. It is the intent of the parties hereto that Physician shall be considered an independent contractor of Physician. The parties acknowledge and agree that Physician shall not be under the apparent or actual direction or control of the School, except as required by law. Nothing in this Agreement will be construed to create a partnership, joint venture, association or other affiliation between Physician and the School, it being specifically agreed that their relationship is and will remain that of independent parties to a contractual relationship as set forth herein. The School shall have no duty hereunder to withhold income taxes or pay Social Security or unemployment taxes for Physician and Physician shall not be entitled to any salary or other compensation from the School or to any employee benefits provided by the School to its own agents and employees.

(d) Intellectual Property. All forms and documents provided by Physician to the School in connection with this Agreement shall remain the intellectual property ("Intellectual Property") of Physician. Physician shall mark each form and/or documents with Copyright Kia Grundy, MD - All rights reserved. Upon termination of this Agreement, the School will discontinue use of any Intellectual Property belonging to Physician. All forms and documents provided by the School to Physician in connection with this Agreement shall remain the Intellectual Property of the School. The School shall mark each form and/or documents with Copyright the School - All rights reserved. Upon termination of this Agreement, Physician will discontinue use of any Intellectual Property belonging to the School.

(e) Modification and Waiver. This Agreement may be amended, modified, superseded, canceled, renewed or extended and the terms hereof may be waived only by a written instrument executed by both parties hereto. No such amendment, postponement or waiver shall be deemed to extend to any prior or subsequent matter, whether or not similar to the subject matter of such amendment, postponement or waiver. The waiver by either party hereto of a breach or violation of any provision of this Agreement will not operate as, or be construed to be, a waiver of any subsequent breach of the same or another provision hereof.

(f) Assignment. This Agreement, being intended to secure the School Health Services, shall not in any manner be assigned, delegated, or transferred (by operation of law or otherwise) by the School or Physician without the prior written consent of the other.

(g) Binding Nature of Agreement. This Agreement will be binding upon and will inure to the benefit of the parties hereto and their respective successors and permitted assigns.

(h) Severability. If any provision of this Agreement is determined by a competent tribunal to be invalid or unenforceable for any reason, the remainder of this Agreement will be

unaffected by such determination and will remain in full force and effect. If any provision of this Agreement is adjudged by a competent tribunal to be invalid or unenforceable in part, such provision will be deemed modified to the extent necessary to make it enforceable.

(i) Notices. Any notice required to be given hereunder will be in writing and will be deemed to have been given if either personally delivered or sent by facsimile, recognized overnight delivery service, or certified mail (return receipt requested) and addressed to the other party at the address listed below:

If to Physician:

Kia Grundy, M.D., F.A.A.P.
2604 Eleanor Terrace
Union, New Jersey

If to the School:

Link Community Charter School
23 Pennsylvania Ave
Newark, NJ 07114

Notice sent via personal delivery, facsimile or overnight delivery service shall be effective upon receipt and notices sent via certified mail shall be effective three (3) days after deposit in the U.S. Mail, postage prepaid.

(j) Communicable Disease. The School will notify Physician of any communicable disease known to be present in the schools.

(k) Affirmative Action. The School and Physician comply with the affirmative actions requirements of the State of New Jersey, P.L. 1975, c. 127 codified at N.J.A.C. 17:27-1 et seq., including mandatory contract language.

(l) Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey without giving effect to any choice or conflict of law provision or rule. The parties acknowledge that the courts of the State of New Jersey constitute the proper forum for resolving any dispute arising under this Agreement and hereby consent to the exercise of jurisdiction over the parties by the courts of the State of New Jersey.

(m) Entire Agreement. This Agreement embodies the entire agreement and understanding of the parties, and supersedes any and all prior or contemporaneous agreements, arrangements and understandings, relating to the matters provided for herein.

(n) Counterparts. This Agreement may be executed in two or more counterparts, each of which will be deemed to be an original and all of which, when taken together, will be deemed to constitute one and the same agreement.

(o) Compliance with Other Laws – The parties agree to comply with all applicable Local, County, State and Federal laws, rules, ordinances, regulations and codes, now or hereafter in force and effect, to the extent that they directly or indirectly bear upon the services to be provided under this Agreement. The parties shall, without limitation of the aforementioned, comply with: N.J.S.A. 18A; N.J.A.C. 6A; the anti-discrimination provisions of N.J.S.A. 10:2-1 et seq., the New Jersey Law Against Discrimination, N.J.S.A. 10:5-1 et seq., N.J.S.A. 10:5-31 et

seq., N.J.A.C. 17:27-1.1 et seq., N.J.A.C. 6:4-1.6, as recodified in N.J.A.C. 6A:7-1 et seq., Title VII of the Civil Rights Act of 1964 and Title 11 of the American With Disabilities Act of 1990.

(p) Records. Physician shall maintain all documentation related to products, transactions or services under this Agreement for a period of five years from the date of final payment. Such records shall be made available to the New Jersey Office of the State Comptroller upon request pursuant to N.J.A.C. 17:44-2.2.

(q) Criminal history background check. The School shall conduct a criminal history background check on Physician before entering into the agreement for delivery of services.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

PHYSICIAN

By: _____
Kia Calhoun Grundy, M.D., F.A.A.P.

LINK COMMUNITY CHARTER SCHOOL

By: _____
Name: Bima Baje
Title: School Business Administrator

Address of the School: 23 Pennsylvania Ave, Newark, NJ 07114

SCHEDULE A

A. Physician shall, at the request of the Head of School or his/her designee, examine students:

1. to learn whether they are suffering from any physical defect, whether they have contracted a contagious disease, whether they are under the influence of a controlled dangerous substance, whether they evidence departure from normal health, and whether their presence in school is detrimental to the health or cleanliness of other students; and

2. to determine the students' fitness to participate in any health, safety and physical education course, program or activity offered by the Board.

3. to determine whether students have Scoliosis when screenings are required

The results of each examination shall be recorded upon a form recommended by the Commissioner of Education.

B. Physician shall direct the professional duties or activities of the school nurse(s) and/or school health aides, and shall compile and issue regulations governing professional techniques, the conduct of inspections or tests and the administration of treatment as well as act as a consultant with the development and implementation of policies relative to the provision of health services including the nursing services plan.

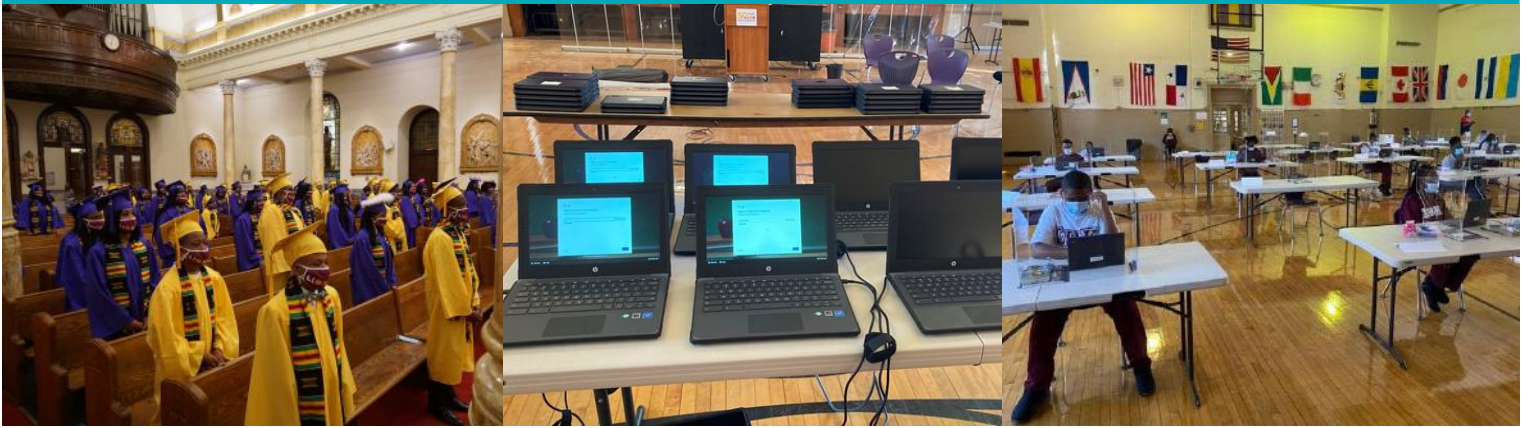
C. Physician shall advise the Board, the administration and teaching staff, parent/guardians on issues relating to the promotion of health, the prevention of disease and the detection of communicable diseases.

D. Physician shall participate in professional development workshops as requested.

E. Physician shall be available by phone for emergency consultation concerning outbreaks and other emergency situations.

F. Physician shall at all times comply with the rules and regulations of the local Board of Health, the State Department of Health and the State Department of Education which relate to the sanitation of public grounds and buildings, and the prevention and control of communicable diseases.

G. Physician shall perform all other work as determined by the School to be necessary to the delivery of student health services at flat rate of \$3000 for the school year.



**Annual Report
to the New Jersey Department of Education,
Office of Charter and Renaissance Schools**

August, 2021



Annual Report Questions:**Basic Information about the School**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of charter school	Link Community Charter School
Grade level(s) to be served in 2021-2022	5 through 8
2020-2021 enrollment (as of June 30, 2021)	309
Projected enrollment for 2021-2022	340
Current waiting list for 2021-2022	53
Website address	www.linkschool.org
Name of board president	Brenda Daughtry
Board president email address	bdaughtry@linkschool.org
Board president phone number	Mobile: 862-485-4190
Name of school leader	Maria Pilar Paradiso
School leader email address	mparadiso@linkschool.org
School leader phone number	Mobile: 908-768-0322
Name of School Business Administrator (SBA)	Bima Baje
SBA email address	bbaje@linkschool.org
SBA phone number	Mobile: 847-484-0230

School Site Information:

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site

School Site Information	
Site name	Link Community Charter School
Year site opened	2014
Grade level(s) served at this site in 2020-2021	5 through 8
Grade level(s) to be served at this site in 2021-2022	K, 5 through 8
Site street address	23 Pennsylvania Avenue
Site city	Newark
Site zip	07114
Site phone number	973-642-0529
Site lead or primary contact's name	Kathleen Hester
Site lead's email address	khester@linkschool.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's mission.

Link Community Charter School will provide an outstanding middle school education for learners of all academic abilities by developing the mind, body and spirit through a strong curriculum, experiential learning, immersion in the arts, and an enduring commitment to Core Values; this will allow them to be successful in competitive high schools and become responsible and resourceful citizens who give back to others.

Link Community Charter School is also guided by its Core Values: respect, caring, honesty, following directions, doing one's best, and responsibility and its vision.

- b) Provide a brief description of the school's key design elements.

Strong and Comprehensive Middle School Program

Link's Lower House (5th and 6th grade program) is designed to bridge the gap in achievement and build core skills so that students who enter the 5th grade well below grade level may be better prepared for 7th grade and better prepared to meet grade level expectations by the time they graduate the 8th grade. Link's Upper House (7th and 8th grade program) is designed to provide exposure to eye-opening experiences and a rigorous academic program that prepares students for acceptance and success in competitive high schools. Link uses best practices and strong curricula, including EngageNY Math for all grades, EngageNY English language arts for 7th and 8th, and Readers and Writers Project/Units of Study for 5th and 6th grades to build core skills and challenge students.

Positive School Culture

Link has purposely designed a warm, respectful, and inviting environment where the school's Core Values are the foundation and the guiding force for everyone. The Core Values and continuous implementation of strong systems and expectations support a positive school culture where all students, as well as stakeholders, feel emotionally and physically safe. The Core Values are at the heart of Link's decades-long focus on social emotional learning. Restorative Justice provides a framework for resolution and growth when conflicts occur.

Inclusive Education

Talented special education teachers and paraprofessionals work to provide an inclusion model so that classified students join their peers in the classroom and receive additional supports as needed to maximize an inclusion setting. Special needs students gain confidence and develop essential academic and social skills. Pull-out support is also employed to provide targeted assistance.

Immersion in the Arts

The Arts help support creative energy and the development of the brain, as well as provide opportunities for artistic expression. Every student is exposed to art, music and performing arts. For some, the arts draw them in and keep them excited about the day and engaged in school. For others, the arts are an outlet for expression and coping with challenges they may experience. For all students, the arts help build well – rounded scholars.

Link Community Charter School

Annual Report to the NJDOE, Office of Charter and Renaissance Schools

August 1, 2021

Personal Development and Social Emotional Learning

Through advisory sessions, morning circle, and the Core Values, students develop their moral core and a strong character that they will use for the rest of their lives. Non-cognitive or soft skills, including confidence, self-awareness, risk-taking, hard work, perseverance, and teamwork are developed throughout the four-year program at Link, through high expectations, outdoor adventure education, daily centering/mindfulness practice, advisory and other activities.

Exposure Beyond the Classroom

Link believes learning should be extended beyond the classroom, where opportunities exist for real world and hands-on experiences. Therefore, students are immersed in a project based STEM culminating activity in the 6th and 7th grades, discern their own limitless potential in outdoor adventure trips, explore new activities in varied electives, gain hands-on experience with scientists and researchers at programs such as - Novartis Pharmaceuticals, and experience the arts in the real world while attending and participating in exhibits and performances.

Placement in Competitive High Schools

Link strives to not only prepare Link scholars for success in high schools and beyond but actually make the choice of attending a great high school possible. Students are enrolled in a high school placement class where they are exposed to a variety of secondary school types and to specific high performing schools so they can begin to broaden their minds to these options. Students and their parents meet with the director of high school placement individually to discuss options and plan for the admissions process. Students also research options and narrow down a list of best matches, attend a Link-hosted High School Night, prepare for entrance exams and interviews, complete the applications, write personal essays, request and follow up on teacher recommendations, write thank you notes, prepare for scholarship organizations, apply for financial aid with their parents, and make selections to identify the best fit. Throughout this process, students are gathering evidence of their abilities and talents; building communication skills and increasing confidence; learning to advocate for themselves; and critically evaluating their choices—all skills that they will employ throughout their lives, including applying to college and employment.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

Not applicable.

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.

- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	
Measure	
Target	
Actual Outcome	

1.2 Curriculum

- All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

1.3 Instruction

- What constitutes high quality instruction at this school?
At Link, high quality instruction constitutes engaging students and inviting them to lead the process of learning actively rather than being recipients of information. Fidelity to high quality instruction results in strong student growth and achievement. It instills in students a love for learning. At Link, we look for the following elements of high quality instruction:
 - Engagement
 - Student centered instruction
 - Research based-standards aligned curriculum
 - Rigor
 - Student growth
 - Data driven instruction
 - Blended learning/digital learning
- Provide a brief description of the school's common instructional practices.
Link's instructional practices that promote high quality instruction include:
 - Strong systems and procedures both inside and outside the classroom leading to a structured and engaging school environment.
 - Co-teaching that maximizes the teachers and offers strong differentiation to support individual student growth.
 - Inclusion—as noted above.
 - Student-centered focus brings student learning rather than teacher instruction to the foreground. While retaining short direct instruction, teachers plan structured and highly engaging activities for students that use movement, cooperation, and technology.

- Blended learning capitalizes on the high interest factor in technology and uses programs with strong success to deepen learning and provide regular practice. Link uses programs such as Kahn Academy, Mindplay, Learning.com, Storia for digital/blended learning.
- Experiential Education supports instruction with a purpose. Students develop self-reliance, teambuilding, creativity, and trust while engaging in real-world learning—learning by doing. Examples are found in an extensive electives program and numerous extracurricular programs throughout the school year. Elective classes include modern dance, drumming, photography, food and culture, hands-on science, and much more. Field trips offer eye-opening experiences.
- Summer Learning keeps students actively engaged during the summer months. New students to Link are expected to participate in a Summer Academy. For the Summer of 2020, Link provided more opportunities for summer learning to returning students (rising 6th, 7th, and 8th graders) to bridge any gaps that developed during the spring remote learning, to keep students moving forward academically and prevent summer slide, and to pilot remote learning systems and instructional strategies.
- School Break/Out of School Learning (during holiday/summer breaks) allows students to practice skills and builds strong habits around hard work, independent learning, and time management through projects and independent work. Students are provided with packets in math and English language arts, as well as information about activities in the area to broaden their horizons. All students are also provided with two books of their choice from a wide array of donated books.
- Project-Based Learning helps students make real world connections and brings together multiple disciplines. These projects reveal students' depth of knowledge, ability to apply skills and knowledge, and forces students to cooperatively work together toward a common goal. This area is growing as we further develop the avenues for this important mode of instruction.

c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

LCCS prioritized children of parents who are essential workers/first responders or must work on site and have no one else at home to support their students' remote learning, as well as children with special needs. This number of students was manageable with the staff that were able to come in to the building. We adapted to parent and staff feedback throughout the year, including shifting from 2 days a week in the fall to 4 days per week in the late winter/spring. Students were socially distanced so we needed to spread them over more classrooms. With limited teachers we were limited in how many classrooms we could open up. The number of students in the building ranged from 10% to 25%. Teachers and staff were challenged with personal family needs and health/medical concerns.

Our strength is our commitment to be student-centered and mission-driven. This manifested itself in our ability to be responsive and to pivot thoughtfully, to listen to parents and staff, to creatively approach challenges, and to maximize our human capital-teachers and staff. We will continue to practice these qualities as we return to 100% remote instruction. This summer, we immersed technology in our in-person summer program and will continue to use it throughout the school year-maximizing the incredible opportunities with technology. Our summer program was 100% in person: new 5th graders in the annual summer academy and rising 6th, 7th, and 8th graders in a new STEM program.

1.4 Assessment

- a) February 25, 2021, the Department required the submission of local interim assessment data to report on whether students were below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). For the purposes of the collection, the Department requested interim assessment data from assessments administered between November 16, 2020 and February 19, 2021. Fill in the following interim assessment data by percentage of students below, on, or above, and include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 4: Proficiency Rates on local assessments

Assessment	Interim Assessment (START STRONGE) At least 80% of each grade participated.			End of Year Assessment (NWEA MAP) At least 90% of each grade participated.		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K						
ELA 1						
ELA 2						
ELA 3						
ELA 4						
ELA 5	26%	36%	33%	18%	71%	4%
ELA 6	38%	24%	37%	25%	56%	9%
ELA 7	20%	35%	41%	16%	73%	7%
ELA 8	50%	23%	34%	18%	77%	5%
ELA 9						
ELA 10						
MAT K						
MAT 1						
MAT 2						
MAT 3						
MAT 4						
MAT 5	52%	16%	16%	33%	63%	4%
MAT 6	39%	28%	30%	37%	60%	3%
MAT 7	37%	27%	30%	22%	76%	2%
MAT 8	40%	33%	22%	23%	75%	2%
Algebra I						
Geometry						
Algebra II						

- b) Identify the type of assessments used for interim assessment data:

- ☐ Solely charter created
☒ **Vendor and charter created**
☐ Combination of solely charter and vendor and charter created

- c) Identify the type of assessments used for end of year assessment results:
- ☐ Solely charter created
 - X Vendor and charter created**
 - ☐ Combination of solely charter and vendor and charter created
- d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Link took a number of steps during the 2020-21 school year to support student progress. For all grade levels and the free/reduced lunch program-eligible students, as well as the racial/ethnic subgroup of African Americans and Latino students, the initiatives were the same:

1. Full day of instruction
2. Fidelity to the curriculum
3. Ongoing instructional coaching
4. Introduction of additional blended learning instructional and assessment tools
5. Regular use of small group instruction in breakout rooms
6. Maximized use of paraprofessional support for small groups of students
7. Robust academic program that included the arts and extra-curricular programming
8. Daily calls home to support strong attendance
9. Regular parent contact from teachers via text and email through DeansList to support high level engagement and from the nurses, social workers and administration via phone calls

For special education students, the special education teachers provided additional individualized and/or small group instruction.

For the 2021-22 school year, we plan to continue to use blended learning tools to engage students and build in strong practice with skills and to obtain actionable data. Technology will continue to be used both in the classroom and from home. We are bringing on additional paraprofessionals and teachers to provide more support for small group instruction. And, we will continue to engage parents

- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.
- English language arts:
 - 5th -- Literably, F&P, Writing Portfolio, MAP
 - 6th -- Literably, F&P, Writing Portfolio, MAP
 - 7th -- Literably, EngageNY ELA mid- and end-of-module assessments, MAP
 - 8th -- Literably, EngageNY ELA mid- and end-of-module assessments, MAP
 - Math:
 - 5th -- IXL, MAP, Eureka math mid- and end-of-module assessments
 - 6th -- IXL, MAP, Eureka math mid- and end-of-module assessments
 - 7th -- IXL, MAP, Eureka math mid- and end-of-module assessments
 - 8th -- IXL, MAP, Eureka math mid- and end-of-module assessments

- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

The instructional coaches in English language arts and math used the results when meeting with teachers after each assessment to support planning for differentiation. Teachers used the data to drive small group instruction for some grouping students and for planning lessons.

- g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.

Students took the mid-year and end of year assessments online during the 2020-21 school year, while on Zoom calls with teachers and paraprofessionals, in small breakout rooms with low student to teacher ratio. The teachers oversaw the administration of the assessments to ensure that students alone were completing the test.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information below regarding school leadership.

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Maria Pilar Paradiso	Head of School	7/1/14	\$147,794.00
Leslie Baynes	Chief Financial Officer	7/1/14	\$112,885.36
Kathleen M. Hester	Principal	7/1/14	\$141,958.00
Bima Baje	School Business Administrator (P/T)	8/26/14	\$42,432.00

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	97.9%
Elementary School Attendance Rate (grades K-5)	98%
Middle School Attendance Rate (grades 6-8)	97.8%
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	11:1

- b) Fill in the requested information below regarding the professional environment at the school.

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2019-2020 to 2020-2021)	93.5%
Total Staff Retention Rate (from SY 2019-2020 to 2020-2021)	89.5%
Frequency of teacher surveys and date of last survey conducted	7 online Google Forms were administered this past year with the last one being in May 2021
Percent of teachers who submitted survey responses	With each Google Form, between 60% and 80% of the teachers responded
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	99%

- c) What were the three main positive aspects teachers identified in the latest survey?
- Instructional coaching support
 - Support from leadership (more daily contact with teachers and with families)
 - Periodic gestures of gratitude throughout the year
- d) What were the three main challenges that teachers identified in the latest survey?
- Long school day
 - Difficulty finding balance with personal life
 - Concerns about returning to in-person with ongoing COVID-19 pandemic
- e) Fill in the requested information below regarding the school's discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2019-2020 (2020-2021 data provided)

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K			
1			
2			
3			
4			
5	73	0	0
6	79	0	0
7	83	0	0
8	73	0	0
9			
10			
11			
12			

2.2. Family and Community Engagement

- a) Fill in the requested information below regarding family involvement and satisfaction.

Table 9: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 (plus 2 parents of alumni)
Frequency of parent/guardian surveys	About once a month about a variety of topics, including technology, meals, supplies, summer programming
Date of last parent/guardian survey conducted	May, 2021; but the December and February ones provided satisfaction data
Percent of parents/guardians completing the survey (consider one survey per household)	83%
Percent of parents/guardians that expressed satisfaction with the overall school environment	92.5%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Teacher and staff contact
 - Support for families
 - Supplies and materials
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Difficulty in having children home
 - Difficulty in keeping children engaged with remote learning
 - Too much time in front of the screen
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.
- Back to School Nights, all grades, virtual
 - Family Orientation Night, virtual
 - Student Art Shows, quarterly and annually, virtual
 - Family Math Night, virtual
 - Parent Evening Programs: Cooking Class with the Dean (2), Latin Dance Night, Afro Beats Dance Night (2), Vision Board Party
 - Grade Level Town Hall meetings, virtual, twice during the year for all grades
 - Meetings for parents with Inspiring Young Minds, NJ SEEDS, and Wight Foundation, virtual
 - Report Card Conferences, all grades, virtual in quarters 1 through 3
 - End of Year Awards assemblies, all grades, virtual

- Stepping Up and Awards Ceremony for 6th graders as they move to the Upper House, virtual
 - 8th Grade Awards Ceremony, virtual
 - 8th Grade Graduation Ceremony, virtual for families, in-person for students
 - Grade level circles for students and parents on Racial Injustice, virtual
 - ProjectLit final meeting, virtual and in-person
- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.
- None, as the Link Parent Association was not operating in 2020-2021.
- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

While we worked hard to incorporate as much programming as possible we could not engage with some of our ongoing partners so the list this year is limited.

Table 10: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Relay Graduate School of Education	Professional development, training, and certification	2 teachers in Year I and 2 teachers in Year II of the Relay Residency/MAT program
Inspiring Young Minds	Program to prepare rising 8 th graders to apply for competitive boarding schools.	Organizational leaders visited Link and met with some students and the Director of High School Placement.
NJ SEEDS	Academic Program to prepare rising 8 th graders for high school	After school, weekends and summer sessions at NJSEEDS' location
The Wight Foundation	Academic program to prepare rising 8 th graders for competitive high schools	After school, weekends and summer sessions at Wight's location

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Essex and Oliver	Electives Instruction and Cultural Competency Training	Students, 8 weekly sessions per group
Camp Agawam	Residential summer camp in Maine offering Link students full scholarships	4 students, 7-week residential camp
Expozher/Photography with Tamara Fleming	Empowerment through photography electives, 3 quarterly courses of 8 sessions each	8 weekly sessions per group
FireMeUp Studio	Pottery and ceramics studio, Electives instruction	Pottery – 23 students, 8 sessions Canvas & Painting – 15 students, 8 sessions Ceramics- 5 students, 8 sessions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Glassroots	Glass Art Studio, electives instruction	8 weekly sessions per group
Jazz House Kids	Music Teaching Artist-in-residence	-12 students, 8 sessions each elective (choir and ukulele) 1 artist in residence all year to impact all students
Jesuit Volunteer Corps	Annual Volunteer Placement	2 volunteers serving 300 students and supporting teachers and staff, full-time (health insurance, housing, stipend)
JumpKids Health	Alumna led nonprofit to support healthy lifestyles	Elective throughout the year
Local Volunteers Mentoring Students	Volunteers join students for exposure to careers	10 young ladies meet to hear from women who share their path as inspiration
Newark School of the Arts	Artists-in-residence for elective classes	2-3 electives each academic quarter
Newark Yoga Movement	Yoga and mindfulness lessons for students, 2 quarterly courses for students	Centering activities and electives throughout the year
Streams of Creativity	Theatre Arts Teaching Artist in Residence	1 artist in residence all year to impact all students (309)
Bradshaw Creative Services	Theatre Arts Teaching Artist in Residence	1 artist in residence all year to impact 7 th and 8 th grade students (155)
Have you Met Newark	Develop in-person and virtual tours for use with new staff and other partners	Used during orientation for Jesuit Volunteers both at Link and other nonprofits in Newark

- b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.
- Link is uniquely positioned with 50 years of experience with partnerships to provide scholars with opportunities to stretch themselves, explore new horizons and enrich their creative spirit. Partnerships provide access to high quality, authentic experiences both in the school and outside the school that bridge the opportunity and achievement gaps, supporting the development of mind, body and spirit. This year, we worked hard to engage many of our partners and provided the tools to our scholars so we could continue to offer the elective program.
 - Partnerships also enhance our staff with training, professional development and teambuilding. Last August, we offered teambuilding virtually

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

Table 11: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	May 2021
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	June 2021

- b) List the amendments to by-laws that the board adopted during the 2020-2021 school year.
- 0145 Board Member Resignation and Removal (Mandated, Revised)
- 0164.6 Remote Public Board Meetings during a Declared Emergency (Mandated, New)
- c) List the critical policies adopted by the board during the 2020-2021 school year.
- 1643 Family Leave (M) New
- 1649 Federal Families Coronavirus (COVID-19) Response Act (Mandated, New)
- 1648 Restart and Recovery Plan (Mandated, Revised)
- 1648.02 Remote Learning Options for Families (Mandated, New)
- 1648.03 Restart and Recovery Plan, Full Time Remote Instruction (Mandated, New)
- 2415 Every Student Succeeds (Mandated, Revised)
- 2415.02 Title 1 – Fiscal Responsibilities (Mandated, Revised)
- 2415.05 Student Surveys, Analysis and/or Evaluation (Mandated, Revised)
- 2415.20 Every Student Succeeds Act Complaints (Mandated, Revised)
- 2415.20 Every Student Succeeds Act Complaints (Mandated, Revised)
- 2431 Athletic Competition (Mandated, Revised)
- 2622 Student Assessment (Mandated, Revised)
- 4125 Employment of Support Staff Members (Mandated, Revised)
- 5200 Attendance (Mandated, Revised)
- 5320 Immunizations (Revised)
- 5610 Suspension (Mandated, Revised)
- 5620 Expulsion (Mandated, Revised)
- 5330.01 Administration of Medical Cannabis (M) Revised
- 5330.05 Seizure Action Plan (Mandated, New)
- 6440 Cooperative Purchasing (Mandated, Revised)
- 7425 Lead Testing of Water in Schools (Mandated, Revised)
- 7440 School Security (Mandated, Revised)
- 7450 Property Inventory (Mandated, Revised)
- 7510 Use of School Facilities (Mandated, Revised)
- 8329 Personnel Records (Revised, Mandated)
- 8420 Emergency and Crisis Situation (Mandated, Revised)
- 8561 Procurement Procedures for School Nutrition Programs (Mandated, Revised)
- d) What were the main strengths of the board identified in the latest board self-evaluation?
- Board-Head of School Relationship
 - Financial Oversight
 - Board Operations
- e) What were the three main challenges identified in the latest board self-evaluation?
- Ensuring a safe return to in-person learning in the coming year

- Expanding to K-8 (starting with K in 2021 and adding a grade level in subsequent years)
- Assessing and addressing Learning loss due to the pandemic

3.2 Board Compliance

a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

Table 12: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Kaitlyn Barkley	12/1/20	6/30/23	Member	kbarkley@linkschool.org	1/13/21	Gov1- 6/19/21
Regina Covington	12/10/18	6/30/21*	Member	rcovington@linkschool.org	3/28/18	Gov1- 4/25/19 Gov2- 7/28/20 Gov3-6/20/21
Brenda Daughtry	7/1/19	6/30/22	Chair, Member	bdaughtry@linkschool.org	10/7/15	Gov1- 3/31/15 Gov2- 2/22/17 Gov3- 9/13/17 Gov4- 3/8/18 Gov4- 6/21/20
Shawna Ebanks	11/25/19	6/30/22	Member	sebanks@linkschool.org	2/14/20	Gov1 -6/19/20 Gov2 – 6/24/21
Susana Holguin-Veras	9/13/17	6/30/23	Member	sholguin-veras@linkschool.org	9/6/17	Gov1-7/31/18 Gov2-7/31/19 Gov3-6/30/20 Gov. 4-6/30/21
Richard Marshall	11/12/18	6/30/21*	Member	rmarshall@linkschool.org	7/2/19	Gov1-7/31/19 Gov2-7/27/20 Gov3-6/28/21
John Petrillo	7/9/19	6/30/22	Member	jpetrillo@linkschool.org	8/9/19	Gov1-6/25/20 Gov2-6/22/21
Frances Purefoy	7/1/19	6/30/21**	Member	fpurefoy@linkschool.org	10/10/18	Gov1-7/7/19 Gov2-6/18/20 Gov3 – 5/24/21
Denise Smith	7/1/17	6/30/23	Vice-Chair, Member	dsmith@linkschool.org	2/1/17	Gov1-6/8/17 Gov2-5/4/18 Gov3-6/28/19 Gov4-6/28/20

* Re-elected on June 2021 for three year terms

**Left board as of June 30, 2021, as her term as parent member, as defined by LCCS bylaws, ended.

b) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

- <https://linkschool.org/board-meeting-calendar-minutes/>

- c) Please provide the month and year of the latest board meeting minutes posted on the school's website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.
 - June 2021, Regular and Annual Meeting
- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2020-2021.

Table 13: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2020-2021 was made available to interested parties	October 15, 2019
Date the application for school year 2020-2021 was due back to the school from parents/guardians	March 15, 2020
Date and location of the lottery for seats in school year 2020-2021	February 20, 2020 23 Pennsylvania Ave, Newark, NJ

- b) Provide the URL to the school's application for prospective students for school year 2020-2021. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.
 - <https://linkschool.org/enrollment/application-process/>
- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2020-2021.
 - Link Community Charter School Website
 - Link Community Charter School Main Office
 - Public sites in districts of residence
 - Link Community School Facebook Page
- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.
 - English, Spanish, Portuguese, French
- e) List all ways in which the school advertised that applications for prospective students for school year 2020-2021 were available prior to the enrollment lottery.
 - Postcard mailings to homes with students ages 10 through 14 in the four districts of residence
 - Link Community Charter School Website
 - Meetings in the districts of residence

- Posting on Facebook
- Posting in parent newsletters
- Flyers sent home to current families to distribute

f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

Table 14: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
K			
1			
2			
3			
4			
5	2	15	0
6	5	4	0
7	2	3	0
8	0	1	0
9			
10			
11			
12			

g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 15: School Site Facility Information

School Site Facility Information	
Site name	Link Community Charter School
Facility lease information	23 Pennsylvania Avenue, Newark, NJ 07114
Landlord name	Link Education Partners
Lease commencement date	July 1, 2020
Lease termination date	June 30, 2023

School Site Facility Information	
2020-2021 annual lease cost	\$328,000
Facility mortgage/bond information	n/a
Purchase date	n/a
Mortgage lender/Bond Issuer(s)	n/a
Outstanding loan amount as of July 1, 2021	n/a
Latest date of appraisal	n/a
Appraised value of property	n/a

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	1
Total annual cost of all leases	\$328,000
Total lease amount budgeted for 2021-2022	\$328,000

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	0
Total mortgage/bond amount	n/a
Mortgage principal budgeted for 2021-2022	n/a
Mortgage payment interest budgeted for 2021-2022	n/a

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. Link Community Charter School has implemented the Stronge Evaluation System, a comprehensive system that provides uniform evaluations for teachers, educational specialists and leaders. Each educator is evaluated on the following six research-based standards:
- Professional knowledge
 - Instructional planning
 - Instructional delivery
 - Assessment of/for learning
 - Learning environment
 - Professionalism

Standards are clearly outlined and provide the major expectations and responsibilities. Performance indicators are included to provide examples of observable behaviors. Through the use of multiple data sources, including observations and artifacts, the educator and evaluator work together to assess performance and growth, and identify areas for further development. Using a rubric, the evaluator determines the educator's overall performance and a resulting single summative score is derived.

- b) Provide a description of the school leader evaluation system that the school has implemented.

Link Community Charter School has implemented the NJ School Board s Association’s Chief School Administrator Evaluation Tool for the evaluation of the Head of School. It includes the Head of School Self Evaluation of progress on goals and an assessment by board members. The latter measures the head’s leadership in the following areas: Mission, Vision and Core Values; Governance, Ethics, and Professional Norms; Operations Management; Curriculum, Instruction, Assessment, and School Improvement; Community of Care/Family Engagement; and Professional Capacity/Community of School Personnel. The school leader provides evidence of each standard by providing documentation that the board members can review.

- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 15: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2021 – 2022 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2021.” Save each appendix by the file naming convention provided in the second column of the above table.

APPENDICES

Appendix A	Statements of Assurance
Appendix B	Board Self Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Board policy for the establishment of a grievance committee
Appendix E	Admissions Application (English)
Appendix E	Admissions Application (French)
Appendix E	Admissions Application (Portuguese)
Appendix E	Admissions Application (Spanish)
Appendix F	Board resolution approving the teacher and school leader/principal evaluation Systems
Appendix G	2021- 2022 School Calendar
Appendix H	Organizational Chart
Appendix I	Promotion/Retention Policy
Appendix J	Graduation Policy

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

- ☒ *Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- ☒ *Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et seq.*
- ☒ *Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- ☒ *Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- ☒ *Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.

- ☒ **Facility; Location.** The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.

Signature of School Official (School Lead):

Maria Pilar Paradiso

Date: *July 28, 2021*

Print Full Name: *Maria Pilar Paradiso*

Title: *Head of School*

Signature of Signatory Official (President, Board of Trustees):

Brenda Daughtry

Date: *7/28/21*

Print Full Name: *BREND A DAUGHTRY*

Title:

School District Board Self Evaluation

NJSBA



Congratulations! You and your board have recognized the importance of assessment and accountability by participating in a self-evaluation. You are sending a clear signal to the community and staff about the importance of evaluation -- "you are practicing what you preach." **This process will assist your board in its continuing commitment to focus on and increase student achievement.**

GENERAL INSTRUCTIONS

1. **Board Members** should complete both top and bottom indicators about the board and board member, placing a check in the appropriate column and then provide comments and/or examples that illustrate your ratings. Completing both indicators allows you to evaluate your own performance and to view your contribution to the effective functioning of the board as a whole.
2. **Administrators** completing this form should fill out **ONLY the top indicator, *About the Board.*** In completing the form, place a check in the appropriate column and then provide comments and/or examples that illustrate your ratings.
3. **Comments** are important and will be compiled and shared with the board. They provide a clear explanation for your ratings. Remember that you are evaluating the board, as a whole, **during the past 12 months**, not individual occurrences or individual members. Therefore your responses and comments should be based on how you see the total board performance during that period.
4. **Challenges** These sections should be completed by everyone who fills out a self-evaluation. The last page of the evaluation consists of two open-ended questions that give you the opportunity to address the future of your district, by highlighting the challenges you face and identifying possible solutions. Please limit yourself to the three most important issues.

Your Field Service Representative will meet with the board to share the strengths and areas of concern identified by the evaluation. This will assist your board, utilizing the results of this evaluation in developing the board professional development improvement plan. This plan must be directed toward increasing your knowledge and skills in policy making and board governance.

Service does not stop there, however. Your FSR will facilitate workshops and retreats and provide the necessary training -- **all as part of your association dues.**

School District Board Self Evaluation

NJSBA



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to your board's overall effectiveness and success?

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

*****Please complete this section first*****

	Vital 4	Very Important 3	Somewhat Important 2	Not Important 1
I. PLANNING: The board is a planning body, focusing on the district mission and goals.				
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy.				
III. STUDENT ACHIEVEMENT The board requires written curriculum and systematic evaluation that is focused on student achievement.				
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.				
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.				
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management.				
VII. BOARD / SUPERINTENDENT RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the superintendent.				
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.				
IX. BOARD AND COMMUNITY: The Board effectively represents and communicates with the public, involving the community in district planning.				

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a district wide mission and multi-year plan for education.					
2. plans, and collaboratively sets district and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the district planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the district vision, mission and goals.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. operates as a “policy-making body.”					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board’s policy intent.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am familiar with the board’s policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the district.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. determines the district educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am involved in determining district educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of district operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. understand the relationship between our budget and our district's goals.				
B. understand and participate in our district's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					
Our board acts as: <u>CIRCLE ONE</u> a board of the whole OR with specific board committees					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/SUPERINTENDENT RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the superintendent.					
2. works with the superintendent in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication, and observes the chain of command.					
4. keeps the superintendent informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the superintendent in accordance with statute and code as per NJQSAC.					
6. works with the superintendent to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.					
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the superintendent.				
B. observe the chain of command.				
C. participate fully in the superintendent evaluation process approaching the task of evaluation fairly and diligently.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the superintendent.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the superintendent.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our school district.					
2. anticipates community issues and trends affecting our district.					
3. encourages community involvement in the district.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire district.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the district within the community.				

COMMENTS AND EXAMPLES:



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- 1.
- 2.
- 3.

In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

-
-
-

SUPERINTENDENT GOALS ASSESSMENT

Appendix C

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:	Achieved	Satisfactory Progress made	Little or no progress made	
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 1		BOARD MEMBER RATING		
	Achieved	Satisfactory Progress made	Little or no progress made	
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

GOAL 2		SUPERINTENDENT SELF-RATING		
Description of goal:	Achieved	Satisfactory Progress made	Little or no progress made	
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		BOARD MEMBER RATING		
	Achieved	Satisfactory Progress made	Little or no progress made	
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
Proficient	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
Area for Growth	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; connections between allocation of resources in budget for Mission and Vision statement; agendas where data was used to review attainment toward district goals.

Superintendent Selected Evidence for Standard 1

(Documents provided by Superintendent)

STANDARD 1 INDICATORS		PERFORMANCE LEVEL				
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.						
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.						
3. Leads in the ongoing development and review of the district's vision, mission, and both long- and short-term goals; and engages stakeholders in the process.						
4. Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.						
5. Creates, shares and implements plans to achieve district goals.						
6. Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.						
7. Ensures that the vision, mission and goals are clearly articulated and known to all stakeholders in the community.						

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board member comments supporting rating:

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

Effective educational leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrates the skills to work effectively with the board that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
Proficient	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
Area for Growth	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 2 may include: Reports, data and information provided to the board related to agenda items requiring approval; Communication log and / or documents between the board and superintendent; Listing of policies and regulations approved by the Board; Communication and documents sent to all those affected by new policies and regulations.

Superintendent Selected Evidence for Standard 2

(Documents provided by Superintendent)

STANDARD 2 INDICATORS		PERFORMANCE LEVEL				
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Provides professional advice and keeps the board regularly informed with data, reports, and information which enables the board to make effective, timely decisions.						
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.						
3. Actively and continuously encourages board development by seeking and communicating opportunities.						
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.						
5. Supports and enforces all board policies and communicates changes to those who are affected.						
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.						
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership						

BOARD MEMBER ASSESSMENT OF STANDARD 2

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 3 Operations Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
Proficient	The superintendent manages school district operations in a manner that promotes student success.
Area for Growth	The superintendent has had uneven success in the operations management of the district. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not manage school district operations in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Artifacts for Standard 3 may include: Mission and vision statement, district and superintendent goals, long range facilities plan, budget and associated community presentations, strategic plan, referendum, technology initiatives and purchase orders, audit, and committee agendas.

Superintendent Selected Evidence for Standard 3

(Documents provided by Superintendent)

STANDARD 3 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders manage school district operations and resources to promote each student's academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals, and the day-to-day operations of the district.					
2. Promotes appropriate financial control of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
3. Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible to the community.					
4. Develops and manages a comprehensive approach to personnel that aligns to the district vision, strategies, and goals.					
5. Promotes safety across the district by keeping abreast of current facilities usage and planning for future needs.					
6. Employs technology to improve the quality and efficiency of operations and management.					

BOARD MEMBER ASSESSMENT OF STANDARD 3

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
Proficient	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

Superintendent Selected Evidence for Standard 4

(Documents provided by Superintendent)

STANDARD 4 INDICATORS		PERFORMANCE LEVEL				
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.						
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.						
3. Promotes the effective use of technology in the service of teaching and learning.						
4. Uses assessment data to monitor student progress and improve instruction.						
5. Recommends and implement the district's professional development and mentoring plan.						
6. Engages others in an ongoing process of district improvement.						
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.						

BOARD MEMBER ASSESSMENT OF STANDARD 4

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Exemplary	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
Proficient	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
Area for Growth	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
Not Observed	Not observed – neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

Superintendent Selected Documentation for Standard 5

(Documents provided by Superintendent)

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
Proficient	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 6 may include: : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

Superintendent Selected Evidence for Standard 6

(Documents provided by Superintendent)

STANDARD 6 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.					
2. Ensures that all staff are evaluated in accordance with established procedures.					
3. Recommends employees for contract renewal or tenure in a timely manner.					
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.					
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.					
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.					

BOARD MEMBER ASSESSMENT OF STANDARD 6

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board member comments supporting rating:

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POLICY

LINK COMMUNITY CHARTER SCHOOL BOARD OF EDUCATION

Bylaws
0155/Page 1 of 4
BOARD COMMITTEES

0155 BOARD COMMITTEES.

A. Establishment

The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of Link Community Charter School. Minutes of each committee meeting should be taken and submitted to the Secretary of the Board within two weeks of the meeting date.

B. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. The Chairperson of the Board of Trustees shall be an ex officio member of each committee. The Head of School of Link Community Charter School shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salaries are to be deliberated. The Chairperson of the Board of Trustees and the Head of School, in their roles of ex officio members of each committee, shall not count towards a quorum for such committee meetings. Standing committees may include:

1. Governance Committee

Prior to the annual meeting each year, the Officers of the Board of Trustees shall select, based on skill set and interest to serve, a Governance Committee from the membership of the Board of no less than one voting Trustee and appointed non-voting committee members. The members of the Governance Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. It shall be the duty of the Governance Committee to receive names in nomination and to prepare a slate of nominees for the election to the Board and as Officers at the annual meeting. The Board may place additional names in nomination at the annual meeting. The Governance Committee shall also be responsible to receive names in nomination for election to the Board when there is a Board vacancy during the year. The Governance Committee is also responsible for conducting Board orientation for new Trustees, and ensuring that Trustees meet any training requirements of the New Jersey School Board Association. Additionally,



this committee will review policies and bylaws amendments and additions before presentation to the Board as a whole.

2. Education Committee

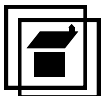
The Officers of the Board of Trustees shall select, based on skill set and interest to serve, an Education Committee from the membership of the Board. The members of the Education Committee shall be composed of at least one voting Trustee and appointed non-voting committee members. The Education Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. It will assist the Head of School with his/her academic responsibilities, acting as resource persons in whatever way possible. The Education Committee will also be responsible for advising the Head of School in setting measurable academic goals and monitoring and reporting to the Board on goal attainment. The Principal will serve as ex-officio, non-voting members of this committee.

3. Finance and Facilities Committee

The Officers of the Board of Trustees shall select, based on skill set and interest to serve, a Finance and Facilities Committee from the membership of the Board. The members of the Finance and Facilities Committee shall consist of at least one voting Trustee, one of whom is the Treasurer, and appointed non-voting committee members. The Finance and Facilities Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. The Committee makes recommendations to the Board on matters of financial administration, including annual operating and capital budgets, major financial transactions, and oversight of property maintenance. It may carry on other functions as assigned by the Board of Trustees. The School Business Administrator/Board Secretary and the Chief Operating Officer shall be ex-officio, non-voting members of the Finance Committee.

4. Grievance Committee

In accordance with New Jersey law (N.J.S.A. 18A:36A-15), the Board of Trustees shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Trustees concerning the disposition of complaints. The Grievance Committee will be a six member committee of three parents and three



teachers selected by their peers. Terms of service will be for one year, and the committee will be elected annually before the start of each school year.

The Committee will investigate complaints and make non-binding recommendations to the parties involved and to the Board concerning the disposition of the complaint. The Committee must meet within seven business days of the complaint submission date to open an investigation.

Testimony will be taken in investigating the complaint. Upon completion of its investigation, the Committee will prepare and submit a written, non-binding recommendation to the parties involved within a reasonable timeframe, usually fourteen days. If the parties choose not to accept the recommended course of action, they may appeal to the Board of Trustees.

The Board may uphold the Grievance Committee's recommendation, or make another recommendation. Ultimately, parties may seek legal remedy if they remain unsatisfied or appeal the decision to the Commissioner of Education.

This process will be outlined in the student, parent, and employee handbooks.

C. Non-Trustee Committee Members on Standing Committees

In addition to sitting Trustees who have voting power on the Board, standing committees may also have participating non-trustee committee members from the community, which may include faculty, staff, advisors, and other stakeholders.

As paid employees, staff and faculty may not have voting powers; however, in order to ensure stakeholder representation in school business they will be recruited as working members of each standing committee of the Board.

D. Temporary Ad Hoc Committees

The Board of Trustees will have the power to form temporary or ad hoc committees to address specific projects or challenges. These temporary or ad hoc committees shall have a charge specific to permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved.

Members of ad hoc committees shall be drawn from the Board and from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than three and

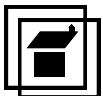


no more than nine members. One such temporary committee is the Personnel Committee, which shall be activated by the Board from time to time to and shall function as follows:

1. Personnel Committee

The Personnel Committee shall consist of at least three members and will be established as needed to advise the Head of School on hiring plans, compensation packages, etc.). The members of the Personnel Committee shall serve for a term of one year, with the possibility of being asked to serve on this same committee the following year. The Committee may carry on other functions as assigned by the Board of Trustees.

Adopted: 26 March 2014
Revised: 19 October 2015
Revised: 10 December 2018



ENROLLMENT APPLICATION

STUDENT INFORMATION

What grade is your child currently in? _____ What grade is your child applying for? _____

Student's Name _____

Last

First

Middle

Mailing Address (if different from the address on the right side of this form:

P.O. Box # or Number/Name of Street

City, State, Zip Code

PARENT INFORMATION

Check one:

☐ Mother ☐ Stepmother ☐ Legal Guardian

Check one:

☐ Father ☐ Stepfather ☐ Legal Guardian

Full Name _____

Full Name _____

Address _____

Address _____

(if different from student's address)

(if different from student's address)

Home Phone _____

Work Phone _____

Home Phone _____

Work Phone _____

Cell Phone _____

Email Address _____

Cell Phone _____

Email Address _____

SIBLING INFORMATION

Sibling Policy: Preference will be given to siblings of enrolled students (N.J.S.A. 36-A-8c). Once a student is admitted, if a student has a sibling who has also applied for admission, the sibling will be automatically admitted, as space allows.

Does the student have brothers or sisters currently enrolled in Link Community Charter School? Yes ☐ No ☐

If yes, please list: (use back of form if more space is needed):

Student Name
Current Grade

Does the student have a brother or sister who is also applying to Link Community Charter School? Yes ☐ No ☐
(Note: You must complete a separate application for each child applying.)

How did you learn about Link Community Charter School?

Internet ☐ Friend/Family ☐ Mailing ☐ Child's Current School/Teacher ☐ Press ☐ Bus Signs/Posters ☐

Other (describe): _____

Notice of Nondiscriminatory Policy as to Students

Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

PARENT/GUARDIAN SIGNATURE

By signing your name below, you are ensuring that the information you provided is true and correct.

Signature _____ Date _____

Address	STUDENT'S First name	Middle Name	Last Name	Birth date	Age	Gender
City, State, Zip				Home Phone	Parent/Guardian Cell Phone	



Année en cours à l'école _____

Nom de l'étudiant _____

Nom	Prénom	Deuxième prénom
-----	--------	-----------------

P.O. Box # ou Nombre /Nom de la rue Ville, État, Code postale

(si différente de l'adresse de l'étudiant)

(si différente de l'adresse de l'étudiant)

E-mail

Prénom d'étudiant	Deuxième prénom	Nom	Date de naissance	L'âge	Sexe
Adresse Postale			Ville, Etat, Code postale	Téléphone du maison	
				Téléphone cellulaire du parent	

MATRÍCULA

INFORMAÇÃO SOBRE O ALUNO

Para o ano letivo (selecionar uma): 5ª Serie ☐ 6ª Série ☐ 7ª Série ☐ 8ª Série ☐

Grau atual na escola _____

Nome do aluno _____
Sobrenome _____ Nome _____

Endereço para correspondência (caso este seja diferente do endereço listado na lateral deste documento):

Caixa postal ou endereço _____ Cidade, Estado e CEP _____

INFORMAÇÃO SOBRE OS PAIS

Selecione uma opção:

☐ Mãe ☐ Madrasta ☐ Responsável

Nome completo _____

Endereço _____

(caso seja diferente do endereço do aluno)

Selecione uma opção:

☐ Pai ☐ Padrastro ☐ Responsável

Nome completo _____

Endereço _____

(caso seja diferente do endereço do aluno)

Tel. de casa _____

Tel. de trabalho _____

Tel. de casa _____

Tel. de trabalho _____

Celular _____

Email _____

Celular _____

Email _____

INFORMAÇÃO SOBRE IRMÃOS DO ALUNO

Preferência é dada para irmãos de alunos já matriculados na escola (N.J.S.A. 36-A-8c.) Irmãos ou irmãs dos alunos da escola que se inscrevem para matrícula são admitidos automaticamente quando há disponibilidade de vagas.

O aluno tem algum irmão ou irmã que já está estudando na Link Community Charter School? Sim ☐ Não ☐

Em caso de sim, liste os nomes:

Nomes

Série

Tem algum irmão ou irmã que também está se inscrevendo para a Link Community Charter School? Sim ☐ Não ☐

(Atenção: é necessário completar um documento de matrícula separado para cada um dos estudantes.)

Como você descobriu a Link Community Charter School?

Internet ☐ Amigo/família ☐ Correio ☐ Atual professora do filho ☐ Jornal ☐ Anúncios nas ruas ☐

Outro (descreva): _____

Notice of Nondiscriminatory Policy as to Students

Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ASSINATURA DOS PAIS OU RESPONSÁVEL

Ao assinar este documento, você está confirmando que todas as informações aqui contidas estão corretas.

Assinatura _____ Data _____

Endereço
Nome do Aluno

Cidade, Estado, CEP
Nome do Meio

Sobrenome

Tel. de casa
Data de nascimento

Cel dos pais
Idade

Sexo

**SOLICITUD PARA MATRÍCULA****INFORMACIÓN DEL ESTUDIANTE**Aplicar para (seleccione una): 5° grado ☐ 6° grado ☐ 7° grado ☐ 8° grado ☐

Grado actual en la escuela: _____

Nombre del estudiante _____
Apellido Primer nombre Segundo nombre

Dirección postal (en caso de ser diferente a la dirección que aparece en el lado derecho de este formulario):

P.O. Box # o No. /Calle

Ciudad, estado, código postal

INFORMACIÓN SOBRE LOS PADRES

Seleccionar uno:

☐ Madre ☐ Madrastra ☐ Representante legal

Seleccionar uno:

☐ Padre ☐ Padrastra ☐ Representante legal

Nombre completo _____

Nombre completo _____

Dirección _____

Dirección _____

(En caso de ser diferente a la dirección del estudiante)

(En caso de ser diferente a la dirección del estudiante)

Tel. de casa

Tel. del trabajo

Tel. de casa

Tel. del trabajo

Celular

Correo electrónico

Celular

Correo electrónico

INFORMACIÓN SOBRE LOS HERMANOS

Política sobre hermanos: Se dará preferencia a los hermanos de estudiantes matriculados (N.J.S.A. 36-A-8c). Una vez que el estudiante haya sido aceptado, si el estudiante tiene un hermano que también ha aplicado para matricularse, ese hermano será aceptado automáticamente siempre y cuando el cupo lo permita.

¿Tiene el estudiante hermanos o hermanas que actualmente asisten a Link Community Charter School? Sí ☐ No ☐

¿Si es así, cuáles son sus nombres?

NombreGrado_____

¿Tiene el estudiante algún hermano o hermana que también esté aplicando para Link Community Charter School?

Sí ☐ No ☐

¿Cómo se enteró de Link Community Charter School?

Internet ☐ Amigo/familiar ☐ Correo ☐ Escuela/maestra actual de su niño ☐ Periódico ☐Anuncios/pósters en los buses ☐ Otro (Describir) _____**Notice of Nondiscriminatory Policy as to Students**

Link Community Charter School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

FIRMA DEL PADRE/REPRESENTANTE LEGAL

Al firmar este formulario, usted asegura que toda la información es correcta y verás.

Firma _____ Fecha _____

Dirección postal

Primer nombre del estudiante

Segundo nombre

Apellido

Ciudad, estado, código postal

Tel. de casa

Fecha Nac. / /

Edad

Género

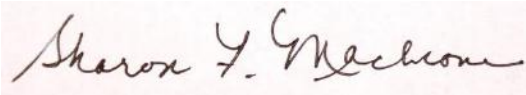
Celular del padre/Rep. legal

**LINK COMMUNITY CHARTER SCHOOL
Board of Trustees
23 Pennsylvania Avenue, Newark NJ 07114**

Resolution #060820A-25: Approval of evaluation systems

Be it Resolved that the Board of Trustees approves the My Learning Plan/Stronge Evaluation system for teaching positions, the NJSBA Board Self Evaluation for the LCCS board, and the NJSBA Chief School Administrator Evaluation for the head of school position for the 2020-2021 school year.

I hereby certify that these resolutions were adopted by the Board of Trustees of Link Community Charter School, Inc. at its regular meeting held on June 8, 2020.

A handwritten signature in dark ink, reading "Sharon F. Machrone", is written over a light pink rectangular background.

Sharon F. Machrone, Board Recording Secretary

Link Community Charter School

Proposed 2021-2022 School Calendar, Rev. 07.12.21

School Year Begins on Tuesday, September 7, 2021 and Ends on Friday, June 17, 2022

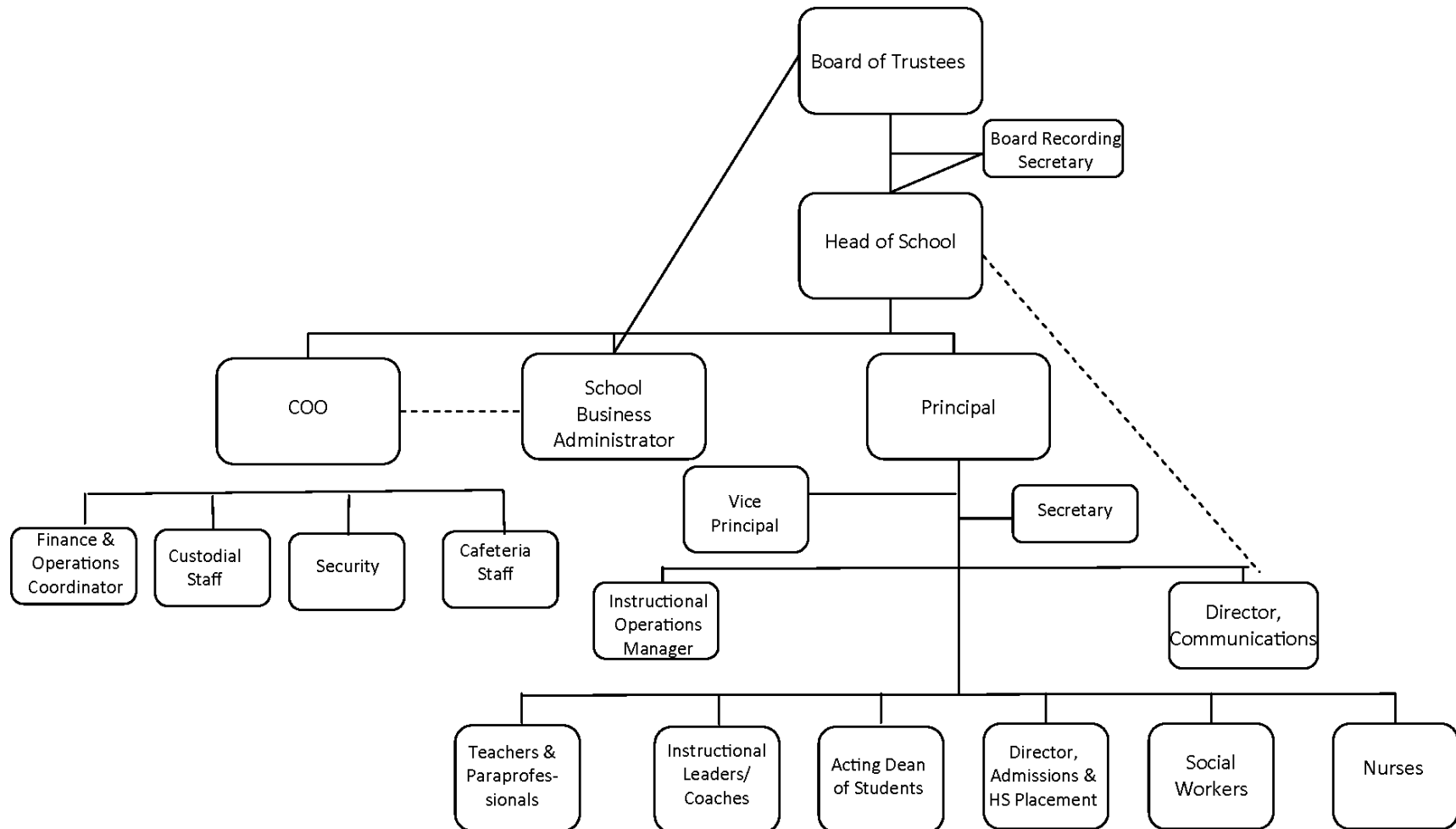
Student Days: 182 Staff Days: 193 * *does not include Summer Academy

Students: 0 Staff: 5							Students: 18 Staff: 21						
July '21							August '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
			6/30	1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
Students: 20 Staff: 20							Students: 18 Staff: 19						
October '21							November '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
Students: 19 Staff: 20							Students: 18 Staff: 18						
January '22							February '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												
Students: 16 Staff: 16							Students: 21 Staff: 21						
April '22							May '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
Students: 13 Staff: 17							Students: 13 Staff: 17						
June '22							June '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30			26	27	28	29	30		

	Holidays: No School
	Link Summer Academy
	Building Closed (School & District) to All
	Teacher Boot Camp
	No School; building open for 12 month employees

	Teacher PD Day (no school for students)
	Early Dismissal for students, 12:45 pm; Staff PDF, 1:15-4:30 pm; Graduation, June 17 th (all staff must attend.)
	Early Dismissal for all, 12 pm
	Incoming 5 th Grade Program
**	Early Dismissal Days for Kindergarten students only; regular school day for other grades

POLICY 1100 ORGANIZATION CHART
LINK COMMUNITY CHARTER SCHOOL, rev. 01.18.21



POLICY

LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

STUDENTS
5410/page 1 of 1
Promotion and Retention
M

5410 PROMOTION AND RETENTION

The Board of Trustees recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each student enrolled in this school shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for student promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion Standards

To be promoted, a Link student must achieve passing grades in all core subjects. Should a student fail one of these subjects for the year (ending in June), that student will have the opportunity during the summer to achieve the necessary competency level in that subject in order to be promoted. A student who does not achieve the necessary competency during the summer in that subject will be required to repeat the grade.

Should a student fail two or more of the core subjects during the regular school year, a student will be required to repeat the grade.

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances should permit the promotion of a student who has been absent more than eighteen days during the school year.

Classroom teachers shall recommend to the Principal the promotion or retention of each student. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Head of School whose decision shall be final.

N.J.S.A. 18A:35-4.9

Adopted: 10 June 2014



POLICY

LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

STUDENTS

5411/page 1 of 1

Promotion from Eighth Grade

5411 PROMOTION FROM EIGHTH GRADE

The Link Community Charter School will meet all legal requirements, standards and assessments, pursuant to New Jersey statute and regulations.

To be awarded a Link diploma, an eighth grade Link student must achieve passing grades in the core subjects of ELA, history, math, science and physical education. Should a student fail one of these subjects during the course of the regular school year (ending in June), that student will have the opportunity during the summer to achieve the necessary competency level in that subject to graduate. This student will receive his/her diploma only upon successful completion of the work in that course and will not be allowed to participate in the graduation activities. A student who does not achieve the required competency during the summer in that subject will not graduate and maybe asked to repeat the eighth grade.

Should a student fail two or more of the core subjects during the regular school year, the student maybe required to repeat the eighth grade.

Promotion and graduation letters will be mailed to parents in sufficient time so that both students and parents clearly know their current status and have sufficient time to improve their work and grades. Three different letters will be sent depending on whether a student fails a course or not and which grade they are in.

If an eighth grade student failed a core course he/she will be given a letter outlining the graduation requirements, which courses were failed, and a receipt signature for the parents.

If a seventh grade student failed a core course he/she will be given a letter outlining the promotion requirements, which courses were failed, and a signature receipt for the parents.

If a seventh or eighth grade student did not fail any of the core courses, they will receive a short version of the letter and the graduation/promotion requirements.

N.J.S.A. 18A:35-4.9; 18A:36-14; 18A:36-15;
18A:36-18; 18A:38-25 et seq.

N.J.A.C. 6:3-4A.1; 6A:8-4.4 et seq.

Adopted: 8 September 2014

Revised and readopted: 16 October 2017



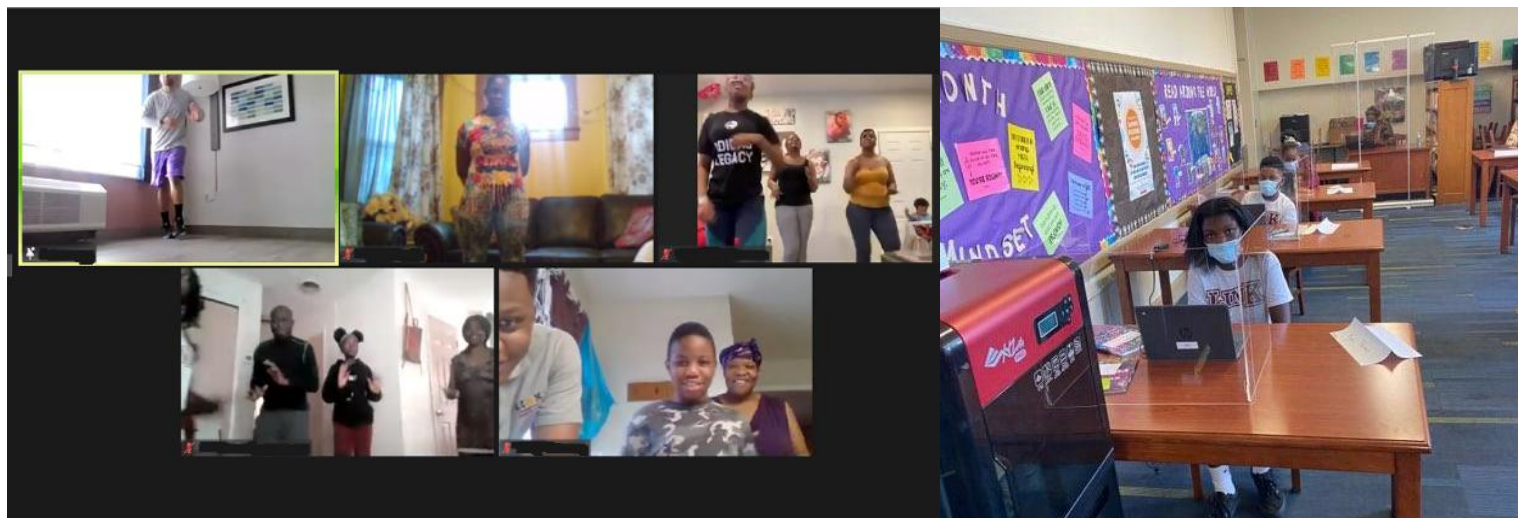


23 Pennsylvania Avenue

Newark, NJ 07114

P 973.642.0529 | F 973.642.1978

linkschool.org



Kindergarten ELA Reading

Link Community Charter School

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: We Are Readers: Building Good Habits and Routines	40 lessons
<input type="checkbox"/> Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)	30 lessons
<input type="checkbox"/> Unit 3: Super Powers: Reading with Print Strategies (Book II)	30 lessons
<input type="checkbox"/> Unit 4: Bigger Books, Bigger Reading Muscles (Book III)	30 lessons
<input type="checkbox"/> Unit 5: Becoming Avid Readers (Book IV)	30 lessons
<input type="checkbox"/> Unit 6: Growing Expertise in Little Books (If Then...)	30 lessons
<input type="checkbox"/> Unit 7: Readers Get to Know Characters by Pretending and by Performaing Their Books	1 lessons

Unit 1: We Are Readers: Building Good Habits and Routines

Kindergarten ELA Reading - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSL) - Kindergarten - English Language Arts ELA (2020)

RL.K.1

RL.K.2

RL.K.3

RL.K.4

RL.K.5

RL.K.10

RI.K.3

RI.K.4

RI.K.5

RI.K.7

RI.K.9

RI.K.10

RF.K.2.b

RF.K.3

RF.K.4

SL.K.2

SL.K.1

SL.K.6

NJSLSA.L6

L.K.6

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 1: We Are Readers: Building Good Habits and Routines

Kindergarten ELA Reading - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, readers will learn the structures and procedures of reader's workshop. Students will begin reading from book tubs and learn how to share, retell, and talk about books that they have read independently and with a partner.

Transfer

Students will be able to independently use their learning to...
Build strong reading habits, learn about the world around them, and grow as readers.

Meaning

Big Ideas & Understandings

Students will understand that...

- Reading Workshop is a safe and fun place to explore books and read.
- Books are filled with information and stories that we can read in different ways.
- Books are meant to be shared in various ways to help us enjoy and understand our books better.

Essential Questions

Students will keep considering...

- What does reading workshop look and feel like?
- How do we begin to read and enjoy books?
- How do readers share what they have read?

Acquisition

Knowledge

Students will know that....

- environmental print is a form of reading
- taking a picture walk will lead to information about the book

Skills

Students will be skilled at...

- recognizing environmental print as a form of reading.
- Describign what they like like to read about and selecting books based on those interests.

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Acquisition	
<ul style="list-style-type: none">• illustrations help the reader figure out the important events on a page.• that concept books are all about a specific topic.• strategies that they use to read familiar books will help them read unfamiliar books.	<ul style="list-style-type: none">• identifying the beginning letter sounds on a page.• rereading to check for meaning and understanding

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• TC Running Record Assessments	<ul style="list-style-type: none">• Student work• anecdotal notes• teacher observations <p>Performance Task(s):</p> <ul style="list-style-type: none">• Students will partner read familiar texts• Students will read familiar texts independently
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Launching With Learn-About-the World-Books

Session I: Readers Read the World

Demonstration Text Sessions 1-9 **Beetle Alphabet Book**

(Unit 1, pg. 3) Today I want to teach you that readers walk through the world in a special way. They don't just see things. They read things. They read names and signs, directions, and songs, too. They do this by looking at the words and thinking. 'What might this say?'

How to Read the World...

1. Look at the word.
2. Think, "What might this say?"
3. Read the word

Anchor Chart: We Are Readers (pg. 3)

1. We can look
2. We can think
3. We can read

Session 2: Readers Read Books to Learn About the World

DemonstrationText: Beetle Alphabet Book

(Unit 1, pg. 8) Today I want to teach you that you don't have to walk up and down the halls to read and learn about the world. You can sit anywhere, open up a book and presto! You start to learn cool things about the world.

How to Read Books to Learn About the World

1. Study the cover.
2. Look at the pictures.
3. Think, 'What will I learn about?'
4. Read

Anchor Chart: We are Readers (pg. 9)

Add: we can learn

Session 3: Readers Read by Themselves and With Others

(Unit 1, pg. 13) Today I want to teach you something that every reader in the whole wide world knows.

Every reader, from here to China, knows that it is fun to read all by yourself, privately and quietly. And it is also fun to read with a friend.

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How to Read With a Partner

1. Sit elbow-to-elbow, knee-to-knee.
2. Put the book between you and your partner.
3. Take turns see-saw reading.

Anchor Chart: Readers Read With a Partner (pg. 14)

1. Sit side-by-side.
2. Put one book in the middle
3. See-saw read

Session 4: Readers Read a Book from Cover to Cover

(Unit 1, pg. 18) Today I want to teach you that when readers read books, they read the cover first, then they read the first page, the next, and the next-all the way to the end.

How to Read From Cover to Cover

1. Look at the cover.
2. Think about what the title might be.
3. Look at each page.
4. Think about what is happening from the beginning to the end.

Session 5: Readers Reread Demonstration Text:

(Unit 1, pg. 24) Today I want to teach you that readers don't just whip through a book, then toss it to the side and say, 'I'm done!' No way! Readers (like writers) have a saying: 'When you are done, you've just begun!' When readers finish a book, they think, 'Let me try that again,' and then they reread the book.

Reread means to read again.

How Readers Reread

1. Read the book 1x.
2. Read the book again from the beginning.
3. Study each page as you reread.
4. Think about what you have read.

Anchor Chart: Readers Read With a Partner (pg. 26)

Add: reread to learn more

Session 6: Readers Reread a Book by Putting All the Pages Together

(Unit 1, pg. 31) Today I want to teach you that when you read a book again and again it's just like seeing something new on the playground that you have already been to many times. When you reread a book, you begin to understand some new things about it. One thing you begin to see is that all the pages of the

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book go together. As you read the pages, it's important to put them together with your own words to learn as much as you can.

How to Put All the Pages of a Book Together

1. Read the first page of the book.
2. Use a connect-the-page word (and then, first, next, after that, and last).
3. Read the next page.
4. Repeat

Review Anchor Chart: Readers Read with a Partner

Session 7: Readers Reread to Rethink

(Unit 1, pg. 37) Today I want to teach you that when you read a book again and again, you also have a chance to think more and talk more and learn more. Readers who reread know that rereading means rethinking. And rethinking can take you beyond the book.

How to Rethink About Your Reading

1. Read a book from cover to cover.
2. Think about what is happening
3. Reread the book using connect-the-page words.
4. Add a pinch of you! (I think...)

Anchor Chart: Readers Read With a Partner (pg. 39)

Add: add a pinch of you

Session 8: Rereading Helps Readers Learn from Words in Books Too.

(Unit 1, pg. 42) Today I want to teach you that as you read books again and again, you really do see new things each time you reread. You also start to notice the words more and more. You can read the words in a book like the words in a classroom, and in school. You see the words, and you think, think, think, to figure out what they probably say.

Helping Kids With Beginning Word Reading

1. Study the picture and say what it teaches. Be sure to add a pinch of you.
2. Listen for repeating words as you read a page.
3. Say one of those words again and again.
4. Listen for the first sound and try to remember the letter that makes the sound. (an alphabet chart can help)

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5. Search the words for a word that starts with the letter.

6. Try to find that word many times on the page.

Anchor Chart: Readers Learn from Books, Too (pg. 43)

- We learn from pictures.
- We learn from words

Session 9: Readers Sound Like Teachers When They Read

Learn-about-the-World Books

(Unit 1, pg. 49) Today I want to teach you that when you read a learn-about-the-world book again and again, you can begin to make the book sound right. Learn-about-the-world books teach, and so they sound like a teacher. When you read these books again and again, you sound like a teacher too.

How to Read Sounding Like a Teacher

1. Read the pictures, Ask, "What am I learning?"
2. Read the words and Ask, "What am I learning?"
3. Reread and make your voice sound like a teacher!

Anchor Chart: Readers LEARN from Books, Too! (pg. 49)

Add: we sound like a teacher

Bend II: Reading Old Favorite Storybooks

The following books should be used throughout this bend during read alouds and lessons. Stories should be heard by students many times: Caps for Sale, Three Billy Goats Gruff, and The Carrot Seed

Session 10: Readers Can Read Stories They Have Heard a Zillion Times

(Unit 1, pg. 53) Today I want to teach you that when you have heard a story a zillion times, you can practically read it all by yourself. You look at the picture, remember how the story goes, and then read it to yourself, page by page.

How to Read Our Favorite Storybooks:

1. Look at the picture
2. Remember
3. Read

Anchor Chart: We Are Storybook Readers (pg. 53)

Add: we look at the pictures, remember, read!

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Session 11: Readers Work Hard to Make the Words They Read Match the Page They Are Reading

(Unit 1, pg. 61) Today I want to teach you that when you read an old favorite storybook-really, when you read anything-you need to pay attention to what's on the page. You've gotta make your words match the book's picture and words. So you need to study the page carefully.

How to Make the Words You Read Match the Page

1. Read each word on the page.
2. Ask yourself, 'Does it match?'
3. If it is not a match, go back to where it made sense and reread to make it match.
4. Continue reading your book.

Anchor Chart: We Are Storybook Readers (pg. 61)

Add: we make the words and pictures match

Session 12: Readers Know How to Get Their Own Old Fashioned Storybooks

(Unit 1, pg. 67) Today I want to teach you how to make new old favorite storybooks. First, you find a storybook and person you love. Then, you get that person ready to read the book again and again, while you listen closely. Then, you're ready to read it! This helps you have more books to fall in love with.

How to Make an Old Favorite

1. Find a storybook and a person you love
2. Ask, "Will you read this to me, please?"
3. Say, "Read it again," every time it is over.
4. Listen really closely,
5. You read it!

Session 13: Readers Use Exact Character Words

(Unit 1, pg. 70) Today I want to teach you that when you are reading your old favorite storybooks aloud (or even if it is just to yourself) you can make the story sound really great by putting in the exact words the characters say. The exact words make the characters come to life. Those characters come right into our reading workshop.

How to Make the Characters Come to Life

1. Read
2. Reread to see if the words I'm saying match the words on the page

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3. Change the words to match the print
4. Give the character different voices to practice reading the words!

Anchor Chart: We are Storybook Readers! (pg. 72)

Add: we talk like the characters

Session 14: Readers Reread Old Favorites, Remembering to Say More and More of the Story

(Unit 1, pg. 77) Today I want to teach you that sometimes when you go back to reread a storybook, you remember more of the story, and that means you can say more on each page. And if there are a lot of words on the page, then there's a lot of story to tell.

How to Say More and More of the Story

1. Study the pictures and characters.
2. Remember the story to help when reading.
3. Look at the words on the page.
4. Think about how many words are on the page.
5. Make your reading match, if there are a lot of words say more.

Review Anchor Chart: We Are Storybook Readers!

Session 15: Readers Use Special Connecting Words to Put Storybook Pages Together

(Unit 1, pg. 83) Today I want to teach you that one way to make your reading of old favorite storybooks sound more grown-up is to read the words that make the pages go together. You read one page and then put in connecting words like and then...and after that...and then you read the next page.

How to Make the Pages Go Together

1. Read one page.
2. Use connecting words (and, like, then, after that..)
3. Read the next page.

Anchor Chart: We Are Storybook Readers! (pg. 85)

Add: we use words to join the pages together

Session 16: Readers Use More and More Words that Are Exactly the Same in Their Old Favorites

(Unit 1, pg. 90) Today I want to teach you that when you read a book over and over again you try to use some of the exact words from the book. Some of the words, especially words that repeat, become words that you know by heart. They become words that you can say exactly like the book says them.

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Readers Use More and More Words That are Exactly the Same in Their Old Favorites

1. Read
2. Think about the parts of the book that repeat.
3. Try to read those parts using the exact words from the book.

Anchor Chart: We Are Storybook Readers! (pg. 92)

Add: we read more and more exact words

Session 17: Readers Can Point to and Read Some Words in Their Old Favorites

(Unit 1, pg. 97) Today I want to teach you that when you read a book really well, you remember some of the exact words. Then, you can find those words and point and read some of them-just like you do in writing workshop.

How to Read Really Well

1. Remember some of the exact words.
2. Find those words.
3. Point to those words.
4. Read some of those words.

Anchor Chart: We Are Storybook Readers! (pg. 99)

Add: we find, point to, and read some of the words

Session 18: Readers Work with Their Partners, Using All They Know, to Read Old Favorites

(Unit 1, pg. 104) Today I want to teach you that powerful partners work as a team to try to wow their listeners. You can use the anchor charts from the unit as you work to make your old favorite storybook reading the best it can be.

Powerful Partners Work as a Team!

1. Reread the chart. We are Storybook Readers!
2. Decide how to read (see-saw).
3. Stop and check your reading.

Anchor Chart: Readers Read With a Partner (pg. 105)

Add: Read the pictures and the words

Session 19: A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too)

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(Unit 1, pg. 110) Today I want to teach you that when people work hard at something and they succeed, they celebrate. And sometimes they celebrate by throwing a parade.

How to Celebrate

1. Practice the book you chose multiple times.
2. Think about the chart that matches your book.
3. Point to the chart you'll use.
4. Use our charts to do your very best reading.

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Needs :

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Teacher resources:

- We are Readers Unit of Study Text by Lucy Calkins

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- 2018-19 Teachers College Calendar, Kindergarten We Are Readers Unit
- 2019-20 Teachers College Calendar
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum

- The Three Billy Goats Gruff
- The Carrot Seed
- The Beetle Alphabet Book
- Trucks
- Mrs. Wishy Washy

Student resources:

- Leveled books
- Copies of popular storybooks

Digital Resources:

- Units of Study Online Resources

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

RF.K.1 RF.K.2 RF.K.3 RF.K.4 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.7

RI.K.10 RL.K.1 RL.K.2 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 W.K.8

SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.6 L.K.1 L.K.2 L.K.4 L.K.5

W.K.3

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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DESIRED RESULTS

Established Goals

In this unit, Readers will focus on retelling emergent story books that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories.

Transfer

Students will be able to independently use their learning to...
Read books in many different ways, use illustrations to derive more meaning in a text and articulate the very important parts of books.

Meaning

Big Ideas & Understandings

Students will understand that...

- books carry rich storybook language
- through experiences with storybooks, a deep appreciation of language and stories will grow.

Essential Questions

Students will keep considering...

- How can I notice more and more books I read, and sound more and more like a storyteller?
- How can i use print to read, notice details, and understand my books?
- How can I read and have conversations about familiar books that help me understand them even better?

Acquisition

Knowledge

Students will know that....

- Readers read books in many different ways.
- Labeling pictures are important for retelling a

Skills

Students will be skilled at...

- Reading books many different ways
- Labeing pictures that are important for retelling

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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Acquisition	
story. <ul style="list-style-type: none">• The most important parts of the text will help them grow as readers.	<ul style="list-style-type: none">• Identifying the most important information in a text.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Accountable talk with partners</p> <ul style="list-style-type: none">• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• Fountas & Pinnell Running Record Assessments• Print Concept assessment• Letter Name ID assessment• Letter Sounds assessment• CVC Word assessment• Phonological Awareness assessment• High frequency word assessment	<ul style="list-style-type: none">• TC Running Record Assessments• Conference Notes• Teacher Observations <p>Performance Task(s): Read a familiar text to a partner</p>
	Other Evidence:

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Readers reread and look closely at books they know well to make their reading sound like a story

Session 1: How to be a storybook reader

Demonstration Text Sessions 1-2 : **Mrs. WishyWashy**

(Pg.8 If, Then curriculum) Today I want to teach you that the old favorite storybooks in this classroom are like the stars in the sky—Everybody in the world can see the stars in the sky. They are beautiful and interesting, and everybody in our class knows these books because we've been reading them over and over! You can use everything you already know how to do to read these books: look carefully at the cover, point under the words in the title and read them, look carefully at the whole picture, and then tell the story to match that picture

How to be a storybook reader

1. Look at the cover
2. Look at the whole picture
3. Point under the words in the title
4. Predict what the story will be about by matching the story and words

Session 2: Readers use the pictures to help them understand the characters

(Pg. 9-10) Today I want to teach you that readers don't just say what they see on the page; they look carefully at the pictures and use them to remember what the characters were doing and saying and thinking on that page.

How to Rethink About Your Reading

1. Read a page
2. Think about what the character is doing
3. Think about what the character is saying
4. Don't forget about the characters actions... what does that tell us about our character?

Session 3: Readers think about the characters feelings

Demonstration Text: No, David!

(Pg. 10) Today I want to teach you that readers consider the feelings of the characters. They stop often and think about how characters say and do things in their books. These give readers clues to figure out how the characters feel.

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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How to Rethink about your characters

1. Think about the character
2. Ask, What is the character saying/doing?
3. Ask, How does this make the character feel?

Session 4: Readers work with their partner to match their voice to the characters feelings

Demonstration Text: No, David!

(Pg. 10)Today I want to teach you that readers can practice matching their voice to how the character feels by reading with a partner. They can take turns reading separate pages, or they can echo read to reread each page and make it better and better each time.

How to match your voice to the characters feelings

1. Decide how you are going to read (echo, see-saw,)
2. Read with your partner
3. Check the pictures and words and ask, Does how I'm reading match the feelings in the book?
4. Reread with feeling!

Session 5: Readers pay close attention to the characters

Demonstration Text: The Three Bears

(Pg.11)Readers pay special attention to the parts of the book when a character has an especially strong feeling. They mark those places to share with a partner, and can act out the parts by thinking about how the character feels, and how they would look, sound, and act.

Pay attention to character feelings

1. When you come to a page with a strong character feeling..STOP
2. Mark the page with a post-it
3. Share with your partner
4. Pretend you are the character and act it out
5. Reread with a new feeling!

Session 6: Readers make the words you read match the page

Demonstration Text: The Three Bears

(Pg. 11)Today I want to remind you that star books aren't the only books that you can read! No matter the type of text, you can always use the pictures to remember how the words go, and to think about what

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would make sense.

How to Make the Words You Read Match the Page

1. Read each word on the page.
2. Ask yourself, 'Does it match?'
3. If it is not a match, go back to where it made sense and reread to make it match.

Session 7: Readers reread the picture to help make sense of the page

Demonstration Text: The Three Bears

(Pg. 11) Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to reread the picture to think carefully about what's happening in the part. This helps readers to remember the story and think about what would make sense to say on that page."

How Readers Reread

1. Read the book 1x.
2. Read the book again from the beginning.
3. Study each page as you reread.
4. Think about what you have read.

Session 8: When readers get confused they go back

Demonstration Text: Dan the Flying Man

(Pg. 12) Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to the last place where everything was still making sense and they can reread and retell what's happened so far to get them going with their reading again.

How to read so you're not confused

1. Read the story
2. When you are confused STOP
3. Reread the part you don't understand
4. Retell yourself what happened so far in the story

Session 9: Readers match their storytelling to sound like grown-ups

Demonstration Text: Dan the Flying Man

(Pg. 12) Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups. You can point along under the words as you tell the story, and when you come to a

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part that you know word for word you can point to the words to match what you are saying. Then you're really reading!

Match your storytelling to words

1. Look at the picture
2. Point to each word
3. Tell the story pointing to every word on the page

Session 10: Readers use Post-Its to mark their words

Demonstration Text: Mrs. Wishy Washy

(Pg. 12) Readers are proud when they can point under the words to—so proud that they want to share what they know with other people! Today I want to teach you that readers can use Post-its to mark words, phrases, even whole pages or whole books that they know they can point under each word to read.

Match your storytelling to words

1. Look at the picture
2. Point to each word
3. Tell the story pointing to every word on the page
4. Mark it with a post-it

Bend II: Readers reread and write words to look closely and notice more in the story

Session 11: Readers make labels for pictures

Demonstration Text: The Beetle Alphabet Book

(Pg. 13) Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story

Make labels for pictures

1. Look at the picture
2. Label everything you see
3. Tell the story

Session 12: Readers use snap words to label pictures

Demonstration Text: The Beetle Alphabet Book

(Pg. 13-14) Today I want to teach you that readers can use 'snap words' (familiar high-frequency sight words) along with their labels to make phrases to match the pictures and what's happening in the story.

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Use 'snap words' to label pictures

1. Look at the picture
2. Label everything you see
3. Write snap words to match the pictures

Session 13: Readers make labels for feelings

Demonstration Text: Koala Lou

(Pg. 15)Today I want to teach you that readers can see more and look even more closely at their books.

They can label things such as feelings, what something looks like, and what things are happening

Make labels for feelings

1. Look at the picture
2. Label everything you see
3. Label what the character looks like
4. Label what the character is feeling
5. Label what is happening

Session 14: Readers set themselves up to read

Demonstration Text: Koala Lou

(Pg. 15-16)Today I want to teach you that a great way to set yourself up for reading is to first reread your Post-its and labels. This will remind you who is in your book and what is happening. Then after you read your Post-its, you can reread your book! If you find and see more, you can label and write more!

Set yourself up to read

1. Read the label you wrote
2. Remember the character in your book
3. Remember what is happening in your story
4. Reread

Session 15: Readers get together with their partners to read each other's labels

Demonstration Text: Koala Lou

(Pg. 16)Today I want to teach you that when readers get together with their partners, they can read the labels that they write! Partners in reading workshop, just like in writing workshop, can help each other get more sounds in their words.

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Reading with a partner

1. Read the labels you wrote
2. Remember what your book is about
3. Ask your partner what they think

Session 16: Readers are also writers

Demonstration Text: Koala Lou

(Pg. 16)Today I want to teach you that readers are also writers! Just like writers can use everything they know to write sentences, so can readers. You can write sentences that go with what you see in your books. Just like writers sometimes make patterns with their sentences, so can you.”

Be a writer

1. Look at your picture
2. Write a sentence that goes along with the page
3. Check to see if it makes sense/sound right

Bend III: Readers invent fun things to do with books they know really well and have studied closely

Session 17: Readers read with their partners and use everything they know

Demonstration Text: Corduroy

(Pg. 16-17)Readers can read with a partner using everything they know, in many different ways. They can also invent fun ways to share their books together! Readers make a plan for partner reading and can use the anchor charts in the room to help them make plans.

How to read with your partner

1. Decide how to read your book
2. Make a plan (use anchor charts)
3. Read the book together

Session 18: Readers read independently

Demonstration Text: Corduroy

(Pg. 17)Today I want to teach you that when readers are reading by themselves, they often have thoughts like, ‘Oh, this is so cool!’ or ‘Huh? I don’t get this!’ These are exactly the kinds of things readers share with a partner. So when you notice something that you want to share, put a sticky note on the page to save it for

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

partner time.

How to read by yourself

1. Read your book
2. When you are confused, STOP and reread
3. When you find something 'cool' mark it with a post-it
4. Share what you learned or what you're wondering with a partner!

Session 19: Readers find their favorite part and share

(Pg. 18)When readers come across a part that makes them laugh out loud, or go Wow, they stop and think, 'What makes this part so funny or cool?' Then they can say more about those parts when they share them with a partner.

When you find a good part

Demonstration Text: Corduroy

1. Read
2. When you come across a page you like, STOP
3. Think why it make you laugh or it is a cool page
4. Remember to share with your partner

Session 20: Readers ask their partner questions

Demonstration Text: Corduroy

(Pg. 19)Today I want to teach you that reading partners can ask each other questions like, 'Why are they doing that?' or 'How do you think he's feeling?' or 'What do you think she will do next?' to make their talk stronger and to nudge each other toward higher-level thinking and questioning.

Reading with a partner

1. Read
2. Ask questions to partner
3. Ask, why are the characters doing that?
4. Ask, How is the character feeling?
5. Predict what will happen next..I predict... because..

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Emergent Readers Unit of Study Text by Lucy Calkins (If..Then.. resource book)
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Mrs. Wishy Washy
- Beetle Alphabet Book
- No, David!
- The Three Bears
- The Farm Concert
- Dan the Flying Man
- Hairy Bear
- Koala Lou
- Mike Mulligan and His Steam Shovel
- Caps for Sale
- Harry the Dirty Dog
- Bunny Cakes
- Corduroy
- Nursery rhymes
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)

Student resources:

- Leveled book
- Popular storybooks

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.

Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

- RF.K.1RF.K.2RF.K.3RF.K.4W.K.2W.K.3RI.K.1RI.K.2RI.K.3RI.K.4
- RI.K.5RI.K.7RI.K.10RL.K.9RL.K.10SL.K.1SL.K.2SL.K.4SL.K.6
- L.K.6L.K.5SL.K.3

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

. In this unit, readers will focus on becoming better at reading by using everything they know about looking at both the pictures and words.

Transfer

Students will be able to independently use their learning to...
Engage in approximate reading, tracking under words, left to right and modeling reading emergent storybooks that have been read to them independently and collaboratively.

Meaning

Big Ideas & Understandings

Students will understand that...

- Readers have superpowers to look, point and then read everything
- Readers take on even the hardest words

Essential Questions

Students will keep considering...

- How can I use my superpowers to look, point and then read everything?
- How can I take on even the hardest words?
- How do I bring books to life?

Acquisition

Knowledge

Students will know that.....

- Approximate reading and tracking under words will help them to read conventionally.
- Talking and thinking about books with a partner will help them to better understand the text.
- When they retell a story, it will include the beginning, middle and end.

Skills

Students will be skilled at...

- Engaging in approximate reading, tracking,
- Recognizing and produce rhyming words.
- Identifying letters and words with relationship to pictures.
- Identifying initial, medial and final phonemes in spoken CVC words.

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Acquisition

- Explaining talking about familiar texts independently and collaboratively.

STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative</p> <p>Accountable talk with partners</p> <ul style="list-style-type: none">• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• TC Running Record Assessments• Print Concept assessment• Letter Name ID assessment• Letter Sounds assessment• CVC Word assessment• Phonological Awareness assessment• High frequency word assessment	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Oral Reading Fluency
	<p>Other Evidence:</p>

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Using Superpowers to Look and Point, and Then Read Everything

Session 1: Readers Have Super Powers to Look, Point, and Read Everything They Can

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 3) Today I want to teach you that you can use your super reading powers to actually read words. You can put your finger under one word, then the next, and the next, and you can actually read what the words say.

1. Point to each word, one at a time.

2. Read the word.

Anchor Chart: We are Super Readers (pg. 5)

*Add: we have pointer power.

Anchor Chart: Readers Read With a Partner (pg. 7)

*Add: give reminders to use POWERS!

Session 2: Super Readers Use Pointer Power To Check Their Reading, Making Sure What They Say Matches What They See

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 10) Today I want to teach you that when you read, every word you say has to match a word you point to on the page. When you stop reading, there can't be any words left over or any extra words coming out of your mouth! If there's a problem, go back and reread to make it match.

1. Point to each word as you read.

2. Reread, if you have any words left over or any extra words.

Anchor Chart: Readers Read With a Partner (pg. 14)

*Add: ECHO, Echo, echo read, Pointer Power and Reread Power

Session 3: Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 17) Today I want to remind you that when you point to words as you read, each word gets just one tap-even long words.

Every Word Gets One Tap

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

1. Point to each word (short or long)
2. Tap only once.
3. If your words don't match, try again!

Session 4: Readers Use Snap Words to Anchor Their Pointer Power

DemonstrationText: Brown Bear,Brown Bear,What Do You See?

(Unit 2, pg. 25) Today I want to teach you another trick to make your pointer power even stronger. When you see a word that you know in a snap, it helps you keep track of the right words as you read, and they help you fix your pointer power.

Using Snap Words to Anchor Your Pointer Power

1. Point to each word
2. Tap only once and read
3. Use snap words to help you keep track of your reading
4. If your words don't match, try again!

Anchor Chart: Readers Read With A Partner (pg. 27)

*Add: hunt for snap words

Session 5: Partner Power Gives Readers Even Stronger Pointer Power

(Unit 2, pg. 30) Today I want to teach you that partners can help make your reading grow even stronger. You can work with a partner to practice pointing to words as you read them. One partner reads, and the other partner points to each word. Both of you can check that one word makes one point. This way you double your own pointing power.

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

Doubling Your Pointing Power!!

1. One partner reads.
2. The other partner points to each word.
3. Both partners check that one word gets one point.
4. If it doesn't match, reread!

Anchor Chart: We Are Super Readers! (pg. 33)

*Add: we have partner power

Bend II: Taking on Even the Hardest Words

Unit 3: Super Powers: Reading with Print Strategies (Book II)

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Session 6: Super Readers Put Powers Together

Demonstration Text: In the Garden

(Unit 2, pg. 38) Today I want to teach you that when you are reading and you encounter trouble, that's the time when you especially need to activate your super powers. You can't let yourself get defeated! Instead, call on more powers. Keep using your pointing power, but also use picture power.

Super Readers Put Powers Together

1. Point to the word
2. Check the picture (picture power)!
3. Reread to see if it makes sense

Anchor Chart: We Are Super Readers! (pg. 39)

*Add: we have picture power

Session 7: Super Readers Learn Words and Practice Reading Them in a "Snap!" (Session 10: Celebration: Readers Show Off Their Powers)

Demonstration Text: In the Garden

(Unit 2, pg. 45) Today I want to teach you that Super Readers can make more snap words for themselves. If you want to turn a word into a snap word, you do this: look, read, spell, write, look, read.

Turn More Words into Snap Words

1. Look at the word.
2. Read the word.
3. Spell the word.
4. Write the word.
5. Look at the word.
6. Read the word.

Anchor Chart: We Are Super Readers! (pg. 46)

*Add: we have snap word power

Session 8: Super Readers Make the First Sound in the Word to Help Them Read the Word

Demonstration Text: In the Garden

(Unit 2, pg. 51) Today I want to teach you that sometimes picture power isn't powerful enough to tackle

Unit 3: Super Powers: Reading with Print Strategies (Book II)

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those really tough words. You can activate sound power, too.

How to Use Sound Power:

1. Point to the word.
2. Look at the picture.
3. Look at the beginning sound.
4. Use your sound power, to read the word.

Anchor Chart: We Are Super Readers! (pg. 51)

Add: we have sound power

Session 9: Super Readers Don't Give Up!

Demonstration Text: In the Garden

(Unit 2, pg. 57) Today I want to teach you that when one power doesn't work, Super Readers use another one! Readers try one thing and then another to tackle the trouble!

Super Readers Don't Give Up!

1. Point to each word.
2. Reread to see if it makes sense.
3. Read with a partner.
4. Look at the pictures.
5. Read snap words.
6. Look at the beginning sound.

Review Anchor Chart: We Are Super Readers

Session 10: Celebration: Readers Show Off Their Powers

Demonstration Text: In the Garden

(Unit 2, pg. 63) Celebration: Today I want to teach you that once readers are able to activate lots of powers, they make sure to check in on these, noticing which ones they use all the time and which ones they need to power up. Then they set goals.

Persistence Power

1. Use lots of powers when reading.
2. Check to make sure you are using your reading super powers.
3. Think about which powers you use all the time.
4. Think about which powers you need to power up.

Unit 3: Super Powers: Reading with Print Strategies (Book II)

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5. Set reading goals.

Anchor chart: We Are Super Readers! (pg. 62)

*Add: we have persistence power

Bend III: Bringing Books to Life

Session 11: Readers Use Their Voices to Bring Books to Life

Demonstration Text: It's Super Mouse

(Unit 2, pg. 66) Today I want to teach you that when you use all your super powers, you can bring books to life. You can read them to others just as grown-ups read books to you, and you can read them to yourself that way as well.

Using Your Voice to Bring Books to Life

1. Point to each word.
2. Use your reading powers to tackle tricky words.
3. Go back and smooth out your reading.

Review Anchor Chart: We Are Super Readers!

Session 12: Readers Use the Pattern to Sing Out Their Books

Demonstration Text: It's Super Mouse

(Unit 2, pg. 71) Today I want to teach you that one way to read faster and smoother is to realize that knowing the pattern helps you sing the words that are the same on every page. Then you can really work at figuring out the words that change.

Using the Pattern to Sing Out Books

1. Look for the pattern.
2. Read the pattern with a beat.
3. Sing the words on the page.

Session 13: Readers Use Punctuation to Figure Out How to Read

Demonstration Text: It's Super Mouse

(Unit 2, pg. 77) Today I want to teach you that when you are trying to read so it comes to life for listeners, punctuation is like a secret code, whispering tips about how to read.

1. Read a period by taking a deep breath.
2. Read a question mark by raising our voice.
3. Read an exclamation point by getting excited!

Unit 3: Super Powers: Reading with Print Strategies (Book II)

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Session 14: Readers Change Their Voices to Show They Understand the Book

Demonstration Text: So Much!

(Unit 2, pg. 81) Today I want to teach you that when you are trying to read a book aloud so that people pull in to listen, it is really important to understand the book, and to be thinking about what it says as you read it. If you don't understand it, your listeners won't understand it either.

Readers Change Their Voices to Show They Understand the Book

1. Look at the picture.
2. Think about what is happening.
3. Read, be sure your voice matches the feelings of the characters.

Session 15: Super Readers Talk about Books, Too

Demonstration Text: So Much!

(Unit 2, pg. 86) Today I want to teach you that Super Readers don't just read books, they talk about books, too. You can activate your book talk power. One way to get your book talk started is to introduce your book to your partner before you read it together.

Book Talk Power

1. Introduce the book to your partner. (This book is called.... It's about..)
2. Read the book together.

Session 16: Readers Retell Books After They Read Them

Demonstration Text: So Much!

(Unit 2, pg. 92) Today I'm going to teach you that when you read a book well, you end up seeing things in the book that seem important. Maybe you see things that are surprising or funny. When you finish a book, sometimes you want to talk about it by retelling it to your partner.

Book Talk Power

1. Read a book.
2. Think about what was important, surprising, or funny.
3. Retell with a partner, using your fingers as a guide.

Anchor Chart: We Are Super Readers! (pg. 86)

*Add: we have book talk power

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Session 17: Celebration: The Gift of Reading

Demonstration Text: Mouse Has Fun

(Unit 2, pg. 95) Celebration: Today I want to teach you that you can give the gift of reading! You can think about the people you love and which stories they would love to hear. You can decide who you'll read to, what you'll read, and how you'll read it.

Review Anchor Chart: We Are Super Readers!

Review Anchor Chart: Readers Read With a Partner

The Gift of Reading

1. Think about the people you love.
2. Think about which stories they would love to hear.
3. Decide who you'll read to.
4. Decide what you'll read.
5. Decide how you'll read it.

Summary of Key Learning Events and Instruction:

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Super Powers: Reading with Print Strategies and Sight Word Power Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Brown Bear, Brown Bear, What Do You See?
- In the Garden
- It's Super Mouse
- So Much!
- Mouse Has Fun
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level C books to model teaching points

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction

Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - *Last Updated on August 9, 2021*

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.3	RF.K.1	RF.K.2	RF.K.3	RF.K.4	RI.K.1	RI.K.2	RI.K.3	RI.K.4	RI.K.5
RI.K.7	RI.K.10	RL.K.1	RL.K.2	RL.K.3	RL.K.4	RL.K.5	RL.K.6	RL.K.7	
RL.K.9	RL.K.10	SL.K.1	SL.K.2	SL.K.3	SL.K.4	SL.K.6	L.K.1	L.K.2	L.K.4
L.K.5	L.K.6								

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, readers will continue to focus on becoming better at reading by using everything they know about looking at both the pictures and words.

Transfer

Students will be able to independently use their learning to...

Use all they know about the pictures and words to read more challenging books.

Meaning

Big Ideas & Understandings

Students will understand that...

- They can use all the strategies, or superpowers, they have learned so far all the time, even without you there to remind them.
 - They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games.
 - Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail.

Essential Questions

Students will keep considering...

- How can I use strategies to read lots of books by myself and with my partner?
 - How can my partner and I help each other use everything we know about reading the pictures and the words?
 - How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them?

Acquisition

Knowledge

Students will know that....

Skills

Students will be skilled at...

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Acquisition

- | | |
|---|--|
| <ul style="list-style-type: none">• Readers select books of interest from their assigned Just Right book bin.<ul style="list-style-type: none">• they can identify patterns in a book to help them read more fluently and aid in predicting what may happen next in a text.• pointing under each word as they are reading, leads to more accurate reading.• scanning the entire picture will help us tell what is happening in the story and help decode unfamiliar words.• The Word Wall is a tool to help identify tricky words.• Their knowledge of phonics will help to identify beginning, middle and ending sounds in words.• They can dissect chunks of unknown words to solve and build meaning.• Determine an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story. | <ul style="list-style-type: none">• Identifying and selecting a book of interest from their assigned Just Right book bin.• Identifying patterns in texts.• Demonstrating one to one correspondence• Recognizing and identifying patterns in books• Utilizing the Word Wall to identify tricky words.• Applying knowledge of phonics to identify beginning, middle and ending sounds in words.• Discovering an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story. |
|---|--|

STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• Fountas & Pinnell Running Record Assessments• Print Concept assessment• Letter Name ID assessment• Letter Sounds assessment• CVC Word assessment• Phonological Awareness assessment• High frequency word assessment	<p>Performance Task(s):</p> <p>Celebration: Read with all of your superpowers to a partner</p>
	<p>Other Evidence:</p>

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Session 1: Tackling More Challenging Books

Demonstration Text: Picnic

(Unit 3, pg. 3) Today I want to teach you that as you grow bigger as readers, the books you read can get bigger and harder too. Here's the thing: when you know how the books will get harder, you can use your super powers to read even those hard books.

Tackling More Challenging Books

1. Stack your books to read on the side of the side of the mat with a green dot.
2. Sort your books from easiest to hardest.
3. Put the easiest on the top of the pile.
4. Read the first easy book.
5. When you're done, put it on the side of the mat with a red dot.
6. Read the next book.
7. Move it over to the side of the mat with the red dot.
8. When you have finished reading all of your books, you can read your way back!

Anchor Chart: Challenging Books Have.... (pg. 4)

- More words, more lines
- New words
- Longer words
- Surprise endings!!

Session 2: Readers Use Patterns to Help Them Read Almost Every Page

Demonstration Text: Picnic

(Unit 3, pg. 9) Today I want to teach you that even when there are more words on the page or the sentences are long, there is often a pattern in those sentences. And remember, if you can figure out the pattern, that pattern can help you read almost every page and help you know what your book is about.

Readers Use Patterns to Help Them Read Almost Every Page

1. Read and look for a pattern.
2. Guess what the next page will say.

Anchor Chart: We Are Super Readers! (pg. 12)

*Add: we have pattern power.

Anchor Chart: Readers Read With a Partner (pg. 14)

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

*Add: play “Guess What’s Next!”

Session 3: Readers Figure Out the Changing Words in the Pattern

Demonstration Text: Picnic

(Unit 3, pg. 17) Today I want to teach you that when you get to tricky words in the pattern, think, ‘What is the same and what is changing on each page?’ Then you can look at the picture, think about what is happening, and get your mouth ready to say the first sound of the word.

How to Figure Out the Changing Words in the Pattern

1. Read the words on the page.
2. Look for a pattern.
3. Think about what is changing on each page.
4. Look at the picture.
5. Think about what is happening.
6. Get your mouth ready to say the first sound of the word.

Session 4: Readers Use All of Their Super Powers to Read Pattern Breaks in Book

Demonstration Text: Picnic

(Unit 3, pg. 22) Today I want to teach you that sometimes books can feel harder because the author tricks you! Books have patterns, and then-whoops! The pattern breaks! And it usually happens on the last page. Readers need to bring every power they have to solve that page.

How to Tackle Pattern Breaks

1. Read to the end of the book until you notice a pattern break.
2. Use your reading powers to read the new pattern.
3. Keep reading and re-reading!

Review Anchor Chart: We Are Super Readers!

Session 5: Readers Check Their Reading

Demonstration Text: Picnic

(Unit 3, pg. 30) Today I want to teach you that careful readers check that their reading makes sense and sounds like a book. They stop and ask, ‘Did that make sense? Did that sound right?’ If not, they don’t just keep going! Readers try to fix it!

Anchor Chart: Check Your Reading! (pg. 30)

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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1. Pause after reading and ask:

- a. Does it make sense?
- b. Does it sound right?
- c. If it does not, try to fix it up!

Session 6: Readers Use the Pattern and the Ending to Understand Their Books

Demonstration Text: Picnic

(Unit 3, pg. 36) Today I want to teach you that pattern power doesn't only help you read the words in your books, but it can also help you think about the whole book. When you get to the last page of a book, you can think about how the ending goes with the pattern. Then ask, 'What is this whole book really saying?'

How to Use a Pattern and the Ending to Understand Books

1. Use the pattern to read the whole book.
2. Pause at the end, don't just put it away! Stop and retell across your fingers!
3. Ask: What is happening on each page? How do all the pages connect, what's this book really saying?

Bend II: Zooming in on Letters and Sounds

Session 7: Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page

Demonstration Text: Cat and Mouse

(Unit 3, pg. 42) Today I want to teach you that one way to get stronger as a reader is to think and talk and play and sing with the alphabet, getting to know all the fun ways that letters and sounds go. Then, when you read, you can use all you know about letters and sounds to read the words the author wrote.

How to Use Letters and Sounds to Tackle Tricky Words

1. Read the letter.
2. Think about what you know about the letter's sound.
3. Think about why the author put those words on the page.

Anchor Chart: With ABC Books, Readers Can...(pg. 44-47)

- Ask, "Why this picture?"
- Play "Guess What's Next!"
- Add more words.
- Sign the Words!

Play "Same and Different" snap word power

Session 8: Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words

Demonstration Text: Cat and Mouse

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

(Unit 3, pg. 50) Today I want to teach you that when words don't come easily to you as you read, don't back away. Instead, you can get close and use the beginning of the word. Then think, 'What could this word be?'

Zooming in on Tricky Words

1. Get up close to the beginning of the word. (look at the 1st letter!)
2. Think, 'What word could this be?'
3. Read to see if it makes sense.

Review Anchor Chart: With ABC Books, Readers Can...

Session 9: Readers Can Notice Consonant Clusters to Help Solve Unknown Words

Demonstration Text: My Bug Box

(Unit 3, pg. 57) Today I want to teach you that sometimes readers can blend beginning sounds together to help them solve words. Readers can get their mouths ready for the beginning part of a tricky word.

Anchor Chart: We Have Sound Power (pg. 59)

1. Look at the beginning of the word.
2. Look at the second letter & blend the sounds together to read the word

Anchor Chart: With ABC Books, Readers Can...(pg. 61)

*Add: Play "Alphabet Pop It!"

Session 10: Readers Look to the Ends of Words as they Read

Demonstration Text: My Bug Box

(Unit 3, pg. 64) Today I want to teach you that when readers try to read tricky words, they need super strong sound power. They look closely at the beginning and the ending to solve the word. ~Anchor Chart:

We Have Sound Power (pg. 67)

1. Look at the beginning of the word.
2. Blend.
3. Look at the end of the word.
4. Reread and put all of the sounds together!

Session 11: Readers Preview a Page and Locate Known Words before Reading

Demonstration Text: My Bug Box

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

(Unit 3, pg. 72) So today I want to remind you that when reading some words (words that aren't snap words), readers bring out their magnifying glasses and look closely at the letters. But when they come to a snap word, they put their magnifying glasses away! They don't need to slow down or read closely. They just look at the word and they know it in a snap.

Previewing a Page Before Reading

1. Search the picture.
2. Look for snap words.
3. Read the page, when you come across a snap word read it in a snap.

Session 12: Readers Check Their Reading

Demonstration Text: My Bug Box

(Unit 3, pg. 80) Today I want to teach you that just like writers check over their writing, so, to, readers check over their reading. After readers work hard to read the words on a page they stop and ask, 'Does it make sense? Does it sound right? If things seem off, readers reread to fix it up.

Check Your Reading!

1. Ask, "Does it make sense?"
2. Ask, "Does it sound right?"
3. Ask, "Does it look right?"
4. Reread to fix it up!

Anchor Chart: Check Your Reading! (pg. 80)

Add: Does it look right?

Bend III: Graduation: Becoming Stronger Readers

Session 13: As Books Become Harder, Readers Need New Kinds of Picture Power

Demonstration Text: Can You See the Eggs?

(Unit 3, pg. 89) Today I want to teach you that now that you are reading more challenging books, you can't just quick-check the picture to figure out the word. You have to use the whole picture to think about what you see and what is happening.

How to Use New Kinds of Picture Power

1. Look at the whole picture. (Before reading the words!)
2. Think about what you see and what is happening.
3. Think, what word makes sense?
4. Check the picture again to make sure it makes sense!

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Session 14: Readers Can Lean on Their Snap Word Power When Books Become Less Patterned

Demonstration Text: Can You See the Eggs?

(Unit 3, pg. 96) Today I want to teach you that sometimes you will be reading and bam, the pattern will be gone. Don't worry. You can use your extra-strength picture power and turn up your snap word power to help you.

How to Move from Pattern Books to Stories

1. Look at the whole picture.
2. Look for snap words.
3. Think about what you see and what is happening.
4. Think, what word makes sense?

Session 15: Readers Can Read Snap Words with Inflected Endings

Demonstration Text: Wake up, Dad

(Unit 3, pg. 102) And this is what I want to teach you, readers. There are words that you know by heart-your snap words. But you don't always recognize them because authors sometimes change them around a bit. When a word looks like a stranger to you-look again. You can ask yourself, does this look like another word that I know? It might be a familiar snap word wearing not a new hat, but a new ending.

How to Read Snap Words with Different Endings

1. Look at the word carefully.
2. Ask yourself, 'Does this look like another word that I know?'
3. Try to read the new word sliding your finger under the parts.

Session 16: Readers Use All They Know About Stories to Make Predictions

Demonstration Text: Wake up, Dad

(Unit 3, pg. 107) Today I want to teach you that when you read a book that is a story, it will tell about a person (or an animal), and that person will do one thing and then the next thing, "I said, listing across my fingers as I talked, "and finally, the story will end.

Readers Use All They Know About Stories to Make Predictions

1. Read a few pages.
2. Stop and think, 'What will happen next?'
3. Read the next page to check your guess.
4. Repeat.

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Session 17: Readers Need Extra-Strength Reread Power to Bring Their Books to Life

Demonstration Text: Wake up, Dad

(Unit 3, pg. 113) Today I want to teach you that to really make your books come to life you can reread them, thinking about what's happening. On each page, you can think about what's going on and then read it in a voice that matches.

Extra-Strength Reread Power

1. Look at the picture.
2. Think about what is happening.
3. Read the words on the page.
4. Make your voice match the character's feelings.
5. Reread.

Session 18: Readers Need Extra-Strength Book Talk Power

Demonstration Text: Wake up, Dad

(Unit 3, pg. 117) Today I want to teach you after you use all of your extra-strength powers to read your books, you can think and talk even more about them. When you finish a book, sometimes you and your partner can talk more about the book and the characters. You might even talk about what the characters are doing or how they feel and why they feel that way.

Extra Strength Book Talk Power

1. Read the story with your partner.
2. Go back to an important part in the book.
3. Retell the story across your fingers (think about the characters and story events).
4. Use the information in the pictures and words to support your ideas.

Anchor Chart: Super Readers Retell! (pg. 119)

- Tell who
- Tell where
- Tell what happened
- Tell it in order
- Tell feelings

Session 19: Celebration: Readers Use All Their Powers to Read New Books

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - *Last Updated on August 9, 2021*

(Unit 3, pg. 123) Celebration: Today I want to remind you that readers can't just use one or two powers when they read. They have to use all of their powers!

Review Anchor Chart: We Are Super Readers!

Choral read the poem

Dress kids up in capes and have them go off and read with their powers!

Assessments/Evidence

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Bigger Books, Bigger Reading Muscles Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Picnic
- Cat and Mouse
- My Bug Box
- Can You See the Eggs?
- Wake up, Dad
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level D books to model teaching points

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction

Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.7

W.K.8

RF.K.1

RF.K.1.a

RF.K.1.b

RF.K.1.c

RF.K.1.d

RF.K.2

RF.K.2.a

RF.K.2.b

RF.K.2.c

RF.K.2.d

RF.K.2.e

RF.K.3

RF.K.3.a

RF.K.3.b

RF.K.3.c

RF.K.3.d

RF.K.4

RF.K.4.a

RF.K.4.b

RI.K.1

RI.K.2

RI.K.3

RI.K.4

RI.K.10

RI.K.7

RI.K.5

L.K.1

L.K.1.a

L.K.1.b

L.K.1.c

L.K.1.d

L.K.1.e

L.K.1.f

L.K.2

L.K.4

L.K.4.a

L.K.4.b

L.K.5

L.K.5.a

L.K.6

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

- Students will continue to develop their superpowers, and focus in on interests to become avid readers
- Students will differentiate between non fiction and fiction texts and the reasons we read both.

Transfer

Students will be able to independently use their learning to...
Take more responsibility in making decisions about what and how to read and encouraging them to apply their strategies across multiple contexts.

Meaning

Big Ideas & Understandings

Students will understand that...

- An avid reader is someone who loves reading so much they can hardly bear to stop reading.
 - Nonfiction reading is both for information and enjoyment, while fiction reading is more for enjoyment.
 - Readers choose books based on interest and difficulty.

Essential Questions

Students will keep considering...

- What is an avid reader?
 - How do I choose books to read?
 - How is nonfiction reading different from fiction reading?

Acquisition

Knowledge

Students will know....

- The difference between facts versus story.
 - Text features of nonfiction: table of contents, glossary and index.

Skills

Students will be skilled at...

- Explaining the difference between non fiction and fiction texts
- Clarifying questions about details in a text.
- Retelling details and identifying the main ide of a

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Acquisition	
<ul style="list-style-type: none">• Key details of a text and be able to identify the main topic of a text with prompting and support.• Pictures and words will help them to gather facts.• The illustrations, diagrams, and graphs in text help to interpret information.• And discuss the reasons an author gives to support points in a text with prompting and support.• And explain what they have learned to peers and teachers using “fancy words”.	<p>text.</p> <ul style="list-style-type: none">• Classifying and Categorizing new information learned from a text.• Explaining new information learned from a text with fancy words.

STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• Fountas & Pinnell Running Record Assessments• Print Concept assessment• Letter Name ID assessment• Letter Sounds assessment• CVC Word assessment• Phonological Awareness assessment• High frequency word assessment• Performance based poetry assessment	<p>Performance Task(s):</p> <p>Poetry Celebration:</p> <p>Students read a poem of their choice to perform for our Poetry Celebration.</p>
	<p>Other Evidence:</p>

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Becoming an Avid Reader

Session 1: What is an Avid Reader?

(Unit 4, pg. 2) Today I want to teach you that you can become avid readers. Avid readers aren't bugs that you capture in a jar. Avid readers are people who love reading so much, they can hardly bear to stop reading.

DemonstrationText:

How to Become an Avid Reader

1. Read a lot!
2. Find places everywhere to read.
3. Keep a stack of books-in-waiting.
4. Don't stop reading!
5. Really pay attention to the book!

Create Anchor Chart: Avid Readers...(pg. 4)

Session 2: Reacting to Books

Demonstration Text:

(Unit 4, pg. 10) Readers, today I want to teach you that avid readers need...tissues. I mean it! They don't just read, they react. They cry at the sad parts, and they laugh at the funny parts. And when they get to those parts-the parts that make them laugh or cry or shiver in their boots-they often think, 'I gotta show this to my friend.

How to Feel What the Characters are Feeling

1. Read your story.
2. Stop and think what it would be like to be the character. - Feel what the characters are feeling!
3. Read more and do it again!

Anchor Chart: Avid Readers... (pg. 12)

*Add: Feel what the characters are feeling

Session 3: Capturing Thinking About Books

Demonstration Text:

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

(Unit 4, pg. 16) So today, I want to teach you that when readers have thoughts during reading, those thoughts are precious. They want to hold onto those thoughts so they don't just float away. So, it really helps if, rather than just putting a blank post-it on the page, you draw or write a little something on that post-it to help you remember what you were thinking.

How to Capture Your Thinking about Books

1. Read your story.
2. Stop and think about the story.
3. Use a post-it to a place you want to go back and talk about those pages!
4. Repeat

Anchor Chart: Readers Read With A Partner (pg. 20)

*Add: Talk about important parts

Session 4: Avid Readers Reach for Just-Right Words to Describe Feelings

Demonstration Text:

(Unit 4, pg. 24) Today I want to teach you that, when thinking about a character's feelings in a story, it helps to be as specific, as precise as you can be. Instead of just saying, 'He is happy, 'it's good to think, 'Is that the best word for it?' and to try to find a just-right word to describe what you mean.

How to Use Just-Right Words to Describe Feelings

1. Read your story.
2. Stop and think about how the character is feeling (use the pictures and reread the words).
3. Use a just-right word to describe their feelings (be specific). (Look at our chart!)

Session 5: Avid Readers Reflect and Set Goals for Themselves

Demonstration Text:

(Unit 4, pg. 30) Today I want to teach you that, as an avid reader, it is important to know which superpowers you have mastered and which powers you may not use easily or often. It can help to sort your powers into groups-mastered, use sometimes, hardly ever use- and then to focus on turning the powers you use sometimes into ones you use often.

Setting Reading Goals

1. Think about the reading powers you have learned in this unit.
2. Sort your powers into groups (mastered/use sometimes/hardly ever use)
3. Pick 1 to build on! (See chart pg. 32)

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Review Anchor Chart: We Are Super Readers

Session 6: Avid Readers Make Playdates

Demonstration Text:

(Unit 4, pg. 34) Today I want to teach you that avid readers don't only share books, they also are always inventing fun things to do with books and friends. After reading a book with friends, they ask, 'What are some fun things we can do with this book?'

How to Have Reading Playdates

1. Read a book with a friend.
2. Think of reading activities you can play with your friend.
3. Play!
4. Do it again.

Create Anchor Chart & File folders with directions for reading playdates. (pg. 34)

Reading Playdates

- Play school
- Read aloud
- Shared reading
- Play games
- Snap word hunt
- Guess what's next
- Alphabet pop-it!
- Guess the feeling!
- Play pretend

Session 7: Playing Pretend

Demonstration Text:

(Unit 4, pg. 41) Today I want to teach you that really good readers act out the story in their minds every time they read. If the page says, 'The Biggest Billy Goat trip-trapped across the bridge,' then avid readers trip-trap themselves, in their minds. Reading is a lot like pretending. It's a lot like going to the movies.

Read and find a part to share!

Playing Pretend

1. Act it out!
2. Use gestures!

Unit 5: Becoming Avid Readers (Book IV)

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Anchor Chart: Play Pretend (pg. 43)

*Add: act it out & use gestures

Session 8: Close Reading and Book-based Pretending

Demonstration Text:

(Unit 4, pg. 47) Today I want to teach you that, when readers read, they don't just do any old pretending. They do what is called close reading and book-based pretending. This means that avid readers try to act out the story better and better by paying close attention to what the story says, so they can act it out the way the author wants it to be acted.

Close Reading and Book-Based Pretending

1. Read the story.
2. Think about the story and pay close attention to the details.
3. Act it out!
4. Use gestures!

Bend II: Learning From All-About Books

Session 9: Thinking about and Reacting to Nonfiction Texts

Demonstration Text:

(Unit 4, pg. 55) Guided Inquiry- What kinds of thinking and reacting do people do when watching a nonfiction movie? Could this be similar to what readers of nonfiction books think about and do?
How to Be an Avid Nonfiction Reader (Co-create chart with student responses from the inquiry question).

1. Think: Wow!
2. Ask questions.

Session 10: Talking Like an Expert

Demonstration Text:

(Unit 4, pg. 61) Today I want to teach you that, when you talk about a nonfiction book, it's really important not to just say, 'Look!' 'Wow!' 'Huh!' 'Why?' Those are great thought starters. But above all, nonfiction readers need to explain what they have learned to others and share that learning. And to do that, it helps to use the fancy words that go with the topic.

How to Talk Like an Expert

1. Read the book.

Unit 5: Becoming Avid Readers (Book IV)

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2. Reread the book and focus on the fancy words.
3. Retell the things you learned from the book.
4. Retell using the fancy words used in the book.

Anchor Chart: Avid Nonfiction Readers... (pg. 62)

*Add: use fancy topic words

Session 11: Nonfiction Reading Playdates

Demonstration Text:

(Unit 4, pg. 67) Guided Inquiry- What might kids who are avid readers do with books and each other on nonfiction reading playdates?

- Play school
- Play games
- Play pretend
- And more!

Session 12: Falling in Love with Topics

Demonstration Text:

(Unit 4, pg. 71) Today I want to teach you that once an avid nonfiction reader finds a topic that he or she loves, the reader gathers books on that topic, and gathers people who love that topic, too. Then avid nonfiction readers are as happy as pigs in mud!

How to Fall in Love With Topics

1. Think about a topic that you love.
2. Find a book on that topic.
3. Gather more books on that topic.
4. Gather people who love that topic, too.

Session 13: Avid Nonfiction Readers Notice Similarities and Differences in Books

Demonstration Text:

(Unit 4, pg. 76) Today I want to teach you that just as there are things that readers of stories pay attention to-like the characters-there are also things that readers of nonfiction pay attention to. For example, nonfiction readers pay attention to similarities and differences.

How to Compare & Contrast with Nonfiction

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

1. Read a nonfiction book or books on the same topic.
2. Think about the information you read.
3. Ask, 'What is the same or different? Place a post in there to talk about it later!

Anchor Chart: Reading Playdates

*Add: What's the Same? What's Different?

Session 14: Avid Nonfiction Readers Play Pretend

Demonstration Text:

(Unit 4, pg. 83) Today I want to teach you that many of the things readers do with storybooks can also be done with nonfiction books. It's especially important, when reading either kind of book, that readers...pretend.

How to Pretend with Nonfiction

1. Read a nonfiction book.
2. Think about what they are teaching.
3. Act out what you are learning about the topic.
4. Talk with your club about what you know after pretending!

Bend III: Falling in Love with Poetry

Session 15: Reading for Meaning and Rhythm and Fun

Demonstration Text:

(Unit 4, pg. 88) Today I want to teach you that reading poetry is a lot like reading songs. In fact, many poems are songs. Avid poetry readers read a poem over and over until the tune is right, the rhythm is right, the feeling is right.

How to Become an Avid Poetry Reader

1. Read the words.
2. Think about the poem.
3. Match the beat of the poem.

Session 16: Readers Bring Out a Poem's Meaning and Feeling

Demonstration Text:

(Unit 4, pg. 96) Today I want to teach you that it's really important when you read a poem to think about the feeling of the poem. Avid poetry readers think about how the poem makes them feel, and then they make their voices match the feeling.

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

How to Bring out a Poem's Meaning and Feeling

1. Read the words.
2. Think about the feeling of the poem.
3. Reread the poem, showing the feeling with your voice and actions!

Anchor Chart: Reading Playdates

*Add: Read with feeling

Session 17: Becoming a Copycat Poet

Demonstration Text:

(Unit 4, pg. 102) Today I want to teach you that when you find a poem you really love-a favorite-you can fall in love with it even more by becoming a copycat poet, copying the rhythm and the rhyme and creating your own poems.

How to Become a Copycat Poet

1. Choose a poem you love.
2. Pick a topic you love.
3. Tap out your words to match the rhythm
4. Read your new poem out loud.
5. Listen for how it sounds.

Session 18: Avid Reader's Poetry Extravaganza

Demonstration Text:

(Unit 4, pg. 108) Today I want to teach you that whenever you come to the end of something, it's fun to have a celebration! One way to celebrate is to have a festival of sorts, where there are lots of different, fun things you can do together.

Celebration Choices:

- Read and Illustrate Poems
- Read and Perform
- Karaoke
- Copycat Poems

Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Becoming Avid Readers Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Not Norman
- Honey Bees
- Dragonflies
- Gossie
- Honey for Baby Bear
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level D/E fiction and nonfiction books to model teaching points
- Variety of poems and nursery rhymes (Social Studies Poetry Notebook)

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers
- Copies of popular poems

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks

Unit 5: Becoming Avid Readers (Book IV)

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- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.

- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 6: Growing Expertise in Little Books (If Then...)

Kindergarten ELA Reading - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

RF.K.1

RF.K.1.a

RF.K.1.b

RF.K.1.c

RF.K.1.d

RF.K.2

RF.K.2.a

RF.K.2.b

RF.K.2.c

RF.K.2.d

RF.K.2.e

RF.K.3

RF.K.3.a

RF.K.3.b

RF.K.3.c

RF.K.3.d

RF.K.4

RI.K.1

RI.K.2

RI.K.3

RI.K.4

RI.K.5

RI.K.7

RI.K.10

W.K.2

SL.K.1

SL.K.2

SL.K.3

SL.K.6

L.K.1

L.K.1.a

L.K.1.b

L.K.1.c

L.K.1.d

L.K.1.e

L.K.1.f

L.K.2

L.K.2.a

L.K.2.b

L.K.2.c

L.K.2.d

L.K.4

L.K.4.b

L.K.5

L.K.6

Unit 6: Growing Expertise in Little Books (If Then...)

Kindergarten ELA Reading - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, children are allowed to slow things down and really stretch out each word, listening to not only the first sounds, but to every sound in the word. Using high frequency words repeatedly will help children as readers and writers.

Transfer

Students will be able to independently use their learning to...

Access multiple books on a topic adding to their expertise on a topic and increase their learning about the world from each new book they read.

Meaning

Big Ideas & Understandings

Students will understand that...

- Books make readers think and wonder about topics.
 - Readers use text features to help them understand the structure of a book.
 - Readers ask questions to support their understanding of text.

Essential Questions

Students will keep considering...

- How can I notice more and more in the books I read?
 - How can I learn new things and words from the pictures and words?
 - If I put together a couple of books that are about one thing, how can I learn from one and add it to what I learn from the next?
 - Can I find a way for books to become my teachers, so that I can learn ideas and information about the world?
 - Can books get me wondering about things?
 - How is information organized?

Unit 6: Growing Expertise in Little Books (If Then...)

Kindergarten ELA Reading - Last Updated on August 9, 2021

Meaning	
	<ul style="list-style-type: none">• Why do we ask questions?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Domain-specific language- “expert words” that fit with a topic.• that reading and talking about information from across texts is what growing readers do.• that each new book they read on a specific topic, helps them to become an expert on that topic.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• extracting information from a text to add to their expertise on a topic• Recognizing domain specific language that fit in a topic.• Collaborating with peers about information across texts

STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Science

K-ESS3-1

K-LS1-1

Unit 6: Growing Expertise in Little Books (If Then...)

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations• Conferences and small groups <p>Summative:</p> <ul style="list-style-type: none">• Fountas & Pinnell Running Record Assessments• Print Concept assessment• Letter Name ID assessment• Letter Sounds assessment• CVC Word assessment• Phonological Awareness assessment• High frequency word assessment	<p>Performance Task(s):</p> <p>Celebration: Students will share out information about what they learned from a text .</p>
	<p>Other Evidence:</p>

Unit 6: Growing Expertise in Little Books (If Then...)

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Readers become experts on topics by reading books, asking questions, and talking with others

Session 1: How to be an expert reader

Demonstration Text: Zoo Looking

(Pg. 8 If, Then curriculum) Today I want to teach you that readers look closely, point to the picture, ask questions, and talk about their books, so that they can become experts on the topics

How to be an expert reader

1. Look closely
2. Point to the picture
3. Ask questions
4. Talk about the book

Session 2: Reading nonfiction is just like reading fiction

Demonstration Text: Zoo Looking

(Pg. 9) Today I want to teach you that reading nonfiction isn't all that different from reading fiction.

Nonfiction readers use all the same strategies as fiction readers do when they are getting ready to read.

How to read nonfiction

1. Look at the cover
2. Read the title
3. Look at the pictures
4. Name what you see
5. Think how the story might go

Session 3: Using their whole brain to learn about each page

Demonstration Text: Zoo Looking

(Pg. 9) Today, I want to teach you that readers use the whole page and their whole brain to learn as much as possible about their books. They look closely at the entire page, and point and talk about everything they see-and most of all, readers ask questions.

Use the whole page to learn about the book

1. Look closely at the page
2. Point to the picture

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3. Ask questions to learn about key details: Who? What? When? Where How? Why?

Session 4: Use the whole page to learn more and more

Demonstration Text: Zoo Looking

(Pg. 10) Today I want to teach you that when readers want to learn from their books they run their fingers across each page, trying to notice more and more, in both the pictures and the words. As they do this they say what they notice and then ask questions about those details.

Use the whole page to learn about key details

1. Look closely at the page
2. Point to the picture
3. Point to the words
4. Ask questions to learn about key details: 'I wonder why...' or 'Where does...?' or 'What is this...?'

Session 5: You become the teacher

Demonstration Text: Zoo Looking

(Pg. 10) Readers, now that you've been learning so much from your books, you are ready to be the teachers! One way to teach your partner what you have learned is to retell. One partner can say what the book was mostly about, and then give examples.

How to be the teacher and retell

1. This book is mostly about ____
2. One example is ____
3. Your partner can help you remember important events
4. Reread to remember what the book is about

Session 6: Becoming an expert nonfiction reader

Demonstration Text: Zoo Looking

(Pg. 11) Today I want to teach you that one way that expert nonfiction readers share what they are learning is by giving their partner a little lesson about their book.

Be an expert nonfiction reader

1. Look at the cover
2. Talk about what the book is mostly about
3. Reread the last page

Unit 6: Growing Expertise in Little Books (If Then...)

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4. Ask “How does the ending go with the pages in the book and title?”

Session 7: Make up the last page of your book

Demonstration Text: Zoo Looking

(Pg. 11)Today I want to teach you a little secret about some of your information books: some of your books do not have last pages that fit with the main idea! It is true that many information books provide one piece of information after another—and then they just end! You can be on the lookout for those kinds of books, and when you find one, you can get paper and create a new last page for the book!

How to make up the last page of a book

- 1.Read your book and be on the lookout- what is your main idea?
- 2.If your book doesn't have a last page:
- 3.Get a piece of paper
4. Be creative and make up your own last page that connects to the main idea!

Session 8: Readers can be just like a T.V. reporter

Demonstration Text: Zoo Looking

(Pg. 11)Today I want to teach you that readers can also be like T.V. reporters, to teach others about the information they have been gathering. Reporters say things like, “Did you know..?” Another interesting piece of information...

In this book it teaches you all about....

- 1.Reporters other use gestures to add to their meaning
- 2.Reporters can also point to the part of the book that fits what they are saying
3. Reporters use prompts like: Did you know... and Another piece of information is...

Session 9: Partners work together to come up with questions

Demonstration Text: Zoo Looking

(Pg. 11)Readers, you already know that you can come up with questions about a topic as you read, and today I want to teach you that you might also come up with questions about a topic when talking with your partners. Sometimes, after listening to your partner, you might be left with even more questions! You can ask your partner questions, and then work together to think of possible answers.

Partners work together to...

- 1.Reread a book to search for answers

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2. Point to pictures & words so you understand
3. Search for new books to help you answer questions
(It's OK to hang on to questions for a long time)

Bend II: Readers Learn About Words Inside Their Books, Too!

Session 10: Create an expert word chart

Demonstration Text: Who Works at the Zoo

(Pg. 13) Today I want to teach you that one thing expert nonfiction readers do is collect expert words about their topics-words that are important to know. They collect these words on a special chart and use them when they are teaching others.

Create your own 'expert words chart'

1. Search through your book
2. Get a piece of paper
3. Add words to your chart that you think are important
4. Teach the words to your partner

Session 11: You become the teacher to teach words

Demonstration Text:

Who Works at the Zoo

(Pg. 13) Today I want to tell you that not only do your books teach you important words-your partner can learn those words, too, and you can teach them! When you teach your partner the important 'expert word' in your book, you can do more than just say the words. You can use the pictures to teach an expert word. You can describe what it looks like or what the word does. You can even give an example or two to go with the word.

Learn from your partner

1. Find 'expert words' in your book
2. Try to say the word
3. Use the picture to help you
4. Describe it

Session 12: Figuring out unknown words

Demonstration Text:

Who Works at the Zoo

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(Pg. 14) Readers, when you are reading to learn, you may come across words that you have never seen or heard before. For example, if you are reading a book about flowers, then there might be special words about flower parts in the book like stem and petals, or if you are reading about animals playing together then you may find words like flap and gallop to tell about how the animals move. When you come to tricky words like this, you can stop and think, “What might this word mean? Are there any clues in the picture or in the other words on the page?”

How to figure out unknown words

1. Ask, what word would make sense?
2. Try it out or see if it sounds right.
3. Check the print carefully,
4. Look at the first few letters
5. Look at the end of the word.”

Session 13: Understanding what you are reading

Demonstration Text:

Who Works at the Zoo

(Pg. 15) Today I want to teach you that nonfiction readers use all of the information on the page to understand what they are reading. They don’t just collect words and facts and list them separately, like ‘one, two, three.’ No way! They work hard to pull all the separate pieces of information together. One way to do this is to point and label the separate parts of the picture and then say how the parts go together.

Understand what you are reading

1. Look for ‘expert words’
2. Look at the picture
3. Label the picture
4. Think how the parts of the word go together
5. Try the new word!

Session 14: Bring the books to life

Demonstration Text:

Who Works at the Zoo

(Pg. 15) Today I want to teach you that readers can ‘bring the book to life’ by acting out the actions in the pictures, and in the words. You can match your voice to what is happening, and use gestures and actions to add to what is happening.

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Bring the book to life

1. Read your book
2. Look at the pictures
3. Look at the words
4. Act it out

Session 15: Readers figure out the pattern to get themselves to read

Demonstration Text: Who Works at the Zoo

(Pg. 15) Today I want to teach you that readers can get themselves ready to read each time they turn the page by thinking about what pattern the text is following and what the book is about. You can look closely looking at the picture and think, 'What is this page teaching? What might this page say?' Then you can read to make sure the words match.

Think about the pattern in the book

1. Think about the pattern
2. Think about what the book is about
3. Look at the picture
4. Think what is the picture teaching you

Session 16: Respond to the text using pictures

Demonstration Text: Who Works at the Zoo

(Pg. 16) Today I want to teach you that readers can respond to the text by reading the words and then using the pictures to learn even more information.

Respond to the text using pictures

1. Say "The words say ____"
2. I also see ____ in the pictures
3. It makes me think _____

Session 17: Readers use strategies to figure out what the book is about

Demonstration Text: Who Works at the Zoo

(Pg. 16) Today I want to remind you that readers don't usually try to memorize every tiny fact in their books! They use strategies to figure out what the book is mostly about. As they read, they are thinking, 'How does this page fit with the title?....Now how does this page fit with the title? They also stop midway

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to think, 'How do all these pages fit together so far?' and again to think, 'What is the whole book mostly about? Readers are doing a lot of stopping and thinking all along the way to figure out what the book is mainly about.

How to figure out what the book is about

- 1.Look at the picture
- 2.Think how it goes with the title
- 3.How do the pages fit together
- 4.What is the whole book about

Bend III: Readers Can Think About What's the Same and What's Different in (and across) Books

Session 18: Readers learn everything they can about a topic

Demonstration Text: Fishy Tales

(Pg.17)Today I want to teach you that when readers are learning about something, they read everything they can about the topic. They read more than one book about it! You can read many books about your topic and then retell everything you learned.

Learn everything you can about a topic

- 1.Gather many books on the same topic
- 2.Read, Read Read!
- 3.Say everything you can about the topic
- 4.Count how many things you can say about a topic

Session 19: Comparing books to see what's the same and different

Demonstration Text: Fishy Tales

(Pg. 18)Today I want to teach you that readers compare books, noticing what is the same and also what is different. You can do this by playing the Same Game and the Different Game.

Notice what is the same and different

- 1.Look at your book and think what is the same
- 2.Mark the page with a post-it with "s"
- 3.Look at your book and think what is different
- 4.Mark the page with a post-it with "d"

Session 20: Use the words and pictures to see what is the same and different

Demonstration Text: Fishy Tales

Unit 6: Growing Expertise in Little Books (If Then...)

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(Pg.18)Readers, today I'd like to teach you that you can use both the pictures and the words to think about what's the same, and what's different. Sometimes the words are the same as what is in the picture, but sometimes they're different!

Use picture and words to think about what is the same/different

- 1.Read with your partner
2. Say, 'The picture teaches me _____,
3. But/and the words on this page say _____.'"

Session 21: Nonfiction readers use text features

Demonstration Text: Fishy Tales

(Pg. 19)Today I want to teach you that nonfiction readers notice text features as they are reading. You can do this with your partner by playing a game called, 'Does Your Book Have...?' One reader chooses a book or a page in a book and says what it's mostly about, and then says, 'Does your book have a text feature like this?' Then the other kids at your table search their books to see if they have a page that has a text feature similar to the one you just pointed out. When they find something, they hold it up, share it with the group, and talk about what the purpose of the text feature is. Then it starts again!

How to notice text features

- 1.Say what the page or whole book was mostly about.
- 2.Ask, 'Does your book have a text feature like this?'
- 3.Everyone searches to see if they have a similar text feature.
- 4.When one person finds something, they share it with the group.
- 5.Start again!"

Session 22: Books Talks

Demonstration Text: Fishy Tales

(Pg. 19)Today I want to teach you that you can invent your own ways to talk about books with your group. You might decide to act parts out, or read an entire book to your group, or ask a question to the group.

Work together to keep your conversations going, it's up to you!

Make up your own way to talk about books (Use the charts to help you remember how!)

- 1.Compare and contrast your books
- 2.Act out parts
- 3.Read the entire book

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4. Ask questions to the group

Session 23: Use everything you know to learn about a topic

Demonstration Text: Fishy Tales

(Pg. 20) Today I want to teach you that readers can think about everything that authors want them to learn about a topic. They can compare different books on the same stop and ask themselves and each other, 'what did the authors want us to learn about this topic?' Readers look at what is the same and what is different about the information on the pages. Then they can reread to find parts that are similar and different across books.

Use everything you know to learn about a topic

1. Compare different books
2. Think why did the author want us to learn this
3. What is the same & different
4. Reread

Session 24: (Pg. 20) Readers can lay books side by side and then ask themselves, 'what did I learn about the topic from this one and what did I learn about it from this other one?' Talk about what you learned

Demonstration Text: Fishy Tales

Talk about what you learned

1. Listen to everyone
2. Share with your partner
3. Read from book to book
4. Say a sentence about what you learned in the book

Unit 6: Growing Expertise in Little Books (If Then...)

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- If...Then... Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Zoo Looking
- Who Works at the Zoo
- Fishy Tales
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level E/F fiction and nonfiction books to model teaching points

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers

Unit 6: Growing Expertise in Little Books (If Then...)

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- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 7: Readers Get to Know Characters by Pretending and by Performaing Their Books

Kindergarten ELA Reading - *Last Updated on July 26, 2021*

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Kindergarten Math

Link Community Charter School

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Math in Our World	18 lessons
<input checked="" type="checkbox"/> Unit 2: Numbers 1-10	23 lessons
<input checked="" type="checkbox"/> Unit 3: Flat Shapes All Around Us	16 lessons
<input checked="" type="checkbox"/> Unit 4: Understanding Addition and Subtraction	19 lessons
<input checked="" type="checkbox"/> Unit 5: Composing and Decomposing Numbers to 10	16 lessons
<input checked="" type="checkbox"/> Unit 6: Numbers 0-20	14 lessons
<input checked="" type="checkbox"/> Unit 7: Solid Shapes All Around Us	17 lessons
<input checked="" type="checkbox"/> Unit 8: Putting It All Together	22 lessons

Unit 1: Math in Our World

Kindergarten Math - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC
- K.G
- K.G.B
- K.CC.B.4
- K.CC.B
- K.CC.B.4.a
- K.CC.A.1

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.4
- MA.K-12.1
- MA.K-12.2

Unit 1: Math in Our World

Kindergarten Math - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

In this unit, students explore mathematical tools and notice numbers and quantities around them and build their counting skills. In the last section, students count collections of objects and groups of people, answering “how many of ____ are there?” questions. These questions reinforce the idea that counting is a way to tell how many objects there are. Students are expected to count up to 10 objects by the time they begin the next unit, which will focus more deeply on numbers 1–10. The unit gives students time to learn the structures and routines for centers, to create norms for classroom learning, and to begin to build a mathematical community. Throughout this unit, students are working to create a picture book about quantities and counting in centers.

Transfer

Students will be able to independently use their learning to...

establish themselves as productive and contributing members of a math community who recognize numbers and quantities in their world.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• being a part of a math community means sharing ideas about math and working with others• there are math tools that can be used to count and represent numbers• there are rules for using math tools• they can count to see if we have enough to meet our needs (one-to-one correspondence)	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How do we share ideas in a math community?• What does it look like to use tools in a math community?• How can we count and represent numbers?• What is counting and how can it be used?

Acquisition

Knowledge	Skills
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Unit 1: Math in Our World

Kindergarten Math - Last Updated on July 26, 2021

Acquisition

<p>Students will know...</p> <ul style="list-style-type: none">• the different types of tools we have for math• what a member of a math community says/does/is• established rules and responsibilities for using math tools• how many objects are in a group of up to 4 without counting• how to count up to 10• how to match one object to one person or image	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• saying the count sequence to 10• saying one number for each object• Answering how many questions• showing quantities on fingers• recognizing and naming groups of 1, 2, or 3 objects or images without counting• recognizing and naming groups of 4 objects or images without counting• identifying groups with the same number of objects (up to 4 objects)• explaining what it means to be a part of the math community• listing the rules and responsibilities for using math tools
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Topic A Checkpoint Interview Topic B Checkpoint Interview Topic C Checkpoint Interview Topic D Checkpoint Interview End of Module Interview</p>	<p>Performance Task(s):</p> <p>Create a Picture Book</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Observation• Anecdotal evidence

Unit 1: Math in Our World

Kindergarten Math - Last Updated on July 26, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Section A Checkpoint Interview (During Centers)

Daily Centers

Week 2: Section B and Section C

Lessons 6-9

Section B Checkpoint Interview (During Centers)

Lesson 10

Daily Centers

Week 3: Section C and Section D

Lesson 11s

Section C Checkpoint Interview (During Centers)

Lessons 12-15

Daily Centers

Week 4: Section D

Lessons 16-17

Section D Checkpoint Interview (During Centers)

End-of-Unit Assessment Interview

Daily Centers

Unit 1: Math in Our World

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers

	Materials to gather	Materials to copy
Connecting Cubes	Connecting Cubes	Connecting cubes stage 2 cards Connecting cubes stage 3 directions
Geoblocks	Geoblocks solid shapes	Geoblocks stage 2
Pattern Blocks	Pattern blocks	Pattern blocks stage 2 mat Pattern blocks stage 3 directions
Picture Books	Picture books colored pencils/crayons	Picture books stage 2 recording sheet

Suggested Picture Books:

Fish Eyes by, Lois Ehlert

Ten Little Puppies by, Elena Vazquez

Zin! Zin! Zin! A Violin! by, Lloyd Moss

My Granny Went to the Market by, Stella Blackstone and Christopher Corr

Anno's Counting Book by, Mitsumasa Anno

Chicka, Chicka, 1,2,3 by, Bill Martin Jr.; Michael Sampson; Lois Ehlert

How Dinosaurs Count to 10 by Jane Yolen and Mark Teague

10 Little Rubber Ducks by Eric Carle

Ten Black Dots by Donald Crews

Mouse Count by Ellen Stoll Walsh

Count! by Denise Fleming

Special Education	ELLs
<ul style="list-style-type: none">Adhere to all modifications and health concerns stated in each IEPProvide students a choice board, allowing students to pick assignments from different levels based on difficulty.	<ul style="list-style-type: none">Use manipulatives to promote conceptual understanding and enhance vocabulary usageProvide graphic representations, gestures, drawings, equations, realia,

Unit 1: Math in Our World

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<p>Provide supportive strategies:</p> <ul style="list-style-type: none">◦ Educator or para reading aloud text or tech read-aloud◦ Develop or provide graphic organizers◦ Small group and one-on-one instruction◦ Easy to find information on Google Classroom◦ Personal copies of anchor charts and notes◦ Vocabulary list with visuals◦ Extended time on assignments and assessments <ul style="list-style-type: none">• Allow students to demonstrate understanding of a problem using models, captions and, when possible, explaining the reasoning orally and/or in writing.• Provide tech support for recording oral or video answers• Provide breaks between tasks, use positive reinforcement, use proximity• Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives• Use any suggestions provided by the specific text for a curriculum	<p>and pictures during all segments of instruction</p> <ul style="list-style-type: none">• During i-Ready lessons, click on “Español” to hear specific words in Spanish• Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information• Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems• Utilize program translations (if available) for L1/ L2 students• Reword questions in simpler language• Make use of the ELL Mathematical Language Routines (click here for additional information)• Scaffolding instruction for ELL Learners• Use any suggestions provided by the specific text for a curriculum
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Gifted and Talented	Students At Risk For Failure
<ul style="list-style-type: none">• Elevated contextual complexity (use leveled books via tech resources such as NEWSELA)• Inquiry based or open ended assignments	<ul style="list-style-type: none">• Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum• Modify Instructional Strategies, reading

Unit 1: Math in Our World

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<p>and projects</p> <ul style="list-style-type: none">• Add in inquiry-based questions and research opportunities to existing projects• More time to study concepts with greater depth through independent study or genius hour projects• Promote the synthesis of concepts and making real world connections• Provide students with enrichment opportunities and experiences suggested by the curriculum• Provide opportunities for competitions (math, science, writing, art, etc)• Alternative instruction pathways available	<p>aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Field Trips, Google Expeditions, Peer Support, one on one instruction</p> <ul style="list-style-type: none">• Assure constant parental/ guardian contact throughout the year with successes and challenges• Design and provide academic contracts to students and guardians with clear goals and deadlines• Create an interactive notebook with samples, key vocabulary words, student goals/ objectives.• Always plan to address students at risk in your learning tasks, instructions, and directions. Try to anticipate where the needs will be and then address them prior to lessons.• Use the programs intended for remediation ancillary to the curriculum (i.e. IXL or iReady for math)
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***Strategies for Students with [504 Plans](#)**

The goal of 504 plans is for students to be educated in regular classrooms along with the services, accommodations, or educational aids they might need. Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Unit 1: Math in Our World

Kindergarten Math - Last Updated on July 26, 2021

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Record lessons so the student can listen to them again; allow students to record lessons
 - Use computer-aided instruction and other audiovisual equipment
 - Select alternative digital/audio textbooks, workbooks, or provide books
 - Highlight main ideas and supporting details in the book
 - Provide copied material for extra practice (i.e. outlines, study guides)
 - Prioritize drill and practice activities for relevance
-
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors

Unit 1: Math in Our World

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- f) demonstrations, simulations
- g) experiments
- h) games

- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether the student has the necessary prerequisite skills.
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

[*Adapted from Orange Public Schools Curriculum Guide](#)

Unit 2: Numbers 1-10

Kindergarten Math - Last Updated on June 30, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

K.CC

K.CC.A.1

K.CC.A.3

K.CC.B.4

K.CC.B.4.b

K.CC.B.5

K.CC.C.6

K.CC.B

K.CC.B.4.c

K.CC.C.7

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

MA.K-12.2

MA.K-12.4

MA.K-12.7

Unit 2: Numbers 1-10

Kindergarten Math - Last Updated on June 30, 2021

DESIRED RESULTS

Established Goals

In this unit, students continue to develop counting concepts and skills, including comparing, while learning to write numbers. Students rely on familiar activity structures to build their counting skills and concepts. First, they count and compare the number of objects, and then do the same with groups of images. The images are given in different arrangements-- in lines, arrays, number cube patterns, on 5-frames -- to help students connect different representations to the same numbers. Use of fingers and 5-frames to represent numbers are emphasized and encouraged because they can help students see the structure of numbers 6-10. To compare the number of objects or images, students use terms such as "fewer" "more" and "same."

Transfer

Students will be able to independently use their learning to...

answer "how many" questions, count out, and compare groups within 10 and write a number to represent a how many within 10.

Meaning

Big Ideas & Understandings

- Students will understand that...
- quantities can be represented using numerals and words
 - we count using the count sequence and numbers that come first are smaller than numbers that come later
 - we can compare groups of objects by using the count sequence and using the words "more" "fewer" or "same" to describe the relationship between the groups
 - the number of groups in a object does not change when the same group is configured in a new way

Essential Questions

- Students will keep considering...
- Why are numbers necessary?
 - How do we count?
 - How can quantities be represented?
 - How do we compare groups of objects?
 - Does the arrangements of objects change the number of objects?

Unit 2: Numbers 1-10

Kindergarten Math - Last Updated on June 30, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">the number remains the same regardless of the arrangement of the objectsthe numbers 1-10 when represented as words (verbally), objects or images and numeralsthe count sequence from 1-10that numbers later in the count sequence are larger than numbers earlier in the count sequence	<p>Students will be skilled at...</p> <ul style="list-style-type: none">counting and comparing groups of up to 10 objectsmatching groups of objects or images with spoken words and written numerals for the numbercounting groups of objects 1-10 and writing the numeral associated with that number of objectsshowing numbers with their fingers without countingUsing the words "more" "fewer" and "same" to compare groups of objects up to 10Answer "how many" questions about a group of objects up to 10 that has been rearranged without counting againmaking groups with more than, fewer than, or the same number of objects as a given groupusing the structure of 5 (in 5-frames or on fingers) to count on from 5 to tell how manyrepresenting numbers with drawings or images to compare numbersusing the count sequence to compare numbers

Unit 2: Numbers 1-10

Kindergarten Math - Last Updated on June 30, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Interview Section B Interview Section C Interview Section D Interview	Performance Task(s): End of Unit Assessment Math Picture Book
	Other Evidence: Observation Anecdotal Notes Center Work Practice problems

Unit 2: Numbers 1-10

Kindergarten Math - Last Updated on June 30, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Daily Centers

Week 2: Section A and Section B

Lesson 6

Section A Checkpoint Interview (During Centers)

Lessons 7-10

Daily Centers

Week 3: Section B and Section C

Lesson 11

Section B Checkpoint Interview (During Centers)

Lessons 12-15

Daily Centers

Week 4: Section C and Section D

Lesson 16

Section C Checkpoint Interview (During Centers)

Lessons 17-20

Daily Centers

Week 5: Section D

Lessons 21-22

Section D Checkpoint Interview (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 2: Numbers 1-10

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Math Fingers		Math Fingers Cards
Pattern Blocks	Pattern Blocks	Pattern Blocks stage 2 mat Pattern Blocks stage 3 directions
Picture Books	Picture Books colored pencils/crayons	Picture books stage 2 recording sheet
Shake and Spill	5-frames cups two-color counters	
Number Race	colored pencils/crayons/markers connecting cubes	Number mat 1-10 Number race stage 1 recording sheet for tracing Number race stage 1 recording sheet for writing
Less Same More	collections of objects connecting cubes	less, same, more mat Image cards grade K Number and Image cards
Math Stories		Math stories stage 1 and 4 pictures math stories stage 1 recording sheet
Connecting Cubes	connecting cubes	connecting cubes stage 2 cards connecting cubes stage 3 directions
Bingo	Counters Number cards 0-10	Bingo Stage 1 cards Bingo stage 1-3 gameboard
Geoblocks	Geoblocks Solid shapes	Geoblocks stage 2
Math Libs	Connecting Cubes	Math Libs scenes Number mat 1-10

Unit 3: Flat Shapes All Around Us

Kindergarten Math - Last Updated on June 29, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC.A.1
- K.CC.A.3
- K.CC.B
- K.CC.B.5
- K.G
- K.G.A.1
- K.G.A.2
- K.G.B.4
- K.G.B.5
- K.MD.A.2
- K.MD.B.3
- K.CC
- K.CC.B.4.c
- K.CC.C
- K.CC.C.6
- K.G.B.6

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.4

Unit 3: Flat Shapes All Around Us

Kindergarten Math - Last Updated on June 29, 2021

DESIRED RESULTS

Established Goals

This unit introduces students to the foundational concepts of geometry, with a focus on familiar flat shapes. Students will associate names of shapes with everyday objects. Students will see and interact with many examples of a shape to accurately relate what's in their environment to the geometric term. Students explore differences in shapes and use informal language to describe, compare, and sort them. Circle, triangle, rectangle, and square are four shapes that students study and name here. Students will use pattern blocks to make larger shapes. They reinforce their counting and comparison skills as they count and compare the pattern blocks used to create larger shapes. Students also use positional words (above, below, next to, beside) to describe the shapes they compose.

Transfer

Students will be able to independently use their learning to...

identify, describe, analyze, compare, and compose two-dimensional shapes.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• objects have a shape with a specific name• objects can be described by attributes• objects can be created using various concrete materials	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How can shapes be described?• How can shapes be created using concrete materials?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the names of shapes (triangle, circle, square, and rectangle)• how to use pattern blocks to create shapes and images	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Recognize and describe shapes in the environment• use informal language to describe shapes• explain what is the same or different about two or

Unit 3: Flat Shapes All Around Us

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Acquisition	
<ul style="list-style-type: none">• attributes of circles, squares, rectangles, and triangles• positional words that can be used to describe the location of shapes	<ul style="list-style-type: none">more shapes• sort shapes into groups• compare the length of objects• identify circles, triangle, rectangles, and squares• name circles, triangles, rectangles, and squares• describe shapes made from pattern blocks• identify the pattern blocks needed to fill a puzzle• recognize that shapes are the same regardless of orientation• use positional words to describe the location of shapes• count the number of pattern blocks used to make a shape• compare the number of pattern blocks used to make a shape• create triangles, circles, rectangles, and squares

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Interview Section B Interview	Performance Task(s): Create a shape storybook End of Unit Assessment
	Other Evidence: Observation Anecdotal Notes Center Work Practice problems

Unit 3: Flat Shapes All Around Us

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Daily Centers

Week 2: Section A and Section B

Lessons 6-9

Section A Checkpoint Interview (During Centers)

Lesson 10

Daily Centers

Week 3: Section B

Lessons 11-15

Section B Checkpoint Interview (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 3: Flat Shapes All Around Us

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Picture Books	Picture books Colored pencils/crayons	Picture Book Stage 2 Recording Sheet Picture Book Stage 3 Recording Sheet
Shake and Spill	5-frames Cups Two-color counters	
Bingo	Counters Number cards 0-10	Bingo Stage 1 cards Bingo Stage 1-3 gameboard
Which One?	Counters	Which one stage 1 gameboard
Counting Collections	10-frames 5-frames collections of objects	Counting collections stages 1 and 2 recording sheet
Build Shapes	Play dough/Modeling clay straws	build shapes stage 1 and 2 cards
Pattern blocks	Pattern blocks	Pattern blocks stage 2 mat Pattern blocks stage 3 directions Pattern blocks stage 4 recording sheets Pattern blocks stage 5 mat Pattern blocks stage 5 recording sheet
Geoblocks	geoblocks solid shapes	geoblocks stage 2
Less Same More	collections of objects connecting cubes	Less, Same, More mat Image cards grade K Number and Image cards
Match mine	Folders Pattern blocks	

Picture books:

Unit 3: Flat Shapes All Around Us

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Fish Eyes by Lois Ehlert

Ten Little Puppies by Elena Vazquez

Zin! Zin! Zin! A Violin! by Lloyd Moss

My Granny Went to the Market by Stella Blackstone, and Christopher Corr

Anno's Counting Book by Mitsumasa Anno

Chicka, Chicka, 1, 2, 3 by Bill Martin Jr.; Michael Sampson; Lois Ehlert

How Dinosaurs Count to 10 by Jane Yolen and Mark Teague

10 Little Rubber Ducks by Eric Carle

Ten Black Dots by Donald Crews

Mouse Count by Ellen Stoll Walsh

Count! by Denise Flemming

Unit 4: Understanding Addition and Subtraction

Kindergarten Math - Last Updated on June 29, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC
- K.CC.A.1
- K.CC.B.5
- K.OA.A.1
- K.OA.A.2
- K.CC.A.3
- K.CC.A.2
- K.CC.B.4.c

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.4

Unit 4: Understanding Addition and Subtraction

Kindergarten Math - Last Updated on June 29, 2021

DESIRED RESULTS

Established Goals

In this unit, students develop their understanding of addition and subtraction as they represent and solve story problems. They relate counting to the result of two actions: putting objects together or taking objects away. Students enact addition by counting the total number of objects in two groups and subtraction by counting what remains after some objects are taken away. Students then make sense of stories without questions and later solve story problems of two types- Add To, Result Unknown and Take From, Result Unknown. Students represent the problems in different ways, by acting them out, drawing, using numbers or using objects. Students have access to connecting cubes in all lessons if they choose to use them. Students are introduced to expressions for addition and subtraction. Later in the unit, students connect expressions to pictures and story problems. They find the value of addition and subtraction expression within 10.

Transfer

Students will be able to independently use their learning to...

relate counting to addition and solve addition and subtraction story problems within 10

Meaning

Big Ideas & Understandings

Students will understand that...

- Addition is putting groups together and making more
- Subtraction is taking groups apart, taking away from a group and making less
- they can represent addition and subtraction by acting it out, using objects, drawing images, and using expressions

Essential Questions

Students will keep considering...

- **What happens when we combine groups?**
- **What happens when we take some away from a group?**
- **How do we add?**
- **How do we subtract?**
- **How can we represent addition and subtraction?**

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

Unit 4: Understanding Addition and Subtraction

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Acquisition

- | | |
|---|---|
| <ul style="list-style-type: none">• how to determine the action in a story problem• strategies for tracking which objects or images have been counted• the symbols and words (+, -, plus, minus, add, take away, etc.) used to describe addition and subtraction problems | <ul style="list-style-type: none">• counting to find the total or difference• adding or taking away objects to represent addition and subtraction• retelling a story problem in their own words• acting out or demonstrating with objects or drawings the actions of a story problem• using objects or drawings to represent a story problem• explaining how objects or drawings represent a story problem• explaining how an expression connects to a drawing or story problem• filling in an expression to represent a drawing• using fingers, objects, or drawings to find the value of an expression• counting all to determine the total when 0 or 1 are added• using knowledge of the count sequence to determine the total when 1 is added |
|---|---|

Unit 4: Understanding Addition and Subtraction

Kindergarten Math - Last Updated on June 29, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Checkpoint Interview Section B Checkpoint Interview Section C Checkpoint Interview	Performance Task(s): Create your own Math Stories End-of-Unit Assessment
	Other Evidence: Observation Anecdotal Notes Center Work Section Practice Problems

Unit 4: Understanding Addition and Subtraction

Kindergarten Math - Last Updated on June 29, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Section A Checkpoint Interview (During Centers)

Daily Centers

Week 2: Section B

Lessons 6-10

Daily Centers

Week 3: Section B and Section C

Lessons 11-13

Section B Checkpoint Interview (During Centers)

Lessons 14-15

Daily Centers

Week 4: Section C

Lessons 16-18

Section C Checkpoint Interview (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 4: Understanding Addition and Subtraction

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Math Libs	Connecting Cubes	Math Libs Scenes Number Mat 1-10
Pattern Blocks	Folders Pattern Blocks	
Roll and Add	Connecting Cubes Two-color counters	Roll and Add Stage 1 Dot Images Roll and Add stage 1 recording sheet Number Mat 1-5 Rolls and Add stage 2 recording sheet
5-frames	connecting cubes counters	5-frame 5-frames stages 1 and 2 recording sheet Number Mat 1-5
Subtraction Towers	Connecting cubes	Number Mat 1-5
Build Shapes	Play dough/modeling clay straws	Build shapes stage 1 and 2 cards
Counting collections	10-frames 5-frames collections of objects	Counting collections stages 1 and 2 recording sheet
Math Stories		Math stories stages 1 and 4 pictures Math stories stage 1 recording sheet Math stories stage 2 backgrounds Math stories stage 2 recording sheet
Math Fingers		Math fingers cards Math fingers stage 3 recording sheet
Bingo	two-color counters Numbers cards 0-10 connecting cubes	Bingo stage 1 cards Bingo stages 1-3 gameboard Dot mat 1-5
Number Race	colored pencils/crayons/markers connecting cubes	Number Mat 1-10 Number race stage 1 recording sheet for tracing

Unit 4: Understanding Addition and Subtraction

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		Number race stage 1 recording sheet for writing
Shake and Spill	5-frames cups two-color counters	Shake and spill stage 3 recording sheet grade 1 Shake and spill stage 3 recording sheet kindergarten
Find the Value of Expressions	connecting cubes/two-color counters	Find the value of expressions within 10 stage 1 cards Find the value of expressions within 10 stage 1 recording sheet

Unit 5: Composing and Decomposing Numbers to 10

Kindergarten Math - Last Updated on June 29, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC.A.1
- K.CC.A.2
- K.OA.A.2
- K.OA.A.3
- K.OA.A.5
- K.OA.A.1
- K.CC
- K.CC.A.3
- K.CC.B
- K.CC.B.5
- K.OA.A.4

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.4
- MA.K-12.7

Unit 5: Composing and Decomposing Numbers to 10

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DESIRED RESULTS

Established Goals

In this unit, students explore different ways to compose and decompose numbers within 10 and to represent the compositions and decompositions. Students use their experiences from adding and subtracting within 10 to compose ("make") and decompose ("break apart") numbers within 10. Special attention is given to composing and decomposing 10, as it is the basis of place value in our number system. Students use their fingers and a 10-frame to think about pairs of numbers that make 10. Symbolic notation develops slowly across the units. Students first complete expressions that represent numbers being composed and decomposed. Later, students encounter equations written with the total on the left side ($5=3+2$), this notation helps students see that the equal sign means that both sides have the same value.

Transfer

Students will be able to independently use their learning to...

compose and decompose numbers within 10

Meaning

Big Ideas & Understandings

Students will understand that...

- composing is making a number and decomposing is breaking apart
- compositions and decompositions can be represented using a 10-frame, connecting cubes, fingers, drawings, and equations

Essential Questions

Students will keep considering...

- How do we compose and decompose numbers within 10?
- How can we represent compositions and decompositions within 10?

Acquisition

Knowledge

Students will know...

- numbers can be composed and decomposed in

Skills

Students will be skilled at...

- compose and decompose numbers in different

Unit 5: Composing and Decomposing Numbers to 10

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Acquisition

more than one way

- strategies to compose and decompose numbers and ways to represent those compositions and decompositions
- that expressions can be used to represent compositions and decompositions of numbers

ways

- represent compositions and decompositions with a drawing
- represent compositions and decompositions with an expression
- retell a story problem in their own words
- use objects or drawings to represent a story problem
- explain how objects or drawings represent a story problem
- use labels, colors, numbers or other methods to represent the two groups in a story problem
- recognize that a full 10-frame contains 10 counters and that their 2 hands have 10 fingers
- explain the relations between equations and compositions and decompositions of 10
- use the structure of 10-frames or fingers to to determine how many more are needed to make 10 when given a number
- use connecting cubes to determine how many more are needed to make 10 when given a number
- state how many more are needed to make 10 when given a number without using math tools or fingers

Unit 5: Composing and Decomposing Numbers to 10

Kindergarten Math - Last Updated on June 29, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Checkpoint Interview Section B Checkpoint Interview Section C Checkpoint Interview	Performance Task(s): Create a Math Story End-of-Unit Assessment
	Other Evidence: Observations Anecdotal Notes Center Work Section Practice Problems

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A and Section B

Lessons 1-4

Section A Checkpoint Interview (During Centers)

Lesson 5

Daily Centers

Week 2: Section B and Section C

Lessons 6-9

Section B Checkpoint Interview (During Centers)

Lesson 10

Daily Centers

Week 3: Section C

Lessons 11-15

Section C Checkpoint Interview (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 5: Composing and Decomposing Numbers to 10

Kindergarten Math - Last Updated on June 29, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Check it Off	Number cards 0-10	Check it off stage 1 recording sheet grade 1 Check it off stage 1 recording sheet grade K
Find the Value of the Expressions	Connecting cubes/two-color counters	Find the value of the expressions within 10 stage 1 cards Find the value of the expressions within 10 stage 1 recording sheet
Shake and Spill	5-frames Cups Two-color counters crayons	Shake and spill stage 3 recording sheet grade 1 Shake and spill stage 3 recording sheet kindergarten
Bingo	Two-color counters Number cards 0-10 Connecting cubes	Bingo stage 1 cards Bingo stages 1-3 gameboard Dot mat 1-5
What's Behind my Back	Connecting cubes Crayons 10-frame	What's behind my back stage 1 recording sheet What's behind my back stage 2 recording sheet grade 1 What's behind my back stage 2 recording sheet Kindergarten
Make or Break Apart Numbers	Connecting cubes Two-color counters	Make or break apart numbers stage 1 dot page Make or break apart numbers stage 1 number mat 4-9 Make or break apart numbers stage 1 recording sheet
5-frames	Connecting cubes Counters	5-frame 5-frames stages 1 and 2 recording sheet Number mat 1-5
Math Stories	Connecting cubes/two-color counters	Math stories stage 1 and 4 pictures Math stories stage 1 recording sheet

Unit 5: Composing and Decomposing Numbers to 10

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		Math stories stage 2 backgrounds Math stories stage 2 recording sheet Math stories stage 3 pictures Math stories stage 3 recording sheet
Counting Collections	10-frames 5-frames collections of objects	Counting collections stage 1 and 2 recording sheet
Roll and Add	Connecting cubes/two-color counters	Roll and add stage 1 dot images mat Roll and add stage 1 recording sheet Number mat 1-5 Roll and add stage 2 recording sheet
Math Fingers		Math fingers cards Math fingers stage 3 recording sheet

Unit 6: Numbers 0-20

Kindergarten Math - Last Updated on June 29, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC.A.1
- K.CC.A.2
- K.CC.A.3
- K.CC.B
- K.CC.B.4
- K.CC.B.4.a
- K.CC.B.4.b
- K.CC.B.5
- K.OA.A.1
- K.OA.A.2
- K.OA.A.5
- K.CC
- K.NBT.A.1

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.4
- MA.K-12.7

Unit 6: Numbers 0-20

Kindergarten Math - Last Updated on June 29, 2021

DESIRED RESULTS

Established Goals

In this unit, students count and represent collections of objects and images within 20. They apply previously developed counting concepts- such as one-to-one correspondence, keeping track of what has been counted, and conservation of numbers- to larger numbers. Students use the 10-frame to organize groups of 11-19 objects and images. This tool encourages students to see teen numbers as 10 ones and some more ones, emphasizing the 10+n structure of the numbers 11-19. They use this structure as they represent teen numbers with their fingers, objects, drawings, expressions, and equations. Students practicing tracing and writing numbers 11-20.

Transfer

Students will be able to independently use their learning to...

answer "how many" questions and count out groups within 20 and represent numbers within 20 using objects, drawings, and numerals.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• numbers 11-19 are composed of ten ones and up to nine more ones• they can use 10-frames and some more to show numbers 11-19• we use the count sequence for 11-20 to count groups larger than 10• the number of objects does not change based on arrangement	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How do we break numbers apart into tens and ones?• How can quantities greater than 10 be represented?• How do we count groups larger than 10?• Does the arrangement of objects change the number of objects?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 6: Numbers 0-20

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Acquisition	
<ul style="list-style-type: none">• how to keep track of objects and images that have been counted• that after a group of objects that has been counted is rearranged, the total number of objects remains the same without recounting• that a full 10-frame or all the fingers on two hands represents 10 without counting	<ul style="list-style-type: none">• saying the count sequence to 20• answering how many questions without counting again• counting to find the total of a group up to 20• counting on from 10 to find the total• counting or recognizing the ones outside of the 10 ones and using a 10+n fact to find the total• writing numbers 11-19• Identifying a group of 10 images in a group of 11-19 images

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Checkpoint Interview Section B Checkpoint Interview Section C Checkpoint Interview	Performance Task(s): End-of-Unit Assessment
	Other Evidence: Observations Anecdotal Notes Center Work Section Practice Problems

Unit 6: Numbers 0-20

Kindergarten Math - Last Updated on June 29, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A and Section B

Lessons 1-4

Section A Checkpoint Interview (During Centers)

Lesson 5

Daily Centers

Week 2: Section B

Lessons 5-10

Section B Checkpoint Interview

Daily Centers

Week 3: Section C

Lessons 11-13

Section C Checkpoint Interview

End-of-Unit Assessment

Daily Centers

Unit 6: Numbers 0-20

Kindergarten Math - Last Updated on June 29, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers

	Materials to Gather	Materials to Copy
Number Race	Colored pencils/crayons/markers Connecting cubes	Number mat 1-10 Number race stage 1 recording sheet for tracing Number race stage 1 recording sheet for writing Number mat 11-20 Number race stage 2 recording sheet for tracing Number race stage 2 recording sheet for writing
Subtraction Towers	Connecting cubes	Number mat 1-5
5-frames	Connecting cubes Counters	5-frame 5-frames stage 1 and 2 recording sheet Number mat 1-5
Find the Pair	5-frames Counters/connecting cubes Number cards 0-10 10-frames	Find the pair stage 1 recording sheet Find the pair stage 2 recording sheet
Tower Build	Connecting cubes	Number mat 1-5 Number mat 1-10
Grab and Count	Pattern blocks	Grab and count stage 1 recording sheet
Bingo	Two-color counters Number cards 0-10 Connecting cubes	Bingo stage 1 cards Bingo stages 1-3 gameboard Dot mat 1-5 Bingo stage 4 Gameboard
Make or Break Apart Numbers	Connecting cubes Two-color counters	Make or break apart numbers stage 1 dot page Make or break apart numbers stage 1 number mat 4-9 Make or break apart numbers stage 1 recording sheet Make or break apart numbers stage 2 gameboards

Unit 6: Numbers 0-20

Kindergarten Math - Last Updated on June 29, 2021

		Make or break apart numbers stage 2 number mat 11-19 Make or break apart numbers stage 2 recording sheet
Find the Value of the Expression	Connecting cubes/Two-color counters	Find the value of expressions within 10 stage 1 cards Find the value of expressions within 10 stage 1 recording sheet

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC
- K.CC.A.1
- K.CC.A.3
- K.CC.B.5
- K.CC.C
- K.CC.C.6
- K.CC.C.7
- K.G.B.5
- K.G.B.6
- K.NBT.A.1
- K.OA
- K.OA.A.1
- K.OA.A.2
- K.OA.A.3
- K.OA.A.4
- K.OA.A.5
- K.G
- K.G.A.1
- K.G.A.2
- K.G.A.3
- K.G.B.4
- K.MD.A
- K.MD.A.1
- K.MD.A.2
- K.MD.B.3

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.4

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

DESIRED RESULTS

Established Goals

In this unit, students explore solid shapes while reinforcing their knowledge of counting, number writing and comparison, and flat shapes. They compose figures with pattern blocks and continue to count up to 20 objects, write and compare numbers, and solve story problems. Students distinguish between flat and solid shapes before focusing on solid shapes. They consider the weight and capacity of solid objects and identify solid shapes around them. Geoblocks, connecting cubes, and everyday objects are used throughout the unit. Students use their own language to describe attributes of solid shapes as they identify, sort, compare, and build them, while also learning the names for cones, cubes, spheres, and cylinders.

Transfer

Students will be able to independently use their learning to...

- identify, describe, analyze, compare, and compose two- and three-dimensional shapes.
- count, add and subtract

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">• three-dimensional shapes have weight and capacity• objects have a shape with specific names• objects can be created using various concrete materials	Students will keep considering... <ul style="list-style-type: none">• How can three-dimensional shapes be described?• What are the differences between two- and three-dimensional shapes?• How can three-dimensional shapes be created using concrete materials?

Acquisition

Knowledge	Skills
Students will know... <ul style="list-style-type: none">• the difference between flat shapes and solid	Students will be skilled at... <ul style="list-style-type: none">• Counting all to determine a total

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

Acquisition

<p>shapes</p> <ul style="list-style-type: none">the three-dimensional shapes- cone, sphere, cylinder and cube- and their attributespositional words used to describe the location of objects in relation to other objectshow to determine the weight and capacity of three-dimensional shapeshow to apply previous concepts of counting, writing and comparing numbers to the concrete materials they are using	<ul style="list-style-type: none">writing a number to express a quantity up to 20retelling a story problem in their own wordsusing objects, drawing, or equations to represent a story problemexplaining connections between objects, drawing, story problems, and equationsusing their own language to describe and compare attributes of solid shapesbuilding solid shapes from componentsputting solid shapes together to compose new shapesusing positional words to describe the locations of solid shapes
--	--

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Topic A Checkpoint Interview</p> <p>Topic B Checkpoint Interview</p>	<p>Performance Task(s):</p> <p>End-of-Unit Assessment</p>
	<p>Other Evidence:</p> <p>Observation</p> <p>Anecdotal Notes</p> <p>Center Work</p> <p>Section Practice Problems</p>

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Daily Centers

Week 2: Section A and Section B

Lesson 6

Section A Checkpoint (During Centers)

Lessons 7-10

Daily Centers

Week 3: Section B

Lessons 11-15

Daily Centers

Week 4: Section B

Lesson 16

Section B Checkpoint (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Geoblocks	Geoblocks Solid shapes Bags	Geoblocks stage 2
Find the Pair	5-frames Counters Number cards 0-10 10-frames connecting cubes	Find the pair stage 1 recording sheet Find the pair stage 2 recording sheet
Grab and Count	Pattern blocks	Grab and count stage 1 recording sheet
Pattern Blocks	Pattern blocks	Pattern blocks stage 2 mat Pattern blocks stage 3 directions Pattern blocks stage 4 recording sheet Pattern blocks stage 5 mat Pattern blocks stage 5 recording sheet Pattern blocks stage 6 mat Pattern blocks stage 7 recording sheet
Shake and Spill	5-frames Cups Two-color counters Crayons	Shake and spill stage 3 recording sheet grade 1 Shake and spill stage 3 recording sheet kindergarten Shake and spill stage 4 and 5 recording sheet (G1 and 2) Shake and spill stage 4 and 5 recording sheet kindergarten
Match Mine	Folders Pattern blocks Geoblocks Solid shapes	
Counting Collections	10-frames 5-frames Collections of objects	Counting collections stages 1 and 2 recording sheet

Unit 7: Solid Shapes All Around Us

Kindergarten Math - Last Updated on June 30, 2021

Build Shapes	Play dough/modeling clay Straws Geoblocks Solid shapes Sticks	Building shapes stage 1 and 2 cards

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - Mathematics (2020)

- K.CC
- K.CC.A.1
- K.CC.A.2
- K.CC.A.3
- K.CC.B.4
- K.CC.B.4.c
- K.CC.B.5
- K.CC.C
- K.MD.B.3
- K.NBT.A.1
- K.OA.A.2
- K.CC.A
- K.CC.B
- K.MD
- K.OA
- K.OA.A.1
- K.OA.A.5
- K.CC.C.6
- K.OA.A.3
- K.NBT.A
- K.OA.A.4

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.4
- MA.K-12.7
- MA.K-12.1

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

DESIRED RESULTS

Established Goals

In this unit, students revisit major work and fluency goals of the grade, applying their learning from the year. Section A focuses on concepts of counting and comparing. Section B highlights the presence of math in students' school community. Section C enables students to practice composing and decomposing numbers within 5, as well as adding and subtracting within 5. Section D focuses on composing and decomposing 10. The goal is to offer ample opportunities for students to integrate the knowledge they have gained and to practice skills related to the expected fluencies of the grade.

Transfer

Students will be able to independently use their learning to...

- count and compare groups of objects and images
- represent and write numbers up to 20
- fluently add and subtract within 5
- use understanding of 10 to work with numbers to 20

Meaning

Big Ideas & Understandings

Students will understand that...

- quantities can be represented using numerals and words
- we can compare groups of objects by using the words "more" "less" and "same" to describe the relationship between groups
- we count using the count sequence and numbers that come first in the sequence are smaller than numbers that come later
- addition is putting groups together and making more
- subtraction is taking groups apart, taking away from a group and making less

Essential Questions

Students will keep considering...

- How can quantities be represented?
- How do we compare groups of objects?
- How do we count?
- What happens when we combine groups?
- What happens when we take some away?
- How do we add?
- How do we subtract?
- How can we represent addition and subtraction?
- How do we compose and decompose numbers within 10?
- How can we represent compositions and decompositions within 10?

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

Meaning	
<ul style="list-style-type: none">• addition and subtraction can be represented by acting it out, using objects, drawing images, and using expressions• composing is making a number and decomposing is breaking apart• compositions and decompositions can be represented using a 10-frame, connecting cubes, fingers, drawings and equations	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the count sequence up to 20• addition strategies• subtraction strategies• numbers 11-19 are 10 ones and some more ones• that composing is making numbers and decomposing is breaking numbers and that numbers can be composed and decomposed in different ways	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• counting and comparing groups of objects and images• counting, reading, and writing numbers up to 20• using numbers and their knowledge of the count sequence to compare groups of images• using their knowledge of the count sequence to find how many after one is added or taken away from a given numbers• using objects, drawings, numbers, words, and expressions or equations to represent quantities up to 20• Fluently adding and subtracting within 5• counting all to find the sum• using the count sequence to find sums and differences• representing all, then crossing off or removing to find the difference• finding how many more are needed to make 10 when given a number

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

Acquisition	
	<ul style="list-style-type: none">• using 10 as a benchmark estimate and count• composing and decomposing numbers in different ways• relating equations to compositions and decompositions of numbers

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Section A Checkpoint Interview Section B Checkpoint Interview Section C Checkpoint Interview	Performance Task(s): End-of-Unit Assessment Create a Number Book
	Other Evidence: Observations Anecdotal notes Center Work

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Section A

Lessons 1-5

Section A Checkpoint (During Centers)

Daily Centers

Week 2: Section B

Lessons 6-10

Daily Centers

Week 3: Section B and Section C

Lesson 11

Section B Checkpoint (During Centers)

Lessons 12-15

Daily Centers

Week 4: Section C and Section D

Lesson 16

Section C Checkpoint (During Centers)

Lessons 17-20

Daily Centers

Week 5: Section D

Lesson 21

Section D Checkpoint (During Centers)

End-of-Unit Assessment

Daily Centers

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials for Centers:

	Materials to Gather	Materials to Copy
Less, Same, More	Collections of objects Connecting cubes	less, same, more mat Image cards grade K Number and Image cards
Math Fingers		Math fingers cards Math fingers stage 3 recording sheet
Tower Build	Connecting cubes	Number mat 1-5 Number mat 1-10
Math Stories	Connecting cubes/two-color counters	Math stories stage 1 and 4 pictures Math stories stage 1 recording sheet Math stories stage 2 backgrounds Math stories stage 2 recording sheet Math stories stage 3 pictures Math stories stage 3 recording sheet
Which One?	Counters	Which one stage 1 gameboard
Picture Books	Picture books Colored pencils/crayons	Picture Book Stage 2 Recording Sheet Picture Book Stage 3 Recording Sheet
Find the Pair	5-frames Counters Number cards 0-10 10-frames connecting cubes	Find the pair stage 1 recording sheet Find the pair stage 2 recording sheet
Build Shapes	Play dough/modeling clay Straws Geoblocks Solid shapes Sticks	Building shapes stage 1 and 2 cards
Make or Break Apart Numbers	Connecting cubes Two-color counters	Make or break apart numbers stage 1 dot page Make or break apart numbers stage 1 number mat 4-9 Make or break apart numbers stage 1 recording sheet

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

		<p>Make or break apart numbers stage 2 gameboards</p> <p>Make or break apart numbers stage 2 number mat 11-19</p> <p>Make or break apart numbers stage 2 recording sheet</p>
5-Frames	<p>Connecting cubes</p> <p>Counters</p>	<p>5-frame</p> <p>5-frames stage 1 and 2 recording sheet</p> <p>Number mat 1-5</p>
Roll and Add	<p>Connecting cubes/two-color counters</p>	<p>Roll and add stage 1 dot images mat</p> <p>Roll and add stage 1 recording sheet</p> <p>Number mat 1-5</p> <p>Roll and add stage 2 recording sheet</p>
Bingo	<p>Two-color counters</p> <p>Number cards 0-10</p> <p>Connecting cubes</p>	<p>Bingo stage 1 cards</p> <p>Bingo stages 1-3 gameboard</p> <p>Dot mat 1-5</p> <p>Bingo stage 4 Gameboard</p>
Geoblocks	<p>Geoblocks</p> <p>Solid shapes</p> <p>Bags</p>	<p>Geoblocks Stage 2</p>
Find the Value of Expressions	<p>Connecting cubes/Two-color counters</p>	<p>Find the value of expressions within 10 stage 1 cards</p> <p>Find the value of expressions within 10 stage 1 recording sheet</p>
Shake and Spill	<p>5-frames</p> <p>Cups</p> <p>Two-color counters</p> <p>Crayons</p>	<p>Shake and spill stage 3 recording sheet grade 1</p> <p>Shake and spill stage 3 recording sheet kindergarten</p> <p>Shake and spill stage 4 and 5 recording sheet (G1 and 2)</p> <p>Shake and spill stage 4 and 5 recording sheet kindergarten</p>
Number Race	<p>Colored pencils/crayons/markers</p> <p>Connecting cubes</p>	<p>Number mat 1-10</p> <p>Number race stage 1 recording sheet for tracing</p> <p>Number race stage 1 recording</p>

Unit 8: Putting It All Together

Kindergarten Math - Last Updated on July 21, 2021

		sheet for writing Number mat 11-20 Number race stage 2 recording sheet for tracing Number race stage 2 recording sheet for writing
Grab and Count	Pattern blocks	Grab and count stage 1 recording sheet
What's Behind My Back?	Connecting cubes Crayons 10-frame	What's behind my back stage 1 recording sheet What's behind my back stage 2 recording sheet grade 1 What's behind my back stage 2 recording sheet Kindergarten
Pattern Blocks	Pattern Blocks	Pattern blocks stage 2 mat Pattern blocks stage 3 directions Pattern blocks stage 4 recording sheet Pattern blocks stage 5 mat Pattern blocks stage 5 recording sheet Pattern blocks stage 6 mat Pattern blocks stage 7 recording sheet

Kindergarten Phonological Awareness/Phonics/Sight Words

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: The Phonics of My Name	20 lessons
<input type="checkbox"/> Unit 2: Loving Our Letters and Sounds	50 lessons
<input type="checkbox"/> Unit 3: SIPPS Beginning Level	70 lessons
<input type="checkbox"/> Unit 4: SIPPS Extension (optional)	15 lessons

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1a

CCSS.ELA-Literacy.RF.K.1b

CCSS.ELA-Literacy.L.K.1a

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

DESIRED RESULTS

Established Goals

In this one month unit, Kindergarten students review prerequisite skills needed in order to develop recognition of letter-sound relationships and grade-level reading foundational skills. Students will master identifying all 26 letters of the English alphabet and will be introduced to grade-level appropriate texts that reinforce alphabetic knowledge and principles. Students will also celebrate the importance of their names, name histories, and the phonics of their names/ classmates' names. Print concepts will be introduced through interactive read aloud as students begin to read from left to right and top to bottom while noticing the space in between words.

Transfer

Students will be able to independently use their learning to...
Learn the phonics of my name, my classmates' name, snap words and various words around the classroom and school community.

Meaning

Big Ideas & Understandings

Students will understand that..

- Letters make up names and words and names and words appear in text
- Words are separated by space in a text
- Readers track text from left to right, top to bottom, and page by page
- A book has a front cover, back cover, and spine
- Pointing to one word and saying one word is reading (concept of word)

Essential Questions

Students will keep considering...

- How do we learn new words?
- Why is it important to learn letters and sounds?
- What makes the English alphabet special?

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the letters and sounds that make up their names• the letters and sounds that make up their friend's names.• the proper formation of the letters in their names.• 6 snap words	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Printing upper and lowercase letters of their names.• Applying understanding of concepts of print• Explaining that words are separated by spaces in print• Creating a class alphabet based on letters and names• Writing thier names using upper and lowercase letters.

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Students will write their names using uppercase and lowercase letters• Class made alphabet (Students will create and illustrate a class made alphabet)• Concepts of Print Assessment (Pre and Post)	<p>Performance Task(s):</p> <p>Letter ID</p> <p>Writing names in upper and lowercase letters</p> <p>Identify and spelling of classmates names</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Teacher Observations during word work activities• Anecdotal Notes• Exit Tickets

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Session 1: Chicka Chicka Boom Boom

Introduce Alphabet in its entirety

Extensions:

Alphabet Song

Session 2: To Learn a name well, it helps to Do Things With the Name.

Today I want to teach you that when you want to really, really learn a new friend's name--like you will want to learn Kade's name--it helps to do stuff with that name so you remember it, so it almost becomes part of you.

Extensions:

*Teach students Willoughby Wallaby Woo.

*Identify K items for Kade

*Begin a class name chart.

Session 3: Names--and Words--Can Teach Us Letters and Sounds

Today I want to remind you that when you want to learn a new friend's name--like we will want to learn Kade's name and Kylie's name, --it helps to do things with that name, so you remember it, so it becomes part of you.

Focus Letters: K,J

Extensions:

***Use the star name celebration song to add**

K names to the word wall. (Kylie, Kade, Kindergarten)

<https://www.youtube.com/watch?v=3GwjfUFyY6M>

Session 4: Learning to Own Letters

Today I want to teach you that to own a letter, to know that letter so well that you have it in your back pocket, ready to use it whenever you read or write, it helps to do some things with the letter. It helps to name the letter, sound it, write it, and use it to make lots of words.

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

Session 5: By Studying Names, We Can Learn More

Today I want to teach you that when you learn the letter S, you learn a secret that will help you learn tons of other letters. This is the secret: for many letters, when you know the letter's name, you can figure out the letter's sound.

Focus letters: K,J

Session 6: Syllables Can Help Readers and Writers Tackle Long Words

Today I want to teach you another secret. When you go to write a long word or a long name, it helps to first say the name (or the word) in a way that lets you hear the beats--the syllables. Writers can say any word and hear the beats in it, hear what people call the syllables of that name or that word.

(Tracee)

Session 6: Comparing Two Names that Both Start with the Same Letter

Today I want to teach you that when you want to get to know something really well--and this is true whether you want to get to know things, or names, or really any words--it can help to look at a few of those things and to think "How are these the same, and how are they different?"

Focus Letters: t, b

(Compare 2 names that start with the same letters)

Session 7: Vowels are Special Letters

Today, I want to teach you another secret about letters: there are two kinds of letters. Some letters are called vowels, and some letters are called consonants. This is important because almost every single word is made with both kinds of letters--some consonants and some vowels. Vowels are special letters that make more than one sound.

Extensions:

*Play apples and bananas

*Celebrate with the alphabet song

Session 8: Learning Your Own Name by Heart

Today I want to teach you that it is super-important to know your own name by heart. And the way you get to know your own name by heart is by doing all the stuff with your own name that you have done to

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

turn other kids' names into start names.

Extensions:

- *Make name necklaces

- *Teach students how to read the name wall

in different ways

- *Introduce the star name celebration song

Session 9: Learning to Write Names by Heart

Today I want to teach you that it is super-important to learn to write your own name fast--and, more than that, it is important that your muscles learn to write your own name.

Session 10: Owning Letters and Teaching Them to Others

Today I want to teach you that once you know your name by heart, you own the first letter (and maybe even other letters) in your name. When you own a letter, you can even teach what you know to others!

Session 11: Using Names to Build New Words

Today I want to teach you that when you know your name by heart (or actually, when you know any word by heart) you can use parts of it to make new words. You can make real words, and you can make silly pretend words, too.

Focus Letters: v,p

(spiral all instructed letters into lessons)

Extension:

- *Play the name game

Session 12: Labeling Things in the Classroom

Today I want to teach you that when you want to label something--anything-- you can use the names you know to help you figure out how to write that label. You say the thing you want to write sl-ow-ly, and you listen for the sounds. When you hear a sound, you can think, "Who has that sound in their name?" Then you write that letter.

Extension:

- *Add labels to items in the classroom using interactive writing to revise labels

Session 13: Learning More Words by Heart

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

Today I want to teach you that people don't just know how to write their own names by heart, in a snap. They also learn to write other words by heart, in a snap.

Focus Sight Word: me, a, the

Extensions:

*Introduce the How to learn a word chart

Session 14: Writing New Letters with Help from Friends

Today I want to teach you that to write all the exciting things you want to write, you sometimes need to be brave and write with new letters that you've never used before. One way to do that is to ask a friend whose name starts with a sound you need to help you out.

Extensions:

*Play Hickety Pickety Bumblebee to reinforce name study

*Continue adding star names to the word wall

Session 15: Favorite characters can become star names

Today I want to teach you that you can turn any name into a star name--your brother's name, your best friend's name, even your favorite character's name! All you have to do is study it using all that you know from our class name study work.

Session 16: Learning Even More Words by Heart

Today I want to teach you that kindergarteners should go through their days making new friends. They make new friends during recess, and at lunch, and during reading workshop. And it's not just important to make new people-friends, it is also important to make new word-friends.

Focus Letters: z, d

Focus Sight Word: I, like, my

Extensions:

*Use sentence starters with new snap words and have students complete sentences

*Make a book using "I like"

Session 17: Walk through life Differently

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

Today I want to teach you that once you know letters and their sounds, you walk through life differently. You see words everywhere.

Focus Sight Word: I, like, my

Students should learn letters using proper letter formation, star names, and rhyming/syllable activities.

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Writing:

Teacher resources:

- Chicka Chicka Boom Boom
- How Rocket Learned to Read
- How Rocket Learned to Write
- LMNO Peas
- ABC books (Classroom library)

- The Writing Strategies Book by Jen Seravallo
- Freight Train
- Creak! Said the Bed
- Farm Animals

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Songs:

- Guess the Name
- Star Name Celebration Song
- Alphabet Song
- Apples and Bananas
- The Name Game
- Hickety Pickety Bumble Bee
- Charts:
 - How to learn a letter
 - Let's study a name
 - How to learn a letter

Student resources:

- Letter formation charts
- Copies of anchor charts
- Snap word cards

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - *Last Updated on August 3, 2021*

- Multi-leveled tiered activities
- Peer teaching

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.2a

CCSS.ELA-Literacy.L.K.1a

CCSS.ELA-Literacy.L.K.2c

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

DESIRED RESULTS

Established Goals

In this unit of Loving Our Letters and Sounds, children are introduced to the alphabet in its entirety, and are introduced to each letter of the alphabet through short, explicit, concise phonics lessons. Identification of letters, sounds they represent and the proper formation of each letter of the alphabet are also goals of this unit.

Transfer

Students will be able to independently use their learning to...

Identify 26 letters of the alphabet, (upper and lowercase), identify new words with their new letter knowledge, develop skills around phonological awareness and phonics, (single consonants, consonant digraphs, and short vowels, and apply these understandings to both reading and writing.

Meaning

Big Ideas & Understandings

Students will understand that...

- there are 26 letters of the alphabet
- Each letter has an upper and lowercase
- there is a proper formation of each letter
- letters represent sounds (phonemes)

Essential Questions

Students will keep considering...

- How do writers use what they know about letters and sounds to help them begin to write?
- Why is the alphabet important?
- Why is it important to know how to write each letter of the alphabet?

Acquisition

Knowledge

Students will know...

- there are 26 letters in the alphabet

Skills

Students will be skilled at...

- recognizing 26 letters of the alphabet

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

Acquisition	
<ul style="list-style-type: none">• Each upper and lowercase letter has a proper formation• sounds represent letters• that letters make up words• that letter knowledge helps us to think in the language• that letter knowledge leads to learning more and more words in the English Language.	<ul style="list-style-type: none">• reciting the alphabet song• identify 26 letters of the alphabet (both upper and lowercase)• Classifying upper and lower case letters of the alphabet• Illustrating words/names beginning with each letter of the alphabet• Collaborate with peers to write words/stories

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Create an alphabet book with words, and concepts learned during this unit.
	Other Evidence:

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Summary of Key Learning Events and Instruction:

Progression of Letter Introduction:

Focus on letters and sounds. In addition introduce proper formation of each letter. (Handwriting)

Week 1: k, j

Week 2: t, b

Week 3: v, p

Week 4: z, d

Week 5: f, l

Week 6: m, r, x

Week 7: Focus on letters: n, s, a

Week 8: Focus on letters: g, i, h, c

Week 9: Focus on letters: o, q, u, e

Week 10: Focus on letters: w, y

Lesson Progression:

Explanation of Objective: Today, you will be learning the name, sound, and how to write the letter _____. Learning this letter will help you to read and write many words.

Instruction Letter Name Identification: (~ 1-2 minutes)

1. This is the letter _____. This is the uppercase letter _____. This is the lowercase letter _____. (Show and/or write the letter, explaining the form.)
2. Let's practice naming this letter. What is this letter? _____. (Point to uppercase and lowercase letters in different order at least 3 times asking students to identify the letter name). Letter Sound Identification: (~ 1-2 minutes)
3. The letter _____ represents the sound /____/. When I say the sound /____/ I place my tongue & mouth like this _____. (Provide explanations/stories/key words to help students remember the sound.)
4. Let's practice saying the sound of this letter. The letter _____ represents the _____ sound. Say the _____ sound with me _____, _____, _____. (Point to uppercase and lowercase letters in different order at least 3 times asking students to identify the letter sound). Hint: For vowels, teach students the short vowel sound and explain that when reading words the vowel letter represents its name or its sound.

Recognizing the Letter in Text: (~ 3 minutes)

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

5. Now, let's see if we can find the letter ____ (Students locate the uppercase and lowercase letter in text and state the letter name and sound each time the letter is located) There are a number of alternatives for student practice with recognizing the letter in text such as: • sorting through magnetic letters/tiles to isolate the particular letter • identifying the letter in charts of classmates' names • using a crayon to circle the letter in newspapers or magazines • placing highlighter tape over the letter in easy-to-read children's books

Producing the Letter Form: (~ 4-5 minutes)

6. Let me show you how to write the letter _____. Here's where I begin on the paper lines to write the letter _____. (Provide description and hints about how to write the uppercase and lowercase form of the letter). 7. Let's practice writing the letter ____ together.


Producing the letter can also use alternatives for practice such as:

- using a transparency and marker to trace over the letter as it is identified in enlarged print from children's books
- writing the letters on small white boards as the teacher dictates
- producing the letter form with clay, pipe cleaners, wiki sticks

Note: Tasks such as using a rubber stamp and ink to stamp the letter or gluing items to an outline of the letter (e.g. gluing beans on the letter b) is not producing the letter form as the form has already been produced and students are not required to think about how to create the form.

Please read article below.....before beginning instruction in Unit 2: Loving Our Letters and Sounds

ATTACHMENTS

 Enhancing_alphabet_knowledge_instruction__Research_implications_a.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- Alphabet Books (Classroom Library)
- Name Chart
- Poetry
-

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1a

CCSS.ELA-Literacy.RF.K.1b

CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.2a

CCSS.ELA-Literacy.RF.K.2b

CCSS.ELA-Literacy.RF.K.2c

CCSS.ELA-Literacy.RF.K.2d

CCSS.ELA-Literacy.RF.K.2e

CCSS.ELA-Literacy.RF.K.3a

CCSS.ELA-Literacy.RF.K.3b

CCSS.ELA-Literacy.RF.K.3c

CCSS.ELA-Literacy.RF.K.3d

CCSS.ELA-Literacy.RF.K.4

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

DESIRED RESULTS

Established Goals

**The most important prerequisite skill for students starting at Lesson 1 is: Mastery of at least 20 of the 26 lowercase letters*

In SIPPS beginning level, students master alphabetic strategies for reading and writing. Students receive instruction in phonological awareness, phonics (single consonants, consonant digraphs, and short vowels), and high-frequency sight words. They apply this knowledge to both reading and spelling. During both group and individual fluency practice, students begin by reading hybrid text (a combination of sight words and predictable text) and move on to decodable stories keyed to the phonics and sight words they are learning.

Transfer

Students will be able to independently use their learning to...

Identify all 26 letters of the English alphabet, orally blend words, recognize and produce rhyming words and apply phonemic awareness and phonics to their reading and writing. Identify grade appropriate sight words.

Meaning

Big Ideas & Understandings

Students will understand that...

- The English alphabet has 26 letters
- It is important to be able to identify all 26 lower-case letters and sounds for reading and writing
- Words are separated by space in a text
- Readers track text from left to right, top to bottom, and page by page
- Readers can blend onsets and rimes

Essential Questions

Students will keep considering...

- How do we learn new words?
- Why is it important to learn letters and sounds?
- What makes the English alphabet special?

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

Meaning	
<ul style="list-style-type: none">• Readers can segment first, middle, and last sounds• Readers can orally blend phonemes• Readers can substitute and manipulate phonemes• Readers can recognize and produce rhyming words	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ol style="list-style-type: none">1. All 26 letters of the alphabet.2. The difference between letters and words3. Classroom routines for using the word wall/ sound wall4. How to work cooperatively with peers during word work activities.5. Pointing to one word and saying one word is reading (concept of word)6. Readers can orally blend words and syllables7. Readers can segment words and syllables	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Recognizing 26 letters of the alphabet• Identifying 26 letters of the alphabet• Printing upper and lowercase letters• Applying understanding of concepts of print• Explaining that words are separated by spaces in print• Identifying grade-level appropriate sight words with automaticity• Blending and segmenting words• Reading familiar decodable texts with fluency and automaticity• Writing words and sentences, applying previous phonics and decoding skills learned

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

Acquisition	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: If students have not mastered 20/26 letters of the alphabet, then administer Appendix C, "Assessment and Placement: K-3."	Performance Task(s): Letter ID Concepts of Print Unit Tests(Mastery tests)
	Other Evidence:

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

LEARNING PLAN


Each daily lesson consists of these components:

- Rereading a Story
- Phonological Awareness
- Phonics and Decodable Words
- Sight Words
- Reading a Story
- Guided Spelling and Segmentation
- Fluency Practice

Scope and Sequence SIPPS Beginning Level (55+ Lessons)

Daily Objective for Lessons: Students will be able to blend and segment phonemes/words, reread familiar texts with fluency, identify and review sight words, discover words in context, and write using skills learned.

ATTACHMENTS

 SIPPS-Beginning-Scope-and-Sequence.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials:

- Sound cards, one for each spelling (2 sets)
- Sight word cards, one for each sight word (2 sets)
- Sight word wall cards, one for each sight word
- Spelling-sound wall cards
- Story poster for each lesson
- Sets of little books for student practice reading (6 sets)
- Book of reproducible stories for take-home reading (repeating the little books text)
- *In addition, some reproducible pages are also provided in the appendices to the Teacher's Manual. These are: ○ SIPPS Assessment evaluator's form and student card copy*
- *Mastery Test teacher's cumulative record and student card copy*
- *Guided Spelling page ○ Fluency Record sheet ○ Spelling-Sound Wall Cards facsimile pages*
- *Sight Word Dictionary (Lessons 1–40) ○ Sight Word Dictionary (Lessons 1–55) The reproducible materials are also available online at ccclearninghub.org*

Unit 4: SIPPS Extension (optional)

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Kindergarten Science

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Trees and Weather	<i>40 lessons</i>
<input checked="" type="checkbox"/> Unit 2: Materials and Motion	<i>50 lessons</i>
<input checked="" type="checkbox"/> Unit 3: Animals Two by Two	<i>50 lessons</i>
<input checked="" type="checkbox"/> Unit 4: iSTEAM Scientist Challenge	<i>20 lessons</i>

STANDARDS ADDRESSED

Next Generation Science (NGSS) - Kindergarten

K-LS1-1.

K-ESS2-2.

K-ESS2-1.

K-ESS3-1.

K-ESS3-2.

K-PS3-1.

K-2-ETS1-2.

Unit 1: Trees and Weather

Kindergarten Science - Last Updated on August 6, 2021

DESIRED RESULTS

Established Goals

Readjusted from the recommended FOSS Kindergarten scope and sequence to allow for students to capitalize on opportunities for students to investigate trees and weather at the onset of fall, this eight to nine-week unit entitled "Trees and Weather" gives students a better understanding of the impact trees have on the world. Students come to understand what plants and animals need in order to survive, and how plants and animals interact in an ecosystem. Most importantly, students begin to identify as scientists as they explore the natural world and take note of observations made about trees and weather. The unit culminates with a two-week curricular inquiry around students' interests, wonderings, and lingering questions.

Transfer

Students will be able to independently use their learning to...

(1) identify as "young scientists," observing weather and the natural environment, (2) engage in future science and engineering practices, and (3) apply their understanding and new learning to other crosscutting concepts.

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">Trees are living plants with structures that include branches, leaves, trunk, and roots.	Students will keep considering... <ul style="list-style-type: none">Why are trees so important to our community?What makes a tree a tree?How are leaves the same and different?What is weather, where does it happen, and how does it affect us?How do trees change through the seasons? How do trees change their surroundings?

Acquisition

Knowledge	Skills
-----------	--------

Unit 1: Trees and Weather

Kindergarten Science - Last Updated on August 6, 2021

Acquisition

Students will know...

- LINK's Core Value of "Following Directions" is a core component of participating in a science class.
- that trees and living things make up the world around us.
- the properties of trees and leaves
- how to take care of plants in the classroom
- trees change throughout each year and through each season.
- vocabulary words related to trees and plants
- that trees and plants are important in our community.

Students will be skilled at...

- Developing a growing curiosity and interest in the living things that make up their world.
- Observe and describe the properties of trees and leaves in the schoolyard.
- Compare the similarities and differences of the trees and leaves observed on mini-field trips.
- Help plant and care for a tree temporarily in the classroom, then permanently in the schoolyard.
- Observe trees throughout the school year for changes that come with the different seasons.
- Compare the shapes of leaves to geometric shapes.
- Compare the size and edges of leaves, using a reference card.
- Use pictorial experiences to heighten their awareness of the diversity and variety of trees and leaves.
- Acquire the vocabulary associated with the properties and structures of trees and leaves.
- Use drawings and oral language to describe observations

Unit 1: Trees and Weather

Kindergarten Science - Last Updated on August 6, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1- Becoming a Scientist

Investigation 1-Observing Trees

Investigation 2-Observing Leaves

Investigation 3-Observing Weather

Investigation 4-Trees Through the Seasons

Unit 1: Trees and Weather

Kindergarten Science - Last Updated on August 6, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Trees and Weather Overview Document- [Click Here](#)

Science Resource Books

- *Where Do Trees Grow?*
- *What Do Plants Need?*
- *Up in the Sky*
- *Weather*
- *My Apple Tree*
- *Orange Trees*
- *Maple Trees*

Books

- *How Do We Learn?*
- *Our Very Own Tree*

Science Posters and Story

- "A Tree Comes to Class"

Science Videos

- Once There Was a Tree
- Come a Tide
- Once There Was a Tree Summer

Online Activities

- Leaf Sorting
- Who Lives Here?

Supporting Materials

Investigations #1-4 include a set of Focus Questions that stem back to the phenomenon. These questions can be used to guide and focus student learning, while connecting to previous concepts learned.

Supplemental Resources

-

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

STANDARDS ADDRESSED

Next Generation Science (NGSS) - Kindergarten

- K-PS2-1.
- K-PS2-2.
- K-PS3-1.
- K-PS3-2.
- K-ESS3-3.
- K-2-ETS1-1.
- K-2-ETS1-2.
- K-2-ETS1-3.

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

DESIRED RESULTS

Established Goals

In this ten to eleven-week hands-on unit, Kindergartners engage in a study of "Materials and Motion" by investigating the anchor phenomenon that objects are made of materials---wood, paper, and fabric---and how material properties determine their use. Students come to understand that humans use natural resources for everything they do and that people have an impact on the world around them. The unit culminates with a two-week curricular inquiry around students' interests, wonderings, and lingering questions.

Transfer

Students will be able to independently use their learning to...

- (1) identify as "young scientists," working with materials
- (2) engage in future science and engineering practices, and
- (3) apply their understanding and new learning to other crosscutting concepts.

Meaning

Big Ideas & Understandings

Students will understand that...

- Wood, paper, and fabric can all be described in terms of their properties.
- Different kinds of wood come from different kinds of trees and people make paper from wood.
- Some kinds of wood are processed and made by people.
- Basic materials like wood and paper can be recycled and transformed into new materials.
- Land, air, water, and trees are natural resources.
- The sun warms the Earth's surface.
- An engineer is a person who designs and tests solutions to problems.
- Motion involves pushes and pulls (including gravity).

Essential Questions

Students will keep considering...

- What in our world is made of wood and what properties make wood useful?
- What in our world is made of paper and what properties make paper useful?
- What in our world is made of fabric and what properties make fabric useful?
- How can we use materials in engineering a structure?
- How can we change the motion of an object?

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • LINK's Core Value of "Following Directions" is a core component of participating in a science class. • Anyone can identify as a scientist and engage in questioning, observing, and wondering. • Scientists organize their ideas and collect information, or data, in field journals/notebooks. • Trees are natural resources. • Wood floats in water but can be made to sink under certain circumstances. • Wood can be changed by sanding and mixing with water. • Sawdust is tiny wood pieces that can be recycled. • A push or pull can change the direction of an object. • Gravity pulls things down. <p>Key Vocabulary:</p> <p>Wood Terminology</p> <p>basswood, grain, layer, particleboard, pine, plywood, redwood, rough, smooth, texture, wood, absorb, float, sink, soak, spread, test, weight, basswood, evaporate, property, raft, sandpaper, sawdust</p> <p>Paper Terminology</p> <p>chipboard, construction, corrugated, corrugated cardboard, facial tissue, newsprint, paper towel, tagboard, waxed, bumpy, slick, tear, bend, corner, crease, flat, fold, half, thick, thin,, drop, dropper, submerge, paper mache, wax paper, wheat pasta, recycling, pulp</p> <p>Fabric Terminology</p> <p>burlap, cloth, conserve, corduroy, denim, fabric, fleece, hot, knit, magnet, natural resource, nubby,</p>	<p>Students will be skilled at...</p> <p>Wood:</p> <ul style="list-style-type: none"> • Working with five different wood samples to observe their properties • Conducting free exploration • Going on a hunt for matching samples • Testing wood to find out how many paper clips it takes to sink it • Organizing results and data by making a concrete graph. • Using sandpaper to change the shape of wood. • Comparing sawdust and shavings and how they interact with water. • Simulating the manufacturing of two kinds of wood- particleboard and plywood. • Making detailed observations of different types of wood • Communicating observations to peers • Applying an understanding of wood's properties to authentic scenarios <p>Paper:</p> <ul style="list-style-type: none"> • Observing and comparing the properties of ten different kinds of papers. • Comparing how well the papers fold and which has the best surface for writing. • Testing papers for absorption • Communicating observations to peers • Applying understanding of paper's properties to authentic scenarios <p>Fabric:</p>

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

Acquisition	
<p>recycle, reuse, ripstop nylon, satin, seersucker, slippery, soak, sparkle organza, structure, temperature, terry cloth, thread, warp, waterproof, woof, woven</p> <p>Motion Terminology</p> <p>cause, collide, collision, direction, distance, effect, fast, gentle, gravity, motion, move, pull, push, rocket, roll, rolling, ramp, slope, slowly, speed, strength, stop</p>	<ul style="list-style-type: none">• Observing and comparing the properties of ten kinds of fabric• Explaining the different ways fabrics are used.• Taking apart fabrics to learn how they are woven from threads.• Investigating how fabrics interact with water.• Distinguishing the properties of different fabrics in order to decide which fabrics are good choices for clothing.• Planning how they can conserve, reuse, and recycle.• Observing the warming effect of the sun and design a structure to reduce the effect of heating. <p>Motion:</p> <ul style="list-style-type: none">• Investigating the strength of pushes and pulls needed to move objects.• Using gravity to pull balls down slopes to investigate collisions.• Exploring ways to change the strength and direction of the pull on a rolling ball to meet design challenges.• Adjusting the strength of the push on a balloon rocket flying on a line to explore cause and effect.

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence: <ul style="list-style-type: none">• Teacher Observation• Science Notebook Completion• Class Participation

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Investigation 1: Getting to Know Wood

- Observing Wood
- Wood and Water
- Testing a Raft
- Sanding Wood
- Sawdust and Shavings
- Making Particleboard
- Making Plywood

Investigation 2: Getting to Know Paper

- Paper Hunt
- Using Paper
- Paper and Water
- Paper Recycling
- Paper-Mache

Investigation 3: Getting to Know Fabric

- Feely Boxes and Fabric Hunt
- Taking Fabric Apart
- Water and Fabric
- Graphing Fabric Uses
- Reuse and Recycle Resources
- Building Structures

Investigation 4: Getting Things to Move

- Pushes and Pulls
- Colliding Objects
- Rolling Outdoors
- Balloon Rockets

Curricular Inquiry (approximately 2 Weeks)

Unit 2: Materials and Motion

Kindergarten Science - Last Updated on August 6, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials and Motion Overview Document- [Click Here](#)

Science Resource Books

- *The Story of A Chair*
- *Are You an Engineer?*
- *The Story of a Box*
- *What is Fabric Made From?*
- *How Are Fabrics Used?*
- *Land, Air, and Water*
- *I Am Wood*
- *Pushes and Pulls*
- *Collisions*

Science Videos

- What is Agriculture?
- Environmental Health
- Clothing & Building Materials

Online Activities

- Where is Wood?
- Weave a Pattern
- Recycling Center
- Roller Coaster Builder

Supporting Materials

Investigations #1-4 include a set of Focus Questions that stem back to the phenomenon. These questions can be used to guide and focus student learning, while connecting to previous concepts learned.

Supplemental Resources

- *Floating and Sinking* by Honey Andersen
- *Wood* by Kate McGough
- *Would You Believe It* by Catherine Chambers
- BrainPOP Jr.: [Sink or Float](#)
- Scholastic Reader
- *Paper, Paper, Everywhere* by Gail Gibbons
- *Around the World* by Margaret Hall

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

STANDARDS ADDRESSED

Next Generation Science (NGSS) - Kindergarten

K-LS1-1.

K-ESS2-2.

K-ESS3-1.

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

DESIRED RESULTS

Established Goals

In this ten to eleven-week FOSS unit, students engage in approximately 50 lessons centered around close and personal interaction with some common land and water animals. Animals and their survival needs are the engaging anchor phenomena, which students study by observing and describing animal structures. Students learn to respect living things as they observe and take care of a classroom habitat. Similar to the first two science units, this unit culminates with a two-week curricular inquiry around students' interests, wonderings, and lingering questions.

Transfer

Students will be able to independently use their learning to (1) identify as "young scientists," working with materials (2) engage in future science and engineering practices, and (3) apply their understanding and new learning to other crosscutting concepts.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Animals have basic needs and observable structures• Different kinds of animals (including fish, birds, snails, worms, and isopods) have similar but different structures and behaviors• Snails are animals that have basic needs-water, air, food, space, and shelter• There is great diversity among different animal groups (including snails)• Conditions in the environment can affect animal behavior.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What do animals such as fish and birds need to live and grow?• What do animals such as snails need to live and grow?• What do animals such as worms need to live and grow?• What do animals such as isopods need to live and grow?

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

<ul style="list-style-type: none">• Fish are animals that have basic needs.• Fish have structures that help them live and grow.• Different kinds of fish have similar but different structures and behaviors.• Birds are animals that have basic needs.• Different kinds of birds have similar but different structures and behaviors.• Different kinds of snails have some structures and behaviors that are the same and some that are different.• Snails are animals and have basic needs: water, air, food, and space with shelter.• There is great diversity among snails.• Shells differ in size, shape, pattern, and texture.• Snails have senses.• Worms are animals and have basic needs.• Worms have identifiable structures.• Different kinds of worms have similar structures and behaviors; they also have differences (size, color).• Worm behavior is influenced by conditions in the environment.• Worms change plant material into soil.• Isopods are animals and have basic needs: water, air, food, and space with shelter.• Different kinds of isopods have some structures and behaviors that are the same and some that are different.• There is great diversity among isopods.• Isopod behavior is influenced by conditions in the environment.• Key Vocabulary: animal, aquarium, bill, bird, feather, female, fin, fish, fly, food, freshwater, gill,	
	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Observing the structures and behaviors of fish, snails, worms, and isopods.• Observing an animal ecosystem and taking care of the basic needs of the animal.• Comparing the structures and behaviors of one type of fish to other kinds of fish (eg. goldfish, guppies)• Comparing photos of fish and reading to learn about fish.• Observing animals in the local school community (eg. birds)• Constructing worm jar habitats.• Comparing red worms to nightcrawlers.• Observing how the worms change the plant material into soil.• Comparing photos and reading about worms and their activities in soil.• Observing structures of two kinds of isopods.• Identifying which are pill bugs and which are sow bugs.• Designing isopod races.• Creating a terrarium in which all the land animals live together.• Comparing photos and reading about isopods.• Comparing illustrations of a variety of animals.• Explaining the differences between living and nonliving things.

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

•	
goldfish, guppy, male, mouth, plant, prefer, scale, swim, tail, tunnel, water, wing, dark, float, foot, land snail, large, light, rough, sea animal, shell, sideways, small, smooth, tentacle, terrarium, upside down, vial, water snail, body, bristle, clitellum, earthworm, moist, nightcrawler, red worm, segment, soil, swollen, top, antenna, ball, carapace, flat, isopod, jagged, living, moisture, nonliving, pill bug, protect, race, roll up, round, section, sow bug, turn over	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence: <ul style="list-style-type: none">• Teacher Observation• Science Notebook Completion• Class Participation

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Investigation 1: Goldfish and Guppies

- The Structure of Goldfish
- Caring for Goldfish
- Goldfish Behavior
- Comparing Guppies to Goldfish
- Comparing Schoolyard Birds

Investigation 2: Water and Land Snails

- Observing Water Snails
- Shells
- Land Snails

Investigation 3: Big and Little Worms

- The Structure of Redworms
- Redworm Behavior
- Comparing Redworms to Nightcrawlers

Investigation 4: Pill Bugs and Sow Bugs

- Isopod Observations
- Identifying Isopods
- Isopod Movement
- Animals Living Together

Curricular Inquiry (approximately 2 Weeks)

Unit 3: Animals Two by Two

Kindergarten Science - Last Updated on August 12, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Animals Two by Two Overview Document- [Click Here](#)

Science Resource Books

- *Fish Same and Different*
- *Fish Live in Many Places*
- *Birds Outdoors*
- *Water and Land Snails*
- *Worms in Soil*
- *Isopods*
- *Animals All Around Us*
- *Living and Nonliving*

Book

- *Animals Two by Two*

Science Videos

- The Urban Habitat of Peregrine Falcons in *Is This a House for a Hermit Crab?*
- Seashore Surprises

Online Activities

- Find the Parent

Supporting Materials

Investigations #1-4 include a set of Focus Questions that stem back to the phenomenon. These questions can be used to guide and focus student learning, while connecting to previous concepts learned.

Supplemental Resources

- Wonderopolis Articles:
 - ["Do Fish Sleep With Their Eyes Open?"](#)
 - ["How Many Birds Can You Identify?"](#)
 - ["Why Do Snails Leave Slime Trails?"](#)
 - ["Why Are Earthworms Good for Gardens?"](#)

Unit 4: iSTEAM Scientist Challenge

Kindergarten Science - *Last Updated on August 5, 2021*

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Kindergarten Social Studies/Social Emotional Learning

Link Community Charter School

UNITS (6/6 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: We Are Kindergarten Citizens	35 lessons
<input checked="" type="checkbox"/> Unit 2: Gracias, We Are Thankful	35 lessons
<input checked="" type="checkbox"/> Unit 3: Families, Traditions and Holidays	35 lessons
<input checked="" type="checkbox"/> Unit 4: Needs and Wants	30 lessons
<input checked="" type="checkbox"/> Unit 5: Maps and Globes	25 lessons
<input checked="" type="checkbox"/> Unit 6: Juneteenth Jamboree	10 lessons

Unit 1: We Are Kindergarten Citizens Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.4: 6.1.2.CivicsPI.5: 6.1.2.CivicsPD.1: 6.1.2.CivicsDP.2: 6.1.2.CivicsPR.1:

6.1.2.CivicsPR.2: 6.1.2.CivicsPR.3: 6.1.2.CivicsPR.4: 6.1.2.CivicsCM.2: 6.1.2.CivicsCM.3:

Unit 1: We Are Kindergarten Citizens Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

DESIRED RESULTS

Established Goals

--

Transfer

Students will be able to independently use their learning to...

Meaning

Big Ideas & Understandings

Students will understand that...

- **Big Idea #1**
- **Big Idea #2**
- **Big Idea #3**

Essential Questions

Students will keep considering...

- **Essential Question #1**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**
- **Essential Question #2**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**
- **Essential Question #3**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**

Acquisition

Knowledge

Students will know...

- **Acquired Knowledge #1**
- **Acquired Knowledge #2**

Skills

Students will be skilled at...

- **Acquired Skill #1**
- **Acquired Skill #2**

Unit 1: We Are Kindergarten Citizens Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

Acquisition	
<ul style="list-style-type: none">• Acquired Knowledge #3• ... <ul style="list-style-type: none">• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ... <ul style="list-style-type: none">• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...	<ul style="list-style-type: none">• Acquired Skill #3• ... <ul style="list-style-type: none">• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ... <ul style="list-style-type: none">• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...

Unit 1: We Are Kindergarten Citizens Kindergarten Social

Studies/SEL - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: I Am A Good Citizen Rubric for class book page creation	Performance Task(s): <ul style="list-style-type: none">• Class Book Page: "I Am A Good Citizen"• Completed Classwork/Graphic Organizers/Sketches• Poetry Journal Entries• End-of-Unit Assessment
	Other Evidence: <ul style="list-style-type: none">• Teacher Observations• Anecdotal Notes• Exit Tickets

Unit 1: We Are Kindergarten Citizens Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: *All Are Welcome* by Alexandra Penfold-[Click Here for The Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry

Week 2: *Peace Week* by Eileen Spinelli-[Click Here for The Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry

Week 3: *Most People* by Michael Leannah-[Click Here for the Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
-

Week 4: *I Am A Good Citizen* by Sharon Coan [Click Here for the Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry
-

Week 5: *Howard B. Wigglebottom Learns to Listen* by Howard Binkow and Reverend Ana [Click Here for the Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds

Unit 1: We Are Kindergarten Citizens Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

- Shared Writing
- Poetry
-

Week 6: *Know and Follow Rules* by Cheri Meiners [Click Here for the Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry

Week 7: *A is for Activist* by Innosanto Nagara [Click Here for the Weekly Lesson Materials](#)

- Interactive Read Aloud
- Response to Literature
- Vocabulary Word Nerds
- Shared Writing
- Poetry

Week 8: Project-Based Learning Culminating Activity [Click Here for the PBL Overview and Rubric](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- Small group instruction
- Additional center rotation
- student choice boards
- sentence and discussion stems
- exploration/hands-on centers or stations where students are responsible for their learning;

Unit 2: Gracias, We Are Thankful Kindergarten

Social Studies/SEL - *Last Updated on August 3, 2021*

STANDARDS ADDRESSED

Unit 2: Gracias, We Are Thankful Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

DESIRED RESULTS

Established Goals

Transfer

Students will be able to independently use their learning to...

Meaning

Big Ideas & Understandings

Students will understand that...

- **Big Idea #1**
- **Big Idea #2**
- **Big Idea #3**

Essential Questions

Students will keep considering...

- **Essential Question #1**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**
- **Essential Question #2**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**
- **Essential Question #3**
 - **Instructional Question #1**
 - **Instructional Question #2**
 - **Instructional Question #3**

Acquisition

Knowledge

Students will know...

- **Acquired Knowledge #1**
- **Acquired Knowledge #2**

Skills

Students will be skilled at...

- **Acquired Skill #1**
- **Acquired Skill #2**

Unit 2: Gracias, We Are Thankful Kindergarten

Social Studies/SEL - Last Updated on August 3, 2021

Acquisition	
<ul style="list-style-type: none">• Acquired Knowledge #3• ...• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...	<ul style="list-style-type: none">• Acquired Skill #3• ...• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence:

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 3: Families, Traditions and Holidays

Kindergarten Social Studies/SEL - Last Updated on July 26, 2021

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Needs and Wants

Kindergarten Social Studies/SEL - Last Updated on July 26, 2021

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 5: Maps and Globes

Kindergarten Social Studies/SEL - Last Updated on July 26, 2021

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 6: Juneteenth Jamboree

Kindergarten Social Studies/SEL - Last Updated on August 3, 2021

STANDARDS ADDRESSED

Unit 6: Juneteenth Jamboree

Kindergarten Social Studies/SEL - Last Updated on August 3, 2021

DESIRED RESULTS

Established Goals

In this 2 week unit on Juneteenth, children will learn about the origin of Juneteenth, the celebratory nature of the holiday and plan and prepare for a LINK Jamboree.

Transfer

Students will be able to independently use their learning to...
recall important facts related to the Juneteenth Jamboree, complete readign and writing activities related to the holiday and share knowledge with peers based on the June celebration.

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">• Big Idea #1• Big Idea #2• Big Idea #3	Students will keep considering... <ul style="list-style-type: none">• Essential Question #1<ul style="list-style-type: none">◦ Instructional Question #1◦ Instructional Question #2◦ Instructional Question #3• Essential Question #2<ul style="list-style-type: none">◦ Instructional Question #1◦ Instructional Question #2◦ Instructional Question #3• Essential Question #3<ul style="list-style-type: none">◦ Instructional Question #1◦ Instructional Question #2◦ Instructional Question #3

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 6: Juneteenth Jamboree

Kindergarten Social Studies/SEL - Last Updated on August 3, 2021

Acquisition	
<ul style="list-style-type: none">• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...	<ul style="list-style-type: none">• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...
<ul style="list-style-type: none">• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...	<ul style="list-style-type: none">• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...
<ul style="list-style-type: none">• Acquired Knowledge #1• Acquired Knowledge #2• Acquired Knowledge #3• ...	<ul style="list-style-type: none">• Acquired Skill #1• Acquired Skill #2• Acquired Skill #3• ...

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Kindergarten Writing

Link Community Charter School

UNITS (6/6 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Launching Writing Workshop	40 lessons
<input checked="" type="checkbox"/> Unit 2: Show and Tell: From Labels to Pattern Books	30 lessons
<input checked="" type="checkbox"/> Unit 3: Writing for Readers	21 lessons
<input checked="" type="checkbox"/> Unit 4: How-To Books (Book III)	24 lessons
<input checked="" type="checkbox"/> Unit 5: Persuasive Writing of All Kinds (Book IV)	30 lessons
<input checked="" type="checkbox"/> Unit 6: All About Books (If Then...)	30 lessons

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

RF.K.1

RF.K.1.d

RF.K.2

RF.K.3

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, the students are introduced to the world of writing. Routines and procedures for Writers Workshop are introduced and student quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit. Kindergarten students are introduced to living a writerly life.

Transfer

Students will be able to independently use their learning to...

Think up a topic, draw it and do their best approximation of writing, move from one piece of writing to the next, use stories from their life, and select a few stories to revise, edit and publish.

Meaning

Big Ideas & Understandings

Students will understand that...

- Writing Workshop is a place to gather and record our lifestories.
 - What we know about letters and their sounds can help us to write letters, words, sentences, and even stories.
 - Writers think of stories from their lives, remember them and tell them, and then draw and write about them.
 - Writers look back and read their writing deciding on how they can make their writing better.

Essential Questions

Students will keep considering...

- What does writing workshop look and feel like?
 - How do writers use what they know about letters and sounds to help them begin to write?
 - How do we write true stories from our lives?
 - How do writers revise their writing?

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• That writing folders are part of the writing process and procedures.• that class discussions lead to the generation of ideas.• When to move from mini lesson spots to writing areas independently.• That picturing thier story in their head will make it eacy to tell a partner.• About a topic through pictures and/or words.• that we can describe a personal event through illustration and labeling.• That they can illustrate their drawings with letters or words.• that they can and persist with stretching out difficult words.• They can extend their writing pieces by adding additional details through illustrations or labeling.• that by touching each pag, they can tell their story.• Writing can be extended by answering where, who, and what.• That speech bubbles will add dialogue to our stories.• That writers reread their words and rewrite them if necessary• Words and pictures add details to their stories.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Finding and using writing supplies• Utilizing writing folders as part of the writing process and procedures.• Participating in mini-lessons• Identifying a writing spot where they get thier best writing done.• Brainstorming topics to tell their stories• Visualizing their stories and practice tellign it to a partner.• Describing a personal event through illustration and labeling.• Planning their writing by touching the page.• Using speech bubbles in their writing• Evaluating writing by rereading their words.• Rewrite words• Collaborate with each other to revise their writing.• Utilize a checklist to make their writing better.• Sharing completed writing pieces in a writing celebration.

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Accountable talk with partners</p> <ul style="list-style-type: none">• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Letter ID assessment• Phonological awareness assessment	<p>Performance Task(s):</p> <p>Celebrate a piece of writing, by sharing their writing with others.</p> <p>(Gallery Walk)</p>
	<p>Other Evidence:</p>

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: We are all Writers

Mentor Text: Freight Train

Session 1: We Are All Writers: Putting Ideas on Paper with Pictures and Words

(Unit 1, pg. 3) Today I want to teach you that it is not just grown-up writers like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper.

Writers Teach People What They Know

1. Think of something you know about.
2. Picture what you know.
3. Draw to show what you know.
4. Write what you know.

Session 2: Writers Know That “When We Are Done, We Have Just Begun.”

(Unit 1, pg. 11) Today I want to teach you that after writers write what they know about a topic, they don’t just say, “I’m done” and relax. No way! Instead, writers say, “I’m going to look back on my writing and see if I can add more to it. Writers revise.

How to Revise

1. Work hard to show what you know on the page.
2. When you’re done, reread your work.
3. Think, can I add more to my writing.
- “What else do I know that I could teach people?”
4. Add more.

Session 3: Carrying on Independently as Writers

(Unit 1, pg. 19) Today I want to teach you that when writers have problems and don’t know what to do, they say, “I can solve this myself.” Then come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.

How To Solve Your Own Problems

1. When you come to a problem, say “I can solve this myself”

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

2. Think of ways to fix the problem.
3. Keep on writing.

Session 4: Writers Call to Mind What They Want to Say, Then Put That onto the Page

(Unit 1, pg. 27) Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic-their garden, the supermarket- in mind before they write. Sometimes writer's close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.

Writers Call to Mind What They Want to Say, Then Put That on the Page

1. Close your eyes and picture your topic.
2. Think about what you want to write about.
3. Put all the details into your picture.
4. Write the words that match your thoughts.

Session 5: Stretching Out Words to Write Them

(Unit 1, pg. 36) Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word slooooooowwwwly and then writing down the first sound they hear.

Using Words and Pictures to Teach People

1. Think of the word you want to write.
2. Say it slowly.
3. Stretch it out from the beginning. Think, "What sound do I hear?"
4. Write the sounds you hear.

Session 6: Writing Even Hard-to-Write Ideas

(Unit 1, pg. 42) Today I want to teach you that when writers get that "oh-no!" feeling about an idea that is hard, they don't just quit. They keep trying.

Writer's Don't Quit!

1. When you get to a hard part in your writing, don't stop. Say, "I think I can, I think I can!"
2. Keep writing.

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

Bend II: Writing teaching books

Mentor Text: Farm Animals

Session 7: Turning Pieces into Scrolls and Books

Unit 1, pg. 50) Today I want to teach you that writers write to teach more, they add more pages to their books. We can use either a stapler or tape to turn pages into a book, or tape to turn pages into what people call a scroll.

When You Want to Add More to Your Stories You Can...

- Add more pages and make a book.
- Tape pages together to make a scroll

Anchor Chart: When We Are Done, We Have Just Begun (pg. 52)

- Add to our pictures.
- Add to our words.
- Start a new piece.
- Reread our writing.

Session 8: Planning Teaching Books Page by Page

(Unit 1, pg. 59) Today I want to teach you that writers of books take time to plan how their pages will go. Writer's don't just write one page and then say, "Oops, I want to add another" Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.

Planning Teaching Books

1. Come up with a topic for your teaching book. Think, "What is something you know and care about?"
2. Touch the first page of your booklet as you think about what you want to write and draw on that page.
3. Turn the page.
4. Keep going.
5. Begin writing your book.

Session 9: Asking and Answering Questions to Add More

(Unit 1, pg. 66) Today I want to teach you that partners help writers after a book is written, when the writer is thinking, "I'm done". Specifically, a partner reads

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

a writer's book and then asks, "What questions does this book give me?" and then the partner asks the writer questions. Those questions help a writer know what to add on.

Asking and Answering Questions to Add More

1. When you think you're done, read your writing to your partner.
2. Your partner thinks, "What questions did this book give me?"
 - Where?
 - How?
 - Why?
3. Then, the partner asks the writer questions they had about their book.
4. Next, go back and think about how to put more information into your writing.

Anchor Chart: I Can Revise My Teaching Book

*Add: I can add pages and scrolls, I can take out parts that don't fit, and I can ask questions and try to answer them (pg. 69)

Session 10: Stretching Out Words to Write Even More Sounds

(Unit 1, pg.74) Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on.

Brave Writers

1. Say the word you want to write.
2. Stretch it like a rubber band.
3. Write the first sound you hear.
4. Reread the word.
5. Stretch the word out again to hear the next sound.
6. Continue until you have written your word.

Session 11: Letters to Teachers: Making Writing the Best It Can Be

(Unit 1, pg. 82) Today I want to teach you something about publishing your writing. Before authors finish, they do everything they know to make their writing the best it can be! You have been checking your teaching books to make

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

sure you've added words and pictures. You all have done a great job of checking for those things-But guess what! Authors check for more things; they use a checklist to help them, just like the one I have right here! Today I'm going to give each of you your own copy of this checklist to use before you publish, just the way other authors use them. Little by little, you can add to this checklist, so it can always help you as you are finishing a piece of writing, even as you grow as a writer.

Making Your Writing The Best it Can Be

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you did that in your book.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to plan for your writing work.

Bend III: Writing stories

Mentor Text: Creak! Said the Bed

Session 12: Getting Ideas for Stories and Practicing Storytelling

(Unit 1, pg. 91) Today I want to teach you that one way writers get ready to write true stories is to first practice telling the stories. They tell all the little things that happened, including what people said and did.

Getting Ideas for Stories and Practicing Storytelling

1. Think of a story you want to tell.
2. Tell the story to your partner. Tell every little thing that happened from beginning to end, using your best storyteller voice.
 - What did you do or say?
 - What happened next?
 - How did you feel?
3. Now you're ready to write your story.

Session 13: Planning Stories Page by Page: Planning and Telling Stories across Pages

(Unit 1, pg. 100) Today I want to teach you that just as writers plan how information books will go, writers also plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page to say the next thing that will happen.

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

Planning How Stories Will Go

1. Think of a story you want to tell.
2. Touch each page as you tell your story.
3. Turn the page and say what will happen next.
4. Now you're ready to draw and write your ideas on each page.

Anchor Chart: How to Write a True Story (pg. 102)

- Think...
- Something that happened
- Something you did
- PRACTICE telling with a storyteller's voice

Session 14: Adding More Details to Pictures and Stories

(Unit 1, pg. 108) Today I want to teach you that when writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.

Adding More Details to Pictures and Stories

1. Picture your story in your mind...

- Who was there?
- Where was I?
- What were we doing?

2. Draw

3. Write

Anchor Chart: How To Write a TRUE story (pg. 110)

*Add: pictures and words tell

- Who
- Where
- What Happened

Session 15: Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence

Unit 1, pg. 116) Today I want to teach you that writers spell words fully so that they can read their stories and so that others can read them as well. One way

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

to do this is to say the word as slowly as you can, listen closely to the sounds you hear at the beginning, and then write those sounds down. Next, you can say the word again as you reread your writing, this time listening closely for the sounds you hear in the middle, and then again at the end of the word. This helps you write all the sounds you hear in a word, from beginning to end, which will make your writing much easier to read.

How to Spell Words...

Say the word slowly and write the sounds you hear.

- Say the word again as you reread your writing, listening closely for the sounds you hear.

Session 16: Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles

(Unit 1, pg. 121) Today I want to teach you that writers make characters talk.

You can do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said.

Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.

How to Make Characters Talk

1. Think about what people are saying.
2. Add speech bubbles by whoever is talking.
3. Write bits of talking in the speech bubbles to show the exact words that people said.

Anchor Chart: How to Write a True Story (pg. 123)

*Add: use speech bubbles

Session 17: Using Everything to Make Pieces the Best They Can Be

(Unit 1, pg. 127) Today I want to teach you that writers reread their stories, thinking about what they can do from everything they know about good writing to make their piece the best it can be.

Making Your Writing The Best it Can Be...

1. Choose a piece to reread and revise.
2. Reread the first page.
3. Look at the Anchor Chart: How to Write a True Story and think...
 - "What do I have?"
 - "What could I add to make this story better?"

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

4. Turn to the next page and repeat.

Bend IV: Preparing for Publication

Session 18: Editing

(Unit 1, pg. 137) Today I want to teach you all about how writers edit their writing. They sometimes spell their words again so that they can remember them and help others read them too! They reread each word and make sure the word looks right. Then, they may even need to change it to make it more readable.

Editing Our Writing

1. Reread your writing.
2. Make sure the words look right. Read it with your finger.
3. Think, 'Does this word look right?'
4. If it doesn't look right try to...
 - Say the word slowly and write the sounds you hear.
 - Say the word again as you reread your writing, listening closely for the sounds you hear.
5. Rewrite it above so that it does look right.
6. Fix-up as much as you can.

Session 19: Letter to Teachers: Reading into the Circle: An Author's Celebration

(Unit 1, pg. 144-145) Celebration: Today Super Writers, we are going to read and listen to one another! We are going to hear many stories from many new authors! When we share our writing we use our best voices as readers and our best eyes and ears as listeners. First, we are going to come to our meeting area and make a big circle! Then we are going to get a chance to read our favorite line or part into the circle! When the reader is reading, where do all our eyes and ears turn to? The reader. All of our eyes and ears should be on the reader. Are you ready?

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Writing:

Teacher resources:

- Unit of Study - Launching Writing Workshop, by Lucy

Calkins

- The Writing Strategies Book by Jen Seravallo
- Freight Train
- Creak! Said the Bed
- Farm Animals

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 2: Show and Tell: From Labels to Pattern Books

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

RF.K.1

RF.K.1.d

RF.K.2

RF.K.2.a

RF.K.2.b

RF.K.2.c

RF.K.2.d

RF.K.2.e

RF.K.3

RF.K.3.a

RF.K.3.b

RF.K.3.c

RF.K.3.d

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 2: Show and Tell: From Labels to Pattern Books

Kindergarten Writing - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, children transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science. Students will “read the world,” collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate. Students will learn ways to revise. You will teach them that revision helps them elaborate and extend their thinking. Your class will take three or four days to revise several of their most prized pieces of work, moving between recording careful observations and including their own thinking. Each student will study one science topic, chosen from several possibilities, and will create books about the chosen topic. Children will spend the week making observations, labeling their diagrams, writing captions, and creating informational books that demonstrate what they have noticed and learned. This bend culminates the strategies that students have already learned. Children will end the unit by publishing books they have written on the shared class science topics or on their own independent topics. Finally, students will revise their writing to make it the best it can be and fancy it up for the publishing celebration

Transfer

Students will be able to independently use their learning to...

This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning.

Meaning

Big Ideas & Understandings

Students will understand that...

- They can show and tell people, places and things that are important to them through writing.
 - There are different tools that can be used to spell words including stretching words out, word walls, name charts and word rings.
 - Drawing is an important part of writing which begins when writers see and draw their subject with great precision
 - Talking about writing helps students write longer labels and more sentences on a page

Essential Questions

Students will keep considering...

- How is writing like Show-and-Tell?
 - What are tools I can use to help me spell words?
 - Why is drawing an important part of writing?
 - How can I write a lot of words on a page?
 - How do I write patterns in books?

Unit 2: Show and Tell: From Labels to Pattern Books

Kindergarten Writing - Last Updated on August 9, 2021

Meaning	
<ul style="list-style-type: none">• It helps to write in a pattern using words then know in a snap-high frequency words.	

Acquisition	
Knowledge	Skills
<p>Students will know.....</p> <ul style="list-style-type: none">• They can write the most salient sounds in words and then “stretch out” these sounds into full words• They can string together words learned through inventive spelling into full sentences• They can make decisions about page layouts by studying mentor texts• Talk about their writing with excitement and ease• They can write many of sentences across pages in a pattern, using high-frequency words as well as words learned through inventive spelling	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Designing thier own books for publication• Plan out their books across pages of a text.• Articulate about their writing with excitement.• Utilize inventive spellign to get their thoughts down on a page.• Selecting a book to make "Bookstore Ready" and publish.

Unit 2: Show and Tell: From Labels to Pattern Books

Kindergarten Writing - Last Updated on August 9, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Letter ID assessment• Phonological awareness assessment	<p>Performance Task(s):</p> <p>Create a "Bookstore" Book</p> <p>Rubric</p>
	<p>Other Evidence:</p>

Unit 2: Show and Tell: From Labels to Pattern Books

Kindergarten Writing - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing Stories that People Can Really Read

Mentor Text: The Ultimate Book of Vehicles: From Around the World

Session 1: Drawing and Writing a Lot on Each Page

(Unit , pg. 2) Today I want to teach you that because you are growing as writers, the amount of stuff you put on each page of your writing needs to grow, too. Starting now and for the rest of your life, it's important for you to draw and write a lot on each page.

1. Look and think.
2. Draw a lot on one page.
3. Write a lot on one page.

Anchor Chart: To Show and Tell (pg. 4)

- Look and think
- Draw
- Write

Session 2: Writers Plan What They'll Draw and Write

(Pg.7) Today I want to teach you that when you want to draw something, it helps to think first, "How will I draw this? What parts do I see?," and then to draw all those parts. After that you can label all the parts.

1. Look at the parts and think, "What are the parts to this thing?"
2. Draw each part.
3. Label each part.

Session 3: Returning to a Page to Add More

(Pg.12) Today I want to teach you that writers aren't always moving on to the next piece, and the next, and the next. Instead, writers often return to their writing and find ways to show and tell even more. Sometimes, to tell more, they tell where something is and what's going on.

1. Go back to your writing and think, "What else could I add?"
2. Add more to show where it is.
3. Add more to show what's happening around it.

Unit 2: Show and Tell: From Labels to Pattern Books

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Anchor Chart: To Show and Tell (pg. 13)

4. Add more!

Session 4: Writers Use Everything They Know to Spell Words and Don't Wait to be Perfect

(Pg. 18) Today I want to teach you that it is really important for you to say, "I'll just be brave. I'll use everything I know-my name, my friends' names, the alphabet-to spell the best I can." If you do that everyday, pretty soon you'll be able to write any word in the whole wide world."

1. Say the word slowly.
2. Hear the sounds.
3. Write the letters you know.
4. Use tools in the room like the alphabet wall, name chart and word ring.

Anchor Chart: Brave Spellers (pg. 20)

All pictures, no words on these post its

- Say the word slowly
- Write the sounds you hear
- Use tools in the classroom to help you spell

Session 5: Writing Partners Can Help Each Other Celebrate and Add More

(Pg. 24) Today I want to teach you that when you have done really good work, work that's the best of your life, that is now a time to say, "I'm done" and stick your feet up on the table and relax. No way! When you've done your best, you go back to your best work and think "How can I make this even better?" Usually it helps to get a friend to help you.

1. Put one book in the middle.
2. Read and talk.
3. Ask Questions
4. Add more...

Anchor Chart: Writing Partners (pg. 26)

- Put one book in the middle
- Read and talk
- Ask questions
- Add more

Bend II: Writing Show & Tell Books

Mentor Text: On the Go

Session 6: Writers Write Show-and-Tell Books about Important Places

Unit 2: Show and Tell: From Labels to Pattern Books

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(Pg. 31) Today I want to teach you that if you want to write about a huge topic, it often helps to write a whole book on that topic. And before you write, you can think, “What are the parts of this topic?” and then you draw and write one part on one page and another part on another page.

1. Think of an idea...a person, place or thing.
2. Tell all the parts.
3. Draw and write all the parts.

Anchor Chart: To Write a Show and Tell Book (pg. 33)

Think of an idea.

- Tell all the parts.
- Draw and write the parts.

Session 7: Writers Make Time For Drawing and Writing

(Pg. 37) Today I want to teach you that during writing time, you...write!”

1. Spend some time drawing.
2. Spend some time writing.
3. Write LOTS of words and use classroom tools to help you spell.

Anchor Chart: Brave Spellers (pg. 39)

- Write LOTS of words.

Session 8: Writers and Illustrators Make Decisions

(Pg. 43) Today I want to teach you that every time you start a new page, you get to think about how the new page will go. You are both the author and the illustrator. You decide everything - where the pictures will go, how big they will be, and what the words will look like.

1. Ask yourself, “How will I put the pictures and words on this page?”
2. Make a “whole bunch of stuff page”.
3. Make a “one big thing” page

Anchor Chart: Writers Decide! Ways Pages Can Go(pg. 46)

*See visual on page 46

- Lots of stuff

Session 9: Adding Longer Labels to Bring Pages to Life

(Pg. 50) Today I want to teach you that when writers want to show and tell as much as they can, they write longer labels (or even sentences) to bring their

Unit 2: Show and Tell: From Labels to Pattern Books

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pages to life. It helps to write in ways that tell readers what things feel like, smell like, look like, sound like, or even taste like.”

1. Think about a thing on your page and ask what things:

- Feel like
- Smell like
- Look like
- Sound like
- Taste like

2. Write longer labels to bring pages to life.

Anchor Chart: To Write a Show-and-Tell Book (pg. 52)

- Write more! Bring pages to life.

Session 10: Writing Sentences that Say What Pictures and Labels Can't

(Pg. 56) Today I want to teach you that you can write sentences to tell readers about what's on your page, like where things are or what things do. The words you know in a snap can help.

Session 11: Growing Writers Talk about Their Writing in Important Ways

(Pg. 61) Today I want to teach you that writers talk about their writing. When writers talk about their writing, they can talk about what they are making, what they are proud of, and even what is tricky.

1. Say what you are working on.
2. Say what you are proud of.
3. Say what was tricky.

Anchor Chart: Writers Talk About Their Writing (pg. 62)

*See page 62 for chart

- Say what you are working on.
- Say what you are proud of.
- Say what was tricky.

Bend III: Using Patterns to Write Show & Tell Books

Mentor Text: The Zoo

Session 12: Writing Books that Kids Want to Read

(Pg.68) Today I want to teach you that writers write about books they want to

Unit 2: Show and Tell: From Labels to Pattern Books

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see in their library, about the topics that are important to them. To do this, you can think, “What are the people, places and things that I wish there were more books about?” Then you can choose one and write a book about it, page by page using all you already know.

1. Think of an idea and ask, “What people, places and things do I wish there were more books about?”
2. Tell all the parts.
3. Draw and write the parts.
4. Add more.
5. Write more! Bring pages to life.
6. Write more! Write sentences.

Session 13: Talking and Writing Patterns and Snap Words

(Pg.73) Today I want to teach you that when you want to write a book with a bunch of pages, sometimes it helps to talk and write in a pattern. You can use the words you know in a snap to write sentences in a pattern book.:

1. Think of an idea to write about.
2. Think, “How could this book sound with a pattern?”
3. Use snap words you know to make sentences.
4. Say all the ways your book could go.
5. Pick one way and write it!

Session 14: Studying How Sentences Looks

(Pg. 80) Today I want to teach you that when writers like you write sentences in books, there are things they always do. They work to make their sentences look like the sentences in a book so that they are super easy for readers to read.

1. Study a sentence from a book.
2. Think, “What do I see or notice about how this sentence looks, starts and ends?”
3. Make your sentences look like sentences in a book.

Session 15: Slowing Down to Leave Spaces Between Words

(Pg. 86) Today I want to teach you that when writers write books that others will read, they help make their words easy to read by leaving spaces between

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their words.

1. Say your sentence.
2. Point and read where the words should go on the page.
3. Write each word.
4. Use your pointer finger to leave spaces between each word.

Session 16: Writers Write More Sentences on a Page

(Pg. 91) Today I want to teach you that you don't need to stop writing after just one sentence. You can write as many sentences as you want on a page. To write more, it helps to reread a page and ask, "What else could I say?" Then you can write that sentence down using all you know.

1. Reread a page.
2. Think, "What else can I Say on this page?"
3. Be a brave speller: Use snap words or stretch it out to write all those sentences on your page.

Session 17: Writers Think About How Their Books Will End

(Pg. 97) Today I want to teach you that the endings of books matter. Writers think carefully about how the last pages of their books could go. They make sure every book they write has an ending.

1. Reread your book.
2. Think, "How could this book end?"
3. Write an ending with a big idea.

Anchor Chart: To Write a Show-and-Tell Book (pg. 99)

- Write more! Write an ending.

Session 18: Fancying Up Your Writing

(Pg. 102) Today I want to teach you that before writers share their books with the world, they spend time making their writing the best it can be. To do this, you can reread and make sure your sentences look like a book, that you have lots of sentences on each page, and finally, that your books have endings. If something is missing, you can add it in or revise it!"

1. Look back at your pages and reread the words.
2. Make sentences look like a book.
3. Add sentences.

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4. Make sure you have an ending.

Session 19: Bookstore Celebration

(Pg.107) “Writers today we are opening our bookstore! Visitors will come later to see all your hard work! The best part of all the work you’ve done is that you’ve not just made a lot of books, but you’ve made books that are important to you. Books that you believe should exist in the world. To show off all this important work I thought we should make our classroom look like a bookstore. You’re great at thinking about parts of things, so will you and your partner talk about what parts make up a bookstore?”

Stations: Cash Register, Coffee Shop, Meet the Author, Kids’ Section

Unit 2: Show and Tell: From Labels to Pattern Books

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Show & Tell: From Labels to Pattern

Books, by Lucy Calkins

- The Writing Strategies Book by Jen Seravallo
- The Ultimate Book of Vehicles: From Around the World
- On the Go
- The Zoo

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions

Unit 2: Show and Tell: From Labels to Pattern Books

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- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

- W.K.3
- W.K.5
- W.K.6
- W.K.7
- RF.K.1
- RF.K.2
- RF.K.3
- RL.K.1
- RL.K.2
- RL.K.3
- SL.K.1
- SL.K.3
- SL.K.4
- SL.K.5
- SL.K.6
- L.K.1

New Jersey Core Curriculum - Pre-K - Social Studies

- 6.1.P.A.1
- 6.1.P.A.2
- 6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

- 8.1.2.C.1

Unit 3: Writing for Readers

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DESIRED RESULTS

Established Goals

During this unit, a good deal of teaching will aim to help children write more conventionally while challenging children to pay attention to craft, content, and process while it also supports a new awareness of conventions. Children will stay focused on writing lively, focused true stories. In addition, we teach students that writers reread their writing to make sure that it is easy to read, and if it is not, they go back and fix it so that others can read it.

Transfer

Students will be able to independently use their learning to...
determine if their writing is easy to read. If it is not, writers will go back and think about what makes a text readable.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">Writers can write actual words and sentences onto a page so that it can be read by others.<ul style="list-style-type: none">Writers can use tools to make their writing more powerful.Writers can work with partners to help make their stories more fun to read.<ul style="list-style-type: none">Writers can use a checklist to help prepare their writing for publication.	<p>Students will keep considering...</p> <ul style="list-style-type: none">What can writers do to write stories that readers can really read?<ul style="list-style-type: none">What tools can writers use to help their writing be more powerful?How can writers work with partners to make their stories more fun to read?<ul style="list-style-type: none">What can writers do to prepare their work for publication?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">To begin sentences with capital letters, use	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Utilize old anchor charts on narrative writing and

Unit 3: Writing for Readers

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Acquisition

appropriate spacing between words, and use correct punctuation.

- that they can modify or change a story
- A narrative checklist will help writers write a strong story including structure, development of ideas, and conventions of language.
- that the word wall is a tool to help them spell words accurately.
- that their stories can be changed and modified with help from a friend.
- one of their stories will be taken to publication.

use them in their new writing.

- Improving small moments by adding details to drawings and maximizing sentence structure to draw interest from the reader.
- Composing stronger leads and endings by imitating mentor texts.
- Utilizing a narrative writing checklist to make a good story that includes but is not limited to: structure, development, and language conventions.
- Finding and applying words from the word wall.
- Developing conventional spelling by adding vowel sounds to each word.
- Identifying the correct vowels to spell words through use of a vowel chart.
- Improving their writing by using more specific transition words.
- Modifying stories with help from a partner.
- Reviewing stories when we think we are done and practice using various techniques to add more detail to our stories.
- Choosing a writing piece for publication to make it more appealing by adding color, fixing messy words, and adding bits to their pictures.

Unit 3: Writing for Readers

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Phonological awareness assessment	<p>Performance Task(s):</p> <p>Pre Assessment : Narrative writing on demand writing.</p>
	<p>Other Evidence:</p>

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing Stories that People Can Really Read

Mentor Text: Don't Let the Pigeon Drive the Bus

Session 1: Writing for Readers

(Unit 2, pg. 6) Today I want to teach you that writers use all their writing muscles to make sure people don't put their writing down. Like all writers, each of you can tell if your writing is easy to read by reading your own writing like it's a book in your book baggie. If you can't figure out what your writing says, then you need to fix it up so other people won't have the same trouble.

Reading Hard-To-Read Writing

- Use the picture and all I know to help.
- Point under the words and read on when you're stuck and think, "I bet I can figure this out!"
- Don't Give Up!

Session 2: How to Write True Stories That Readers Really Want to Read

(Unit 2, pg. 15) Today I want to teach you that even when you are working really hard to hear all the sounds and to write so people can read your writing, you still need to remember everything you already learned about writing great stories. It helps to reread old charts, using those as reminders of all the things you can always remember to do.

Review Anchor Chart: How to Write A True Story

Session 3: Drawing Stories to Read

(Unit 2, pg. 24) Today I want to teach you that if you get so busy writing one word-like pencil-and you forget the whole story you wanted to write, you can look back up at your picture. The picture can remind you of the story, of all the words you wanted to write. But the picture helps you remember the story only if, when you made the picture, you were thinking about the words of the story.

What to Do When I Forget My Story:

- Think about the first part of your story and picture it in your mind.

-People

Unit 3: Writing for Readers

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-The place

-The action

- Draw your picture

Review Anchor Chart: How To Write A True Story

Session 4: Writing Sentences that Tell a Story

(Unit 2, pg. 33) Today I want to teach you that writers say a sentence in his or her mind, then write it, writing word after word.

Writing Sentences to Tell a Story

1. Say the words of the story.
2. Write it down, word after word.

Anchor Chart: What Makes Writing Hard to Read (pg. 32)

Anchor Chart: What Makes Writing Easy to Read (pg. 40)

Session 5: The Power of Rereading

(Unit 2, pg. 42) Today I want to teach you that writers reread-often, for lots of reasons. Writers write a little, and then they read a little, flipping back and forth between being a writing and reader of the story.

The Power of Rereading

1. Write a little.
2. Read what you wrote.
3. Repeat.

Bend II: Tools Give Writers Extra Power

Mentor Text: A Chair for My Mother

Session 6: Checklists Can Help Writers Make Powerful Stories

(Unit 2, pg. 52) Today I want to teach you that writers use tools to help them write the best that they can. One of the tools that help writers write powerful

true stories is a checklist. This may seem like a simple thing, but writers know that checklists can help them make their writing the best it can be.

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

Making Your Writing The Best it Can Be

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you did that in your book.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to plan for your writing work.

Session 7: A Vowel Chart Can Help with the Middles of Words

(Unit 2, pg. 62) Today I want to teach you that vowels can help you spell the middle of words. If you know just a few tips about how vowels work, this can make your writing so much easier to read. A vowel chart can help you hear the vowel sound and come up with the right vowel to put on your paper.

Vowel Power

1. Review the vowel chart.
2. Super-stretch your words.
3. Listen and feel the sound.
4. Try to match the sound with one of the vowels from the chart.

Session 8: Writing Readable Stories Using Word Walls

(Unit 2, pg. 71) Today I want to teach you that every writer has words that he or she just knows and can write easily, in a snap. Writers don't stretch out those words- they just write them quickly. Word walls are a great tool for writers because they remind writers of the words they know in a snap.

How to Turn a Word into a Snap Word

1. Look at it carefully.
2. Take a picture of it.
3. Write it.
4. Check it.

Session 9: Writing Stories with True Words: Making Stories Talk

(Unit 2, pg. 80) Today I want to teach you that writers need to write with their own true, storytelling words even though that means they have to work a little

Unit 3: Writing for Readers

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harder to spell those true words. It helps to story-tell your story to a partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice onto the page.

Using Specific Words in Writing

Pay attention to....

- People-place-thing words
- Action words

Anchor Chart: Story Language Words (pg. 85)

Session 10: Using Reading Partnerships to Support More Conventional Writing

Session 5 Extension

(Unit 2, pg. 89) Today I want to teach you that when writers are working to make their writing more readable, it helps if the writer has a partner who works with their writing- like a team- to get the job done.

Reading With Partners

1. Reread your writing with a partner looking for confusing parts.
2. Stop, when you are confused.
3. Think together, "Which Anchor Chart will help me?"
4. Look at the anchor chart for help.
5. Fix-up your writing.

Session 11: Letter to Teachers: Using a Partner to Hear More Sounds in Words

(Unit 2, pg. 95) Today I want to remind you that when you are working with partners, sometimes they are slipping into a "teacher role". And just like a teacher doesn't do all the work for students, one partner should not be doing all of the work for the other partner.

Effective Partnerships...

- Slip into the "teacher role"
- Partners work together. One person should not be doing all the work.

Session 12: Putting It Together: How to Make Readable Writing

(Unit 2, pg. 100) Guided Inquiry: "What have I learned to do that makes my writing more readable? What could I still learn that would help my writing

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become even more readable?”

Making Readable Writing

1. Reread your work.
2. Think of specific things you have done that make your writing readable.
3. Find evidence of the items on the class charts.
4. Talk to your partners about what you notice.
5. Look at the same pages.
6. Think of things you can still do.

Bend III: Making Stories More Fun to Read

Mentor Text: Owl Moon

Session 13: Writers Search Their Mental and Drawn Pictures to Make Their Stories Better

(Unit 2, pg. 107) Today I want to teach you-remind you, really- that writers revise stories, just like you revise Lego buildings or clay creations. When a writer likes his or her story, the writer returns to it, thinking “How can I make this even better?” One way writers revise is they picture what happened in their mind (and sometimes by drawing) and then put what they picture onto the page.

How Can I Make This Even Better?

1. Picture what happened in your mind (and sometimes by drawing).
2. Put what you picture onto the page.

Session 14: Writers Use Flaps to Make Better Stories

(Unit 2, pg. 115) Today I want to teach you that paper flaps or post-its are a kind of revision tool that can make your stories better. Writers think carefully about where to put those flaps/post-its and use them in many different places in a story to help tell a better story.

Using Post-its for Revising

1. Reread your story page by page.
2. Think, “Can I make my story better?”
3. If so, and there is no space, create a flap with a post-it to add your writing.

Session 15: Writing Amazing Story Beginnings

Unit 3: Writing for Readers

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(Unit 2, pg. 122) Today I want to teach you that one of the best ways to become a better writer is to look closely at the work of authors we love and to think, “What did this writer do that I could try?” Because the lead to a story is really important, authors study other writers’ and learn ways to revise their own.

Writing Amazing Story Beginnings

1. Reread your writing.
2. Think about your beginning and ask yourself, “How can I make this better?”.
3. Think of how some of your favorite authors start their stories.
4. Try to copy their best moves in your own writing.

Anchor Chart: Story Language Words (pg. 127)

Session 16: Writers Work with Partners to Answer Readers’ Questions

(Unit 2, pg. 129) Today I want to teach you that there’s not one writing teacher in this room-there are _____ of you. To be a writing teacher, you need to really listen to the writer’s draft trying to really understand it, and you need to notice the places where you go, ‘Huh?’ to help the writer make those parts clear.

You Can Be a “Writing Teacher” Too

1. Ask your partner if they can help you with your writing.
2. The partner can ask the writer, “Can I hear your writing?”
3. The WRITER will read their story as the PARTNER listens to the writer’s draft.
4. The partner will really try to understand the writer’s story.
5. The partner should stop the writer if they are confused.
6. Help the writer make those parts clear (use class charts).

Bend IV: Preparing for Publication

Mentor Text: Koala Lou

Session 17: Writers Use All They Know to Select and Revise a Piece to Publish

(Unit 2, pg. 137) Today I want to teach you that writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.

How to Make Your Stories Come to Life

Unit 3: Writing for Readers

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1. Choose a story to publish
2. Reread it to remember the event.
3. Think, "Are there parts that make the reader go 'Huh?'"
4. Make them more clear.
5. Ask, "Did I tell why this time was special for me?"
6. Add more to your story.

Session 18: Fancying Up Your Writing

(Unit 2, pg. 143) Today I want to teach you that one way writers write strong endings is to end their stories with a feeling. Sometimes writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling. Strong Endings...

- End with a strong feeling (how you feel).
- Use dialogue or actions to show a feeling.

Session 19: Writers Make Their Pieces Beautiful to Get Ready for Publication

(Unit 2, pg. 149) Today I want to teach you that before writers share their stories with an audience, they spend time making sure their writing is as clear and beautiful as possible-just like chefs work hard to make a meal look as good as it tastes! Here are three ways you can do that: you can add missing bits to your drawing, you can add color to your pictures, and you can check your words to make sure they are not too messy to read.

Making Your Writing Beautiful

1. Reread your story.
2. Find a place you want to make more beautiful.
3. Fix-up your writing.

*You might want to....

- Add missing bits to your drawing
- Add color to your pictures
- Check your words to make sure they are not too messy to read

Session 20: Letter to Teachers: A Final Celebration: Bringing True Stories to Life

(Unit 2, pg. 155) *Writers, think back to the very first day of this unit, when we started talking about making our writing easy to read. Do you remember when you made two piles of writing, one that you could read easily and one that was tricky to read? Well, just think how huge your 'Easy to Read' pile is now! And*

Unit 3: Writing for Readers

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that's not all-you've grown into writers who can capture the amazing true stories from your life in writing. You all have given a lot of loving care to your writing. It has grown strong and detailed and lovely and long because you've revised it and thought hard about how to make it easy to read. Now it's time to celebrate the work you've done. As part of our celebration, I was thinking that maybe you'd be willing to teach other people what you've learned about writing and revising true stories that are easy to read. Would you be willing to do that?

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Writing for Readers, by Lucy Calkins
- The Writing Strategies Book by Jen Seravallo
- Don't Let the Pigeon Drive the Bus
- A Chair for My Mother
- Owl Moon
- Koala Lou

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

Unit 3: Writing for Readers

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- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 4: How-To Books (Book III)

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STANDARDS ADDRESSED

New Jersey (NJSL) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

RF.K.1

RF.K.1.d

RF.K.2

RF.K.3

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

In this unit, Kindergarten writers focus on writing How To texts. Children will learn that writing is not only to tell stories, but to teach others to do things. Children will compare a narrative text to a procedural text and draw a vivid sense of the genre once they are invited to write their own How To text. Children will be invited to break down their writing in small steps and create original text about things they know how to do. Students will also be invited to engage in How To writing across the school day that is helpful to others.

Transfer

Students will be able to independently use their learning to...
Plan and craft an original How To Book based on something that they know how to do.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that..</p> <ul style="list-style-type: none">• Writing can come in steps.• Writers often teach their audience about something they know well.• Writing is a way to tell a story and also a way to tell/show someone how to do something	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What type of information can be shared through writing?<ul style="list-style-type: none">• How can we communicate our ideas through writing?• How can we learn from other authors?• Why is it important for me to check my conventions when editing my writing?• How can my writing teach someone to do something?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

Acquisition	
<ul style="list-style-type: none">• the characteristics of the type of writing they plan to write.• that writers choose a topic from what they already know• That diagrams and will teach the reader more about the writing.• That How-To books teach us about the world around us.	<ul style="list-style-type: none">• Studying the kinds of writing they plan to write.<ul style="list-style-type: none">• Arranging their topic using the touch and tell strategy.• Using the word “you” in writing their how-to-books.• Choosing a topic from what they already know.• Studying how to books as models for our own how to books.• Writing how to books to teach about the world around them.• Labeling their diagrams to teach even more about their topic.• Revising our how to books with partners to make them easier to follow.• Modifying and reviewing their how-to-books.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Writign Pathways (Assessment) Publishing Celebration.....Who are we Gifting our books to? Rubric: online resources
	Other Evidence:

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing How-To Books, Step by Step

Mentor Text: My First Soccer Game

Session 1: Writers Study the Kind of Writing They Plan to Make

(Unit 3, pg. 4) Today I want to teach you that just like there are different kinds of dogs, there are different kinds of writing. Before writers write, the writer thinks, "What kind of thing am I making?"

Writers do this by...

1. Think, "What kind of writing am I making?"
2. Study what that kind of writing goes into those books.
3. Begin planning your book

Session 2: Writers Use What They Already Know: Touching and Telling the Steps across the Pages

Unit 3, pg. 14) Today I want to teach you that when you write a how-to book, there are new things to do but it also helps to use some of the old techniques you already learned when you were writing stories. You still say what you are going to write across the pages- touch and tell- and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step.

Writing a How-To Book

1. Plan your writing by saying what you are going to write across the pages.
 - Touch and tell
2. Draw the pictures, saying the words that go with the pictures.
 - Each picture and page is another step.

Anchor Chart: How-To Writing (pg. 12)

1. Tells what to do, in steps.
2. Number the steps.
3. Has a picture for each step.

Session 3: Writers Become Readers, Asking, "Can I Follow This?"

Unit 4: How-To Books (Book III)

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(Unit 3, pg. 21) Today I want to teach you that how-to writers don't just reread the words, touching them with a finger or a pencil, How-to writers also reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.

"Can I Follow This?"

1. Read your writing to your partner. Read one step at a time.
2. Think, "Can I follow this?"
3. STOP the writer if a part is confusing.
4. Fix-up your writing.

Session 4: Writers Answer a Partner's Question

(Unit 3, pg. 28) Well, today I want to tell you that writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like, "I'm confused" or "Can you explain that more clearly" when they need to do so.

Helpful Partners Say...

- "I'm confused."
- "Can you explain that more clearly?"

Session 5: Writers Label Their Diagrams to Teach Even More Information

(Unit 3, pg. 37) Today I want to teach you that one way that writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can.

Adding Detail to Information Books

1. Add Diagrams
 - Use labels with specific words.

Anchor Chart: How-To Writing (pg. 39)

*Add: has labels to teach

Session 6: Letter to Teachers: Writers Write as Many Books as They Can

(Unit 3, pg. 44) Today I want to teach you that once you know all the steps to writing a how-to book, and you have slowly, carefully written a book or two,

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

you need to learn to do all those steps much more quickly. The best way to learn that is to practice and to push yourself.

Writers do this by:

- Practicing good habits of writing.
- Keeping their pen in your hand the whole time, even if they are thinking about what to write.
- Remembering, “When you’re done, you’ve just begun!”

Session 7: Writers Reflect and Set Goals to Create Their Best Information Writing

(Unit 3, pg. 49) Today I want to teach you that even though you are learning all these important new things about how-to books, you still need to remember everything you already learned about writing informational books.

Review Anchor Charts

Reflecting and Setting Goals in Writing

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you included that.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to set goals and plan your writing work.

Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Mentor Text: My First Soccer Game

Session 9: Writing for Readers: Using the Word You

(Unit 3, pg. 70) Today I want to teach you that when you’re writing a how-to book, your words need to reach your reader. And that reader might be standing there, with something half-made, half-done, waiting to hear what to do next. One of the best ways to reach your readers is to talk directly to them, by saying the word you: “First you...and then you...”

Ways to Talk to Your Reader

- Say the word you... “First you... and then you...”

Anchor Chart: Learning From a Mentor How-To Text (pg. 71)

*Add: Talks to Reader

Unit 4: How-To Books (Book III)

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Session 10: How-To Book Writers Picture Each Step and Then Choose Exactly Right Words

(Unit 3, pg.75) Today I want to teach you that to write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you're watching video in slow motion, pausing often to say, "What exact words describe what I just did?"

Writing Steps That Can be Followed

1. Picture a step.
2. Think, "What EXACT words can I use to describe what I just did?"
3. Write

Session 11: Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips

(Unit 3, pg. 83) Today I want to teach you that in how-to books, writers just don't teach the steps. They also add little warnings and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.

Elaborating How-To Books

- Add a warning
- Add a tip
- Add a suggestion

Anchor Chart: Learning From a Mentor How-To Text (pg. 85)

*Add: Warnings, suggestions, and tips

Session 12: "Balance on One Leg Like a Flamingo": Using Comparisons to Give Readers Clear Directions

(Unit 3, pg. 92) Today I want to teach you that another way to show readers exactly what you mean for them to do when they read your how-to directions. It's called making comparisons.

Making Comparison

- Think, "What is this like?"
- Make your comparison using the word LIKE

Anchor Chart: Learning From a Mentor How-To Text (pg. 98)

Add: comparisons

Bend III: Keeping Readers in Mind

Unit 4: How-To Books (Book III)

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Mentor Text: Mentor Text: My First Soccer Game & My First Ballet Class

Session 13: Writers Write How-To Books about Things They Learn throughout the Day and from Books

(Unit 3, pg. 101) Today I want to teach you that all of you, every single one of you, has learned to do things at school, as well as at home. You can even write how-to books that help others learn something that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write.

Writing How-To Books About Things You Learn Throughout the Day and From Books

1. Think of something you learned in school today or learned at home.
2. Picture what the steps are.
3. List the steps across your fingers.
4. Write your steps.

Session 14: Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic

(Unit 3, pg. 107) Today I want to teach you that when you really love a topic, when it is something that is a big part of your life, or if it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.

How-To Book Collections

1. Look through your writing folder for a how-to book you really loved.
2. Take it out and think of another how-to book you could make on the same topic (animals, food, books etc).
3. When you are finished, see if there is another one and another one...

Session 15: Writers Can Write Introductions and Conclusions to Help Their Readers

(Unit 3, pg. 115) Today I want to teach you that writers of how-to books often write a special page to introduce their book to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page to give the readers some information or facts so the rest of the how-to book will make more sense.

Unit 4: How-To Books (Book III)

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Introducing How-To Books

1. Think of an introduction for your book (gets the reader ready to learn).

- “Where did your idea come from?”
 - “Why is this book important to read?”
 - Pretend the reader does not know about this topic. Tell them a bit of information/facts so they won’t get confused.
2. Write your introduction.

Session 16: Using Everything You Know to Make Their How-To Books Easy to Read

(Unit 3, pg. 123) Today I want to teach you that writers don’t just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

Flipping Between Writing and Reading

1. Write a little.
2. Read what you wrote.
3. Repeat.

Anchor Chart: Making Writing Easy to Read (pg. 123)

*Add: flip between writing and reading, writing and reading

Bend IV: Giving How-To Books as Gifts

Session 17: How-To Books Make Wonderful Gifts!

(Unit 3, pg. 133) Writers, today I want to teach you that how-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people to let everybody know who the book was really written for.

Dedication Pages

1. Choose a book that you would like to give as a gift.
2. Think of who you would like to give it to.
 - Someone who would be interested in the topic.
 - Someone who might not know how to do what you are teaching.
3. Write your dedication page.
 - Say, “To: _____” and “From _____”

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

- Include a little bit about why the book is dedicated to that person.

Session 18: Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later

(Unit 3, pg. 140) Today I want to teach you that you can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly.

Preparing for the Publishing Party

1. When you are finished with a piece of writing, take out your editing checklist and get ready to edit.
2. Using your stick pointer, look in your book for the first thing on the checklist.
3. If you notice a mistake, take out your editing pen and fix it up.
4. Check for another thing on the checklist and another.

Session 19: Letter to Teachers: Publishing Celebration: Writers are Teachers
Students should celebrate their writing by sharing with another class or grade level.

Unit 4: How-To Books (Book III)

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - How-To Books, by Lucy Calkins
- The Writing Strategies Book by Jen Seravallo
- My First Soccer Game
- My First Ballet Class

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction

Unit 4: How-To Books (Book III)

Kindergarten Writing - Last Updated on August 9, 2021

- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 5: Persuasive Writing of All Kinds (Book IV)

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.1

W.K.2

W.K.5

W.K.8

RI.K.1

RI.K.2

RI.K.5

RI.K.6

RI.K.8

RI.K.9

RF.K.1

RF.K.2

RF.K.3

RL.K.1

RL.K.2

RL.K.3

SL.K.3

SL.K.1

SL.K.4

SL.K.5

SL.K.6

L.K.1

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 5: Persuasive Writing of All Kinds (Book IV)

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DESIRED RESULTS

Established Goals

In this unit on Persuasive Writing, children begin to write petitions, signs, songs, and letters about problems they see in their classroom, school and then they address problems they identify in the larger world of their neighborhood. They learn that a this world is a big place, and they tackle more distant topics. Children look at their school community and think not only What is but what can be and get their idea across in their writing.

Reflect on the troubles they see in their classrom, school adn local community and think "What could make this better?" and work toward making those possibilities come true. In addition, children will know that writing is a way to act on the world and persuasive writing is a way to organize collective action. Writers will persuade others to join a cause.

Meaning

Big Ideas & Understandings

Students will understand that...

- Writers look at the world in a new way seeing not just what it is, but what could be and write to help make a change.
 - Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause.
 - Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them.

Essential Questions

Students will keep considering...

- How can writers look at the world around them in a new way to see what could make things better?
 - How can our writing spread our opinions and convince people to agree with us?
 - How can we join together to make a change in our world?

Acquisition

Knowledge

Skills

Unit 5: Persuasive Writing of All Kinds (Book IV)

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Acquisition

Students will know...

- that forming an opinion based on a topic is a way to craft persuasive writing.
- that adding details will enhance the experience for their readers.
- that information needs to be presented in detailed steps.
- that writers use speech prompts which allow for elaboration.
- that writers use tools to revise their writing, make their writing stronger and for editing.

Students will be skilled at...

- Formulating an opinion based on a topic.
 - Creating several opinions on the same topic.
 - Providing reasons and consequences that support their opinions.
 - Using a variety of media to support their opinions.
 - Incorporating what they've learned from mentor texts into their own writing.
 - Adding details that are angled toward their reader. Include big feelings in their writing.
 - Telling what to do in detailed steps and include illustrations for each step that teach the reader how to solve the problem.
 - Selecting a topic to present and create a petition.
 - Examining their petition for places to insert speech prompts which allow them to elaborate.
 - Expressing their petition orally to the class.
 - Utilizing writing tools to revise and edit their work.

Unit 5: Persuasive Writing of All Kinds (Book IV)

Kindergarten Writing - Last Updated on August 9, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Rubric for Persuasive Text: file:///C:/Users/gschiano/Downloads/RU_OP_GK.pdf</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric	<p>Performance Task(s): Writing Pathways</p> <p>Publish a How To Text</p>
	<p>Other Evidence:</p>

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Exploring Opinion Writing: Making Our School a Better Place

Mentor Text: Click, Clack, Moo, Cows That Type

Session 1: Words Are Like Magic Wands: They Can Make Things Happen

(Unit 4, pg. 5) Today I want to teach you that if you are going to make the world a better place, first you need to ask, “Where is there a problem?” After thinking of a problem, you think of ways to solve it. Then you write to make things better.

Writers Write to Make the World Better

1. See a problem.
2. Think of ways to solve it.
3. Write it down.

Session 2: Convincing People: Providing Reasons and Consequences

(Unit 4, pg. 13) So writers, today I want to teach you that you can be like the Pied Piper, getting people to follow your idea, and you can do this using words, not a flute. One way that sometimes works to get people to follow your ideas is to give them lots and lots of reasons why they should follow your idea. The more reasons you give them, the more convincing you will be!

Convincing People

- Include lots of reasons

Session 3: Don’t Stop There! Generating More Writing for More Causes

(Unit 4, pg. 22) Today I want to teach you that opinion writers don’t just say one thing and say “Oh well. I hope that helps, but it is not my business.” No way! Instead, they keep writing more and more to tackle the problem they’ve seen. They write to different people, in different ways, and suggest different solutions. They keep at it.

Anchor Chart: Writers Write to Make the World Better! (pg. 22)

(We care a whole awful lot, just like the Lorax)

1. See a problem.

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2. Think.

3. Write a lot.

Writers Can Make a...

- Sign
- Letter
- Song
- List
- Petition

Session 4: Writers Reread and Fix Up Their Writing

(Unit 4, pg. 30) Today I want to teach you that writers don't wait around for someone else to tell them how to make their writing better-or in this case how to make their writing more persuasive, more convincing. Writers reread what they have written and think, 'How can I make this even better?' then they change their writing , without anyone telling them what to do. Writers are the bosses of their own writing.

Review Anchor Chart: When we are done, We've just begun! (pg. 31)

We can...

- Reread
- meet with partners
- add more drawings and labels
- tell more reasons
- give and "or else..."
- add speech bubbles

Session 5: Spelling Strategies Give Writers Word Power

(Unit 4, pg. 39) Today I want to teach you that even when words are hard, writers don't say "Help me! Help me!", instead writers think about all the ways they know how to write words. Then they decide which strategies they will use to spell the best they can.

Writers Don't Say " How do you spell..?"

1. Check the word wall
2. Use the room.
3. Stretch and listen.

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4. Listen for little words.
5. Don't forget the vowel.

Session 6: Letter to Teachers: Writers Write as Many Books as They Can

(Unit 4, pg. 46) Today I want to teach you that opinion writers don't wait around quietly, hoping that someone will ask to learn their opinion. Opinion writers get their words out into the world so lots of people will be able to know and care about the message.

Anchor Chart: Writers Write to Make the World Better! (pg. 47)

*Add: decide who?

Spreading the Word!

1. Think WHO needs to read this?
2. Think, "How can I get my writing to those readers?"
3. Plan
4. Share your writing

Bend II: Sending Our Words Out Into The World: Writing Letters to Make A Change

Mentor Text: Can I Be Your Dog?

Session 7: Writing Letters that Reach Readers

(Unit 4, pg. 57) Today I want to teach you that when you are writing a letter, it helps to imagine the person is standing right beside you, and then you almost talk to the person, only you are talking to the page.

1. See a problem
2. Think
3. Decide who you're writing the letter to!
4. Tell the reader the problem
5. Give details!
6. Write a lot!

Anchor charts:

Powerful Letters....

Tell the reader the problem.

Give reasons why this is a problem.

Add some details.

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Session 8: Studying a Mentor Text

(Unit 4, pg. 68) Guided Inquiry: “What does Lily do in her letter that makes it a special one? What makes it a convincing letter? How can we do this in our letters too?”

We Can Be Really Convincing

- Tell your opinion. “I think...”
- Tell a little story.
- Give lots of reasons.
- Give a fix-it idea
- Be polite... “Please...” “Thank you!”

Session 9: Knowing Just What to Say: Angling Letters to Different Audiences

(Unit 4, pg. 76) Today I want to teach you that persuasive writers write many letters to fix the problems they see. They ask, “Who else can help me fix this problem? What do I need to tell this reader? Or that one?”

Fixing the Problem

1. Who else can help?
2. Write a letter to them!
3. What do I need to tell this reader?

Continue with anchor chart pg. 57

Session 10: How Can We Make it Better? Imagining Solutions

(Unit 4, pg. 84) Today I want to teach you that persuasive writers suggest solutions to the problems they see. Writers include “fix-it” ideas into their letters so that readers know possible ways to take action. To include solutions first the writer thinks of what the solution might be, and then the writer writes. First, you think of exactly what you want the other person to do, and then you write, “Maybe we can...” or “We should...” and include the solution right in the letter.

Imagining Solutions

1. Think of what you want the other person to do.
 2. Write.
- “Maybe we can...”

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- “We should...”

Review Anchor Chart: We Can Be Really Convincing (pg. 84)

Session 11: Letter to Teachers: Wait! What’s That Say? Fixing Up Letters before Mailing Them

(Unit 4, pg. 93) Today I want to remind you that writers check over their work carefully before sharing it with others, making sure it is clear and easy to read. One way you can make sure your writing is clear is to reread, looking especially for places that are confusing or hard to read. Then you can pick up your pens and fix those parts.

Checking Your Work

1. Reread your book.
2. Look for places that are confusing or hard to read.
3. Pick up your pen and fix it up!

Session 12: Draw on Repertoire of Strategies to Write about a Word Problem

(Unit 4, pg. 98) Today I want to teach you that when writers tackle new projects, they start by recalling all they already know how to do. If the project is writing to persuade people of something, writers think, “What do I know about ways writers can write to make the world better?” Then, writers go back and use what they already know how to do as directions to help them get started.

Tackling New Projects

1. Think of a specific problem.
2. Think, “How could people fix this problem?”
3. Think...

- “What can I write?”
- “Who can help?”

Review Anchor Chart: Writers Make the World a Better Place (pg. 99)

Session 13: Sound Like an Expert! Teaching Information to Persuade Your Audience

(Unit 4, pg. 107) Here it is. The best way to make your writing stronger is to include important information. You can get that information by researching, which means looking closely, talking to people, asking questions, and reading. Then you can include those details and facts in your writing. That’s another way

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we can be really convincing.

How to Include Important Information in Opinion Writing

1. Think about all you know about your topic.
2. Add the information to your piece.

Anchor Chart: We Can Be Really Convincing (pg. 107)

*Add: include important information

Session 14: Letter to Teachers: More on Adding Detailed Information to Persuasive Writing

(Unit 4, pg. 113) Writers, today I want to teach you that if you want to be sure that whatever you are writing about is filled with lots of precise details, it can often help to read a bit about the topic you are writing about.

1. Reread what was already written
2. Pick a book on your topic and be on the lookout for new information you can read about
3. If it's important, put a post it on the page and keep reading on!
4. Come back to your writing and add the details from the post its!

Anchor Chart:

Writers Add Details to their Opinion Pieces by...

- Reading about that topic

Session 15: Writing How-To Books to Make a Change

(Unit 4, pg. 117) Today I want to teach you that when you explain your solutions to readers, sometimes it helps to do that by writing a how-to book. After you think, "What should people do to fix this problem", you write every step in a way that teaches readers exactly what to do.

Explaining your solution

1. Think...
 - "WHAT should people do to fix this problem?"
 - "HOW can people fix this problem?"
2. Plan out all the steps, one at a time.
3. Write every step so that it teaches the readers exactly what to do.

Review Anchor Chart: How-To Writing (pg. 118)

Review Anchor Chart: Writers Can Make a...

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Session 16: Letter to Teachers: Editing for Punctuation: Partner Work

(Unit 4, pg. 124) Today I want to teach you that writers make sure that punctuation marks are in all the right places so that their writing sounds exactly the way they want it to. You can reread your piece and include the marks that will tell the reader exactly how to read it.

Punctuation Parties

1. Read your story the way you want it to sound.
2. Think, "What punctuation mark matches my voice?"
 - Exclamation mark = excitement
 - Question mark = questioning or wondering
 - Period = telling
3. Insert the matching punctuation with a punctuation pen!

Session 17: Speaking Up and Taking a Stand: Planning and Rehearsing Speeches

(Unit 4, pg. 129) Today I want to teach you that presenters make a plan for the words and ideas they want to share with their audience. You can reread your writing and think, "What sentences are most important: What else do I think? What stories can I tell to say even more?" Then you can mark parts in your writing where you can say more- things you haven't yet written- and rehearse your speech out loud, practicing reading part of it and then saying more.

Planning and Rehearsing Speeches

1. Reread your writing.
2. Think...
 - "What sentences are most important?"
 - "What else do I think?"
 - "What stories can I tell to say even more?"
3. Mark those parts.
4. Rehearse out loud to practice how your speech might go.

Anchor Chart: Planning Out Loud! (pg.131)

-This is important because...

-You should know...

-I think...

-One time...

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Anchor Chart: Make People Really Listen! (pg. 135)

*Speech Makers Can...

Talk LOUD!

- Show big feelings.
- Stand up tall.
- Use body talk.

Session 18: Fixing and Fancying Up for Publication Using the Super Checklist

(Unit 4, pg. 137) Today I want to teach you that writers need to make sure that their writing says exactly what they want it to say and also make sure that is readable, before they send it out to the world.

Is My Writing Readable?

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you included that.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.

Session 19: Letter to Teachers: The Earth Day Fair: An Author's Celebration

(Unit 4, pg. 143) Celebration

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Persuasive Writing of All Kinds, by Lucy

Calkins

- The Writing Strategies Book by Jen Seravallo
- Click, Clack, Moo, Cows That Type
- Can I Be Your Dog?

Student resources:

- Bend anchor charts

Differentiated writing paper

- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

Unit 5: Persuasive Writing of All Kinds (Book IV)

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- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 6: All About Books (If Then...)

Kindergarten Writing - Last Updated on July 27, 2021

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Link Community Charter School
Board of Trustee
Governance Committee Report
August 18th, 2021

In attendance: Denise Smith, Brenda Daughty, Maria Pilar Paradiso, Sharon Machrone, and Debbie Paczkowski

Discussion:

1. Sharon suggested the board consider adding the word “elementary” to the current LCCS Mission Statement. It is a temporary fix until the board does its formal review of the mission statement since we are launching kindergarten this year.
2. Sharon recommends a revision of Policy 8601 Student Supervision at Dismissal. The revision includes the addition of kindergarten through grade 4. Currently the policy only refers to grade 5.
3. Maria spoke of reopening with regards to health issues. She said the covid landscape keeps changing and she will adapt accordingly. Maria will update the board at the August board meeting on the healthy and safety protocols.
4. Kindergarten update, 26 students are registered, additional advertising is planned
5. Maria spoke of needing more space with the launch of kindergarten, LCCS needs more classroom and office space. LCCS business office and LEP will need to move out of the building. A possible space has been located. This will entail an increase in rent for LCCS- both in the current school building and in a new space.

**SUMMARY OF BYLAWS, POLICIES, AND REGULATIONS FOR FIRST READING ON JULY 12, 2021 AND
SECOND READING ON AUGUST 16, 2021**

- P 0131 Bylaws, Policies, and Regulations (Recommended)**
- Now references and defines “regulations” because some regulations are required by statute and administrative code
 - Makes provision for abolishment of bylaws, policies, and regulations at one meeting
- P 1649 Federal Families First Coronavirus Response Act (Mandated)**
- Abolished as the end date in the policy was December 31, 2020.
- P3134 Assignment of Extra Duties (Suggested)**
- Updated to reference the state statute that permits a Board to assign a qualified person who holds an appropriate NJ teaching certificate to an extra-curricular position when the board is unable to fill the position with a qualified person .
- P & R 3142 Nonrenewal of Nontenured Teaching Staff Member (Recommended)**
- Clarifies “days” as “calendar” days (excerpt in one place where administrative code uses working days.)
 - Recodified to N.J.A.C. 6A: 10-9.1; no effect on current procedures regarding the nonrenewal of nontenured teaching staff.
- P & R 4146 Nonrenewal of Nontenured Support Staff Member (Recommended)**
- Same as above
- P & R 6471 School District Travel (Mandated)**
- Rewritten to shorten the policy and put detail in the regulation. No substantial changes.
 - Code sections were re-written to align with NJ Department of Treasury, Office of Management and Budget Circular 16-11.
- P 8561 Procurement Procedures for School Nutrition Programs (Mandated)**
- Removed a NJDA chart/appendix that changes often but makes reference to it in the policy.

0131 BYLAWS, AND POLICIES, AND REGULATIONS

The Board of Trustees shall exercise its rule-making power by adopting, **revising, and abolishing** bylaws, ~~and~~ policies, **and regulations** for the organization and operation of the school district.

“Regulations” for the purpose of this Bylaw are only those regulations that are required to be adopted by the Board.

Adoption, Amendment, and **Abolishment** ~~Repeal~~

Bylaws, ~~and~~ policies, **and regulations** may be adopted; **and revised** ~~amended, and repealed~~ at any meeting of the Board, provided the proposed adoption; **or revision** ~~amendment, or repeal~~ has been ~~proposed and~~ approved **by the Board** at a previous meeting of the Board.

Bylaws, policies, or regulations may be abolished at any meeting of the Board without the proposed abolishing of the proposed bylaw, policy, or regulation being approved by the Board at a previous meeting of the Board.]

The Board shall at its organization meeting or annually at a meeting of the Board and by a majority vote of those present and voting, readopt existing bylaws, policies, and regulations without prior notice.

Adoption, Amendment, and Repeal

The Board may, under emergency circumstances, suspend the operation of a bylaw, ~~or~~ policy, **or regulation** and adopt, **revise** ~~amend~~, or **abolish** ~~repeal~~ a bylaw, ~~or~~ policy, **or regulation** without prior notice. The emergency adoption, **revision** ~~amendment~~, or **abolishment** ~~repeal~~ of a bylaw, ~~or~~ policy, **or regulation** shall terminate at the next meeting of the Board or at such earlier date as may be specified by the Board unless further acted upon by the Board **in accordance with this Bylaw.**

The adoption, **revision** ~~amendment~~, **abolishment** ~~repeal~~, or suspension of a bylaw, ~~or~~ policy, **or regulation** shall be recorded in the minutes of the Board. Any **bylaw, policy, or regulation** or part of a **bylaw, policy, or regulation** that is superseded by a term in a negotiated agreement or by a subsequently adopted **bylaw, policy, or regulation** shall no longer be in force and effect as a **bylaw, policy, or regulation** and shall be **abolished by the Board in accordance with this Bylaw.**

Promulgation and Distribution



~~A~~ **The** manual of bylaws, ~~and~~ policies, **and regulations** shall be maintained. The bylaws and policies manual will be posted on the ~~board's password protected page of the school website~~. A hard copy of the bylaws, policies, and regulations shall reside in the ~~offices of the Head of School, Recording Secretary and the Main Office~~.

The **Head of School** shall institute a plan for the orderly promulgation of policies to staff members who are affected by them and shall provide staff members with access to an up-to-date manual of Board bylaws, ~~and~~ policies, **and regulations**.

~~Each copy of the manual of bylaws and policies shall be numbered; a record of the placement of each manual shall be maintained by the Recording Secretary. Copies of revised pages will be furnished to the holders of manuals as changes are made to bylaws and policies. The holder of a policy manual shall return the manual to the Board Secretary upon the termination of his/her service to the district.~~

The manual of bylaws, ~~and~~ policies, **and regulations** shall be considered a public record open to inspection in the ~~office of the Head of School~~ school's Main Office. The manual retained in the Main Office shall be considered the master copy of the ~~policy manual and shall not be modified by any person other than the Head of School or his/her designee~~.

Consideration Development of Bylaws, and Policies, and Regulations

Bylaws, ~~and~~ policies, **and regulations** will be ~~developed and~~ considered **for adoption** by the Board in accordance with the following procedure:

1. A **recommendation for a new or revised bylaw, or policy, or regulation** ~~shall may be recommended suggested~~ to the Board **and/or Superintendent** ~~by any Board member, the Superintendent, any staff member, or a member of the public;~~
2. A **recommendation suggestion** for a new or revised bylaw, ~~or~~ policy, **or regulation** may be referred, at the discretion of the **Board** President and as appropriate to the subject, to the Superintendent, a Board committee, or a public advisory committee for study and formulation of a recommendation to the Board. Any study of a **new or revised recommended bylaw, policy, or regulation suggestion** ~~will should~~ consider whether the matter is adequately addressed in existing Board **bylaw, policy, or regulation** ~~and whether the matter is more appropriately addressed by administrative regulation;~~



3. If a recommendation for a new or revised bylaw, ~~or~~ policy, **or regulation** results from referral for study, a proposed draft will be **referred to the Superintendent and at the discretion of the Board President and as appropriate to the subject, to a Board committee** ~~submitted to the Board for discussion and approval on first reading. Copies of the proposed draft will be made available to staff members and the public, and comment will be invited. Changes in the draft may be made, by a simple majority vote, when the draft is presented for approval on first reading;~~
4. All proposed new and revised bylaws, policies, and regulations shall be submitted to the Superintendent. The Superintendent or designee will review all new and revised draft bylaws, policies, and regulations prior to the Board receiving a draft of new or revised bylaws, policies, or regulations for Board consideration;
54. The proposed draft, **bylaw, policy, or regulation** approved by the Board on first reading, will be submitted for adoption at **a the next succeeding regular** meeting of the Board. **Revisions** ~~Changes~~ in the draft may be made **at any meeting prior to adoption** by a simple majority vote **of the Board**. A **revision at any succeeding meeting** ~~change~~ that alters the substantive meaning of the draft will constitute a new first reading, and the draft must be presented for adoption at **a the next** succeeding Board meeting. A change that is merely editorial may be followed by a vote to adopt the new or revised bylaw, ~~or~~ policy, **or regulation** on second reading.

N.J.S.A. 18A:11-1

Adopted: 26 March 2014
Revised: 19 October 2015



ASSIGNMENT OF ~~ADDITIONAL~~ EXTRADUTIES

3134 ASSIGNMENT OF ~~ADDITIONAL~~ EXTRA DUTIES

The professional responsibilities of teaching staff members include such extra duties as may be assigned by the Head of School or designee ~~Board of Trustees~~. The **Superintendent or designee will, in accordance with the Board of Trustee's managerial prerogative,** ~~The Board will appoint~~ assign teaching staff members to extra ~~duty positions~~ duties including, **that are in accordance with applicable law.** ~~but not necessarily limited to, the positions of department chairperson, account treasurer, co-curricular activity advisor, instructor, athletic coach, monitor (hall, cafeteria, etc.), chaperone, and advisor.~~

All aspects of assignment to, retention in, dismissal from, and any terms and conditions of employment concerning extra-curricular activities shall be deemed mandatory subjects for collective negotiations in accordance with the provisions of N.J.S.A. 34:13A-23.

~~A teaching staff member who requests appointment to an extra duty position may be given preference over other candidates for the position. Wherever possible, the Board will fill athletic coaching positions with physical education teachers.~~

~~Any teaching staff member appointed to an extra duty position is expected to serve unless excused for extenuating circumstances. A member's refusal to serve or resignation from extra duty service without permission may constitute an act of insubordination subject to discipline.~~

~~A teaching staff member can accrue no tenure or seniority rights in an extra duty position and is not entitled to reappointment to an extra duty position.~~

Performance in **any an extra duties duty position may** will be considered in a teaching staff member's evaluation, ~~in determining whether to renew a nontenured member, and in determining which of two or more tenured members with identical seniority entitlements will be retained in a reduction in force.~~

~~The Head of School will inform the Board of extra duty positions required for the implementation of the district's program, post notice of vacancies in those positions, and recommend appointments to those positions.~~

N.J.S.A. 18A:27-4

Adopted: 8 September 2014



NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Trustees recognizes its obligation to employ only those staff members best trained and equipped to meet the educational needs of the students of this school. The Board shall discharge that obligation by retaining in service only those non-tenured teaching staff members who meet those standards. The Board will renew the employment contract of a **nontenured** teaching staff member only upon the recommendation of the Head of School and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. A non-tenured teaching staff member who is not recommended for renewal by the Head of School is deemed non-renewed.

When the non-tenured teaching staff member's performance does not meet the standards of the school, the Head of School shall recommend not to renew the teaching staff member's contract. Prior to notifying the non-tenured teaching staff member of the nonrenewal, the Head of School will notify the Board of the recommendation not to renew the non-tenured teaching staff member's contract and the reasons for the recommendation. The Head of School may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Head of School will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the non-tenured teaching staff member their employment will be discussed in executive session in order for the non-tenured teaching staff member to exercise their statutory right to request a public discussion.

On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Trustees since the preceding September 30 shall receive a written notice from the Head of School that such employment will not be offered if the Head of School recommends the nontenured teaching staff member not be renewed. ~~The Head of School shall notify each nontenured teaching staff member to whom reemployment will not be offered of such nonrenewal in writing on or before May 15. Any nontenured teaching staff member receiving who received written notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days of receiving such notification thereafter, request in writing a statement of the reasons for nonrenewal such non-employment which shall be given to the nontenured staff member in writing within thirty calendar days after the receipt of such request. The Head of School will provide a written statement of reasons within thirty days after the receipt of any such request.~~

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment **pursuant to N.J.S.A. 18A:27-3.2,** the nontenured teaching staff member **may request in writing** ~~shall have the right to an~~



NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

informal appearance before the Board. **The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons** ~~to permit the staff member an opportunity to convince the members of the Board to offer reemployment. The staff member must request the appearance before the Board within ten calendar days of the nontenured teaching staff member's receipt of the statement of reasons. The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1.~~

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured teaching staff member who was not recommended for reemployment by the Head of School. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Head of School, offer the nontenured teaching staff member reemployment after the informal appearance before the Board. **Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination** ~~The nontenured teaching staff member will be notified of the Board's final determination within three days following the informal appearance before the Board.~~

N.J.S.A. 18A:27-3.1; 18A:27-3.2; 18A:27-4.1; 18A:27-10 et seq.
N.J.A.C. 6A:10-8.1

Adopted: 10 June 2014



REGULATION

LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

TEACHING STAFF MEMBERS

R 3142/Page 1 of 5

NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

R 3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

A. Evaluations

1. Each non-tenured teaching staff member shall be evaluated in strict compliance with ~~statute~~, N.J.S.A. 18A:27-3.1, ~~rules of the State Board of Education~~, N.J.A.C. 6A:10-1.1 et seq., and the policies and procedures of this school.

B. Nonrenewal Recommendation

1. When a nontenured teaching staff member's performance does not meet the standards of the **school** district, **employment will not be offered to the nontenured teaching staff member for the succeeding** ~~Principal or the nontenured teacher's immediate supervisor shall recommend to the Superintendent that the teaching staff member should not be reemployed in the following~~ school year.
2. **On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Trustees since the preceding September 30 shall receive a written notice from the head of School that such employment will not be offered if the Head of School recommends the nontenured teaching staff member not be renewed** ~~The nontenured teaching staff member shall be informed by the Superintendent of Schools, in writing, that employment for the next succeeding school year will not be offered. This written notice shall be provided to the nontenured teaching staff member on or before May 15.~~
3. A recommendation by the Head of School **to not renew for nonrenewal a nontenured teaching staff member's contract for the succeeding school year** may be based upon the nontenured teaching staff member's **observations**, evaluations, job performance, or any factor affecting his/her employment in **the this school** district.
4. **A n**~~N~~ontenured teaching staff members' **employment** contracts can ~~only~~ be renewed **only** upon the Head of School's recommendation and a **recorded roll call** majority vote of the full **membership of the** Board. The Board **shall** ~~may~~ not withhold its approval for arbitrary and capricious reasons.



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TEACHING STAFF MEMBERS

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NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

C. Nonrenewal Action

1. The Head of School will notify Board members of the recommendation not to renew a the staff member's contract and the reasons for the recommendation in a written notice to the Board no later than May 10.
2. A non-tenured teaching staff member not recommended for renewal by the Head of School is deemed not renewed. A Board's vote is not required on the Head of School's recommendation(s) to not renew a non-tenured teaching staff member's contract.

D. Notice of Nonrenewal

- ~~1. Notice of the Head of School's decision not to renew shall be given to each non-tenured teaching staff member not recommended for renewal on or before May 15 in accordance with N.J.S.A. 18A:27-10. The Board may delegate the Head of School or the Board Recording Secretary to give the written notice of nonrenewal.~~
1. The nonrenewal notice shall be ~~in writing and~~ provided to the non-tenured teaching staff member not recommended for renewal **by the Head of School** on or before May 15. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the non-tenured teaching staff member's address of record.

E. Request for Statement of Reasons

1. **Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing, a statement of the reasons for such non-employment which shall be given to the nontenured teaching staff member in writing within thirty calendar days after the receipt of such request. A nonrenewed teaching staff member will be given a written statement of the reasons for which he/she was not renewed provided the teaching staff member's request for a statement of reasons has been received by the Superintendent within fifteen calendar days after the teaching staff member received written notice of his/her nonrenewal. N.J.S.A. 18A:27-3.2.**



2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the **nontenured staff member's** employee's **observations and** evaluations and the **nontenured staff member** ~~employee~~ has been given a copy of those **observations and** evaluations, the statement of reasons may incorporate the **observations and** evaluations by reference.
 3. The **written** statement of reasons will be prepared by the Head of School. ~~and shall be delivered to the employee who requested it within thirty calendar days after the receipt of the employee's request.~~
- F. Nonrenewal Appearance
1. **Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing, a statement of the reasons for such non-employment which shall be given to the nontenured teaching staff member in writing within thirty calendar days after the receipt of such request.** ~~A teaching staff member who has requested a statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, will be granted an informal appearance before the Board to discuss those reasons, provided that he/she had submitted to the Head of School a written request for such an appearance no later than ten calendar days after the non-tenured teaching staff member's receipt of the written statement of reasons. N.J.A.C. 6A:10-8.1(a).~~
 2. ~~The~~ **A** date for the informal appearance shall be scheduled within thirty calendar days from the teaching staff member's receipt of the Board's statement of reasons. ~~The appearance shall be conducted at an executive session for which notice has been given in accordance with N.J.S.A. 10:4-13.~~
 3. The Board will **exercise discretion in determining** ~~determine~~ a reasonable length of time for the proceeding, ~~to be devoted to the appearance,~~ depending upon each instance's specific circumstances.



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NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

4. The proceeding of an informal appearance before the Board may be conducted **in executive session** pursuant to N.J.S.A. 10:4-12(b)(8). **If conducted in executive session, notice must be given in accordance with N.J.S.A. 10:4-13.**
5. **The Board shall provide the nontenured teaching staff member adequate written notice regarding the date and time of the informal appearance.** ~~The teaching staff member requesting the appearance shall be given written notice, no later than forty eight hours in advance of the meeting at which it is scheduled, of the date, time, place, and duration of the appearance.~~
6. **The nontenured teaching staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured teaching staff member the opportunity to convince Board of Trustees' members to offer reemployment.** ~~The purpose of the appearance shall be to permit the non-renewed teaching staff member the opportunity to convince the members of the Board to offer reemployment. To those ends, the appearance shall be informally conducted. This appearance provides a mechanism by which the non-tenured teaching staff member, whose renewal has not been recommended by the Head of School, can appeal to the Board, on which the Head of School sits as a non-voting member pursuant to N.J.S.A. 18A:17-20.~~
7. The proceeding of an informal appearance before the Board shall be conducted with the Chairperson of the Board presiding. ~~and the appearance shall not be an adversary proceeding.~~
8. The **nontenured** teaching staff member may be represented by an attorney or by one individual of his/her choosing. ~~He/She~~ **The nontenured teaching staff member** may present, **on his or her behalf**, witnesses to testify ~~on his/her behalf.~~ **Witnesses who** do not need to present testimony under oath and ~~their statements may be recorded.~~ **The shall not be cross-examined by the Board will hear witnesses and shall not cross-examine them.** Witnesses **shall** be called **one at a time** into the meeting to address the Board ~~one at a time~~ and shall be excused from the meeting after making their statements.

G. Final Determination



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NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

1. ~~A non-tenured teaching staff member not recommended for renewal by the Head of School is deemed not renewed.~~ A Board vote is not required on the Head of School recommendation(s) to not renew a non-tenured teaching staff member. However, after an informal appearance before the Board, the Head of School may make a recommendation for reemployment **of the nontenured teaching staff member** to the voting members of the Board. ~~The voting members of the Board, by a majority vote of the full Board in public session, must approve the reemployment based on the Superintendent's recommendation.~~ **If the Head of School recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the Head of School's recommendation for reemployment.**
2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Head of School, offer the nontenured teaching staff member reemployment after the informal appearance before the Board.
3. **Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Head of School or Board Recording Secretary.** ~~The final determination will be delivered to the teaching staff member, in writing, no later than three days following the informal appearance. The Board may delegate the Head of School or the Board Secretary to deliver the final determination.~~

Issued: 10 June 2014



NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

The Board will renew the employment contract of a non-tenured support staff member only upon the recommendation of the Head of School and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A non-tenured support staff member who is not recommended for renewal by the Head of School is deemed non-renewed.

When the non-tenured support staff member's performance does not meet the standards of the school, the Head of School shall recommend not to renew the **nontenured** support staff member's contract. Prior to notifying the non-tenured support staff member of the nonrenewal, the Head of School will notify the Board of the recommendation not to renew the **nontenured** support staff member's contract and the reasons for the recommendation. The Head of School may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Head of School will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the non-tenured support staff member their employment will be discussed in executive session in order for the **nontenured** support staff member to exercise their statutory right to request a public discussion.

The Head of School shall provide written notification to ~~notify~~ each non-tenured support staff member to whom reemployment will not be offered in writing in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.

Any nontenured support staff member **receiving notice that a contract for the succeeding year will not be offered, may within fifteen calendar days, request in writing a statement of the reasons for such nonemployment which shall be** ~~whose contract is not renewed shall have the right to a written statement of the reasons for nonrenewal, provided the request for the statement of reasons is made within fifteen days of the Head of School's written notification of nonrenewal to the support staff member. The statement of reasons shall be provided~~ **given to the** a nontenured support staff member **in writing** within thirty **calendar** days after the receipt of **such** ~~the~~ request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment **pursuant to N.J.S.A. 18A:27-3.2,** the nontenured support staff member **may request in writing** ~~shall have the right to an~~



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informal appearance before the Board. **The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons** ~~to permit the support staff member an opportunity to convince the members of the Board to offer reemployment, provided that a request for such an appearance is received within ten days after the support staff member receives the statement of reasons provided by the Head of School. The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1.~~

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured support staff member who was not recommended for reemployment by the Head of School. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Head of School, offer the nontenured support staff member reemployment after the informal appearance before the Board. **Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination.** ~~The support staff member will be notified of the Board's final determination within three days following the informal appearance before the Board.~~

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Head of School of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This policy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. 18A:27-3.2; 18A:27-4.1;
N.J.A.C. 6A:10-9.1

Adopted: 8 September 2014



R 4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

A. Evaluations

1. Each non-tenured support staff member shall be evaluated at least one time each school year.
2. Evaluations shall set forth both the strengths and weaknesses of the non-tenured support staff member in order to provide an accurate assessment of his/her performance and to encourage the improvement of that performance.
3. Supervisors shall constructively point out performance deficiencies and offer assistance to non-tenured support staff members in the improvement of professional skills.

B. Nonrenewal Recommendation

1. When a nontenured support staff member's performance does not meet the standards of the **school** district, **employment will not be offered to the nontenured** support staff member's ~~immediate supervisor~~ for the ~~next succeeding~~ **shall recommend to the Head of School, no later than April 1,** ~~that the support staff member should not be reemployed in the following~~ school year.
2. The nontenured support staff member shall be informed by the Head of School of Schools, in writing, that employment for the next succeeding school year will not be offered. This written notice shall be provided to the nontenured support staff member in accordance with the **timelines and** terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.
3. A recommendation by the Head of School **to not renew the nontenured support staff member for nonrenewal** may be based upon the nontenured support staff member's evaluations, job performance, or any factor affecting his/her employment in **the school** ~~this~~ district
4. A nontenured support staff member contract can ~~only~~ be renewed **only** upon the Head of School's recommendation and a majority vote of the full

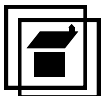


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membership of the Board. The Board **shall** ~~may~~ not withhold its approval for arbitrary and capricious reasons.

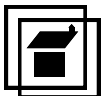
C. Nonrenewal Action

1. **Prior to notifying the nontenured support staff member of the nonrenewal, the Head of School shall notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation.** ~~The Head of School will notify Board members of the recommendation not to renew a nontenured teaching staff member's contract before notifying the nontenured teaching staff member of the recommendation to not renew. The Head of School may notify the Board members of the recommendation not to renew the nontenured support teaching staff member's contract and the reasons for the recommendation in a written notice to the Board. In or in the alternative, the Head of School may notify the Board members of the recommendation not to renew a nontenured teaching staff member in an executive session. Using this option If notification is provided to the Board in executive session, Head of School and the Board will meet in executive session in accordance with the timelines and terms of any applicable individual contract, or any other agreement between parties prior to May 15 to review the Head of School's recommendation(s) for nonrenewal of nontenured teaching staff members.~~
 - a. Notice of the executive session shall be given in accordance with N.J.S.A. 10:4-13 and individual notice shall be given, not less than forty-eight hours in advance of the meeting, to those nontenured support staff members whose possible nonrenewal will be discussed at the meeting. If any such **nontenured support staff member** ~~employee~~ requests the discussion take place in public, the recommendation for his/her nonrenewal will be severed from any other nonrenewal recommendation and will be scheduled for discussion at a public meeting.
2. **The Head of School will ensure the timelines for nonrenewal action are in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.**



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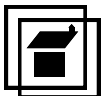
3. A non-tenured support staff member not recommended for renewal by the Head of School is deemed not renewed. A Board **of Trustees** vote is not required on the Head of School's recommendation(s) to not renew a non-tenured support staff member's contract.
- D. Notice of Nonrenewal
- ~~1. Notice of the Head of School's decision not to renew shall be given to each non-tenured support staff member not recommended for renewal in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. The Board may delegate the Head of School or the Board Secretary to give the written notice of nonrenewal.~~
 1. The nonrenewal notice shall be ~~in writing and~~ provided to the non-tenured teaching staff member not recommended for **renewal by the Head of School** in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the non-tenured support staff member's address of record.
- E. Request for Statement of Reasons
1. **Any nontenured support staff member receiving notice that a contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing thirty calendar days after the receipt of such request.** ~~A nonrenewed support staff member will be given a written statement of the reasons for which he/she was not renewed provided the support staff member's request for a statement of reasons has been received by the Head of School within fifteen calendar days after the support staff member has received written notice of his/her nonrenewal.~~
 2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the **nontenured support staff member's** ~~employee's~~ evaluations and the



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nontenured support staff member ~~employee~~ has been given a copy of those evaluations, the statement of reasons may incorporate the evaluations by reference.

3. The statement of reasons may be prepared by the Head of School or the Board Secretary and shall be delivered to the **nontenured support staff member** ~~employee~~ who requested **the statement of reasons** ~~it~~ within thirty calendar days after the receipt of the **nontenured support staff member's** ~~employee's~~ request **for the statement of reasons**.
- F. Nonrenewal Appearance
1. **Whenever the nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons** ~~A support staff member who has requested a statement of reasons for his/her nonrenewal will be granted an informal appearance before the Board to discuss those reasons, provided that he/she had submitted to the Head of School a written request for such an appearance no later than ten calendar days after the support staff member's receipt of the written statement of reasons.~~
 2. ~~A date for the~~ **The** informal appearance shall be scheduled within thirty calendar days from the **nontenured** support staff member's receipt of the Board's statement of reasons. ~~The appearance shall be conducted at an executive session for which notice has been given in accordance with N.J.S.A. 10:4-13.~~
 3. The Board will **exercise discretion in determining** ~~determine~~ a reasonable length of time **for the proceeding** ~~to be devoted to the appearance~~, depending upon each instance's specific circumstances.
 4. The proceeding of an informal appearance before the Board may be conducted **in executive session** pursuant to N.J.A.C. 10:4-12(b)(8). **If conducted in executive session notice must be given in accordance with N.J.S.A. 10:4-13.**



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53. The Board shall provide the nontenured support staff member adequate written notice regarding the date and time of the informal appearance. ~~The support staff member requesting the appearance shall be given written notice, no later than forty eight hours in advance of the meeting at which it is scheduled, of the date, time, place, and duration of the appearance.~~
 64. The nontenured support staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured support staff member the opportunity to convince Board of Trustees' members to offer reemployment. ~~The purpose of the appearance shall be to permit the nonrenewed support staff member to convince the members of the Board to offer reemployment. To those ends, the appearance shall be informally conducted. This appearance provides a mechanism by which the nontenured support staff member, whose renewal has not been recommended by the Head of School, can appeal to the Board, on which the Head of School sits as a non-voting member pursuant to N.J.S.A. 18A:17-20.~~
 7. The proceeding of an informal appearance before the Board shall be conducted with the Chairperson of the Board presiding ~~and the appearance shall not be an adversary proceeding.~~
 85. The nontenured support staff member may be represented by an attorney or by one individual of his/her choosing. ~~He/She~~ The nontenured support staff member may present, on his or her behalf, witnesses to testify on his/her behalf. ~~Witnesses who do not need to present testimony under oath, and their statements may be recorded. The shall not be cross-examined by the Board will hear witnesses and shall not cross-examine them.~~ Witnesses shall will be called one at a time into the meeting to address the Board one at a time and shall be excused from the meeting after making their statements.
- G. Final Determination
1. ~~A nontenured support staff member not recommended for renewal by the Head of School is deemed not renewed.~~ A Board vote is not required on the Head of School's recommendation(s) to not renew a nontenured support staff member. However, after an informal appearance before the



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Board, the Head of School may make a recommendation for reemployment **of the nontenured support staff member** to the voting members of the Board. ~~The voting members of the Board, by a majority vote of the full Board in public session, must approve the reemployment based on the Head of School's recommendation.~~ **If the Head of School recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the reemployment.**

2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Head of School, offer the nontenured support staff member reemployment after the informal appearance before the Board.
31. **Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Head of School or Board Secretary. The final determination will be delivered to the nontenured support staff member, in writing, no later than three days following the informal appearance. The Board may delegate the Head of School or the Board Secretary to deliver the final determination.**

Issued: 8 September 2014



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[See **POLICY ALERT** Nos. 184, 188 and 223]

6471 SCHOOL DISTRICT TRAVEL

The Board of Trustees shall implement a Policy and Regulation pertaining to travel expenditures for its employees and Board of Trustees members that is in accordance with N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-7, and other rules and procedures the Board of Trustees deems appropriate pursuant to N.J.A.C. 6A:23A-7.2(a). The Policy and Regulation pertaining to school district travel expenditures incorporates either expressly, in whole or in part, and/or by reference, the laws and regulations contained in N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7.

The Board of Trustees ensures the effective and efficient use of funds by adopting and implementing policies and procedures that are in accordance with N.J.S.A. 18A:11-12 and New Jersey Department of the Treasury, Office of Management and Budget (OMB) current circulars and any superseding circulars pertaining to travel, meals, events and entertainment, and the additional requirements set forth in N.J.A.C. 6A:23A-7. If any superseding circulars of the OMB conflict with the provisions of these rules, the provisions of the superseding circulars shall govern.

Any sections of State travel regulations as established by the OMB presented as OMB Travel, Entertainment, Meals, and Refreshments Circulars, that conflict with N.J.S.A. 18A:1-1 et seq. shall not be included in Policy and Regulation 6471 nor authorized under N.J.A.C. 6A:23A-7. This includes, but is not limited to, the authority to issue travel charge cards as allowed under the OMB Circulars, but which is not authorized for school districts under New Jersey school law.

The Board shall ensure, through Policy and Regulation 6471, that all travel by its employees and Board members is educationally necessary and fiscally prudent. Policy and Regulation 6471 shall include the requirement that all school district travel expenditures are:

1. Directly related to and within the scope of the employee's or district Board member's current responsibilities and, for school district employees, the school district's professional development plan, the school professional development plan, and employee's individual professional development plan;



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2. For travel that is critical to the instructional needs of the school district or furthers the efficient operation of the school district; and
3. In compliance with State travel payment guidelines as established by the OMB and with guidelines established by the Federal Office of Management and Budget; except any State or Federal regulations and guidelines that conflict with the provisions of Title 18A of the New Jersey Statutes shall not be applicable, including, but not limited to, the authority to issue travel charge cards. The Board shall specify in its travel policy the applicable restrictions and requirements set forth in the State and Federal guidelines, including, but not limited to, types of travel, methods of transportation, mileage allowance, subsistence allowance, and submission of supporting documentation including receipts, checks, or vouchers.

School district travel expenditures shall include, but shall not be limited to, all costs for transportation, meals, lodging, and registration or conference fees directly related to participation in the event.

School district travel expenditures subject to N.J.A.C. 6A:23A-7 shall include costs for all required training and all travel authorized in school district employee contracts and Policy and Regulation 6471. This includes, but is not limited to, required professional development, other employee training and required training for Board members, and attendance at specific conferences authorized in existing employee contracts, provided the travel meets the requirements of N.J.A.C. 6A:23A-7. All such expenditures are subject to the rules in N.J.A.C. 6A:23A-7, including, but not limited to, inclusion in the annual travel limit, prior Board of Trustees approval, separate tracking as described at N.J.S.A. 18A:11-12.q., and per diem reimbursements.

Travel reimbursements will only be paid upon compliance with all provisions of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471. The Board of Trustees will not ratify or approve payments or reimbursements for travel after completion of the travel event, except as provided at N.J.A.C. 6A:23A-7.4(d).

The Board of Trustees shall establish a maximum travel budget in accordance with the requirements outlined in N.J.A.C. 6A:23A-7.3.



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The Board of Trustees authorizes an annual maximum amount per employee for regular business travel only for which Board of Trustees approval is not required. The annual maximum shall not exceed \$ 1,500.00 and shall be subject to the approval requirements in N.J.S.A. 18A:19-1.]

All travel requests must be submitted and approved in writing by the Head of School and the majority of the Board's full voting membership of the Board, except if the Board has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), prior to obligating the school district to pay related expenses and prior to attendance at the travel event.

All travel requests for Board members shall require prior approval by a majority of the Board's full voting membership, except where the Board has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), and the travel shall be in compliance with N.J.S.A. 18A:12-24 and 24.1.

A Board member must recuse himself or herself from voting on travel if the Board member, a member of his or her immediate family, or a business organization in which he or she has an interest has a direct or indirect financial involvement that may reasonably be expected to impair his or her objectivity or independence of judgment. Policy and Regulation 6471 prohibit a Board member from acting in his or her official capacity in any matter in which he or she or a member of his or her immediate family has a personal involvement that is or creates some benefit to the school district Board member or member of his or her immediate family; or undertaking any employment or service, whether compensated or not, that may reasonably be expected to prejudice his or her independence of judgment in the execution of his or her official duties.

The Board of Trustees excludes from the requirements of prior Board approval any travel caused by or subject to existing contractual provisions, including grants and donations, and other statutory requirements, or Federal regulatory requirements in accordance with the provisions of N.J.A.C. 6A:23A-7.4(d).

The Board of Trustees requires documentation required in N.J.A.C. 6A:23A-7.5(b) that justifies the number of employees attending an event and the benefits derived from their attendance. Pursuant to N.J.A.C. 6A:23A-7.5(c), the school district shall maintain documentation on file that demonstrates compliance with the Board's travel policy, including travel approvals, reports, and receipts for all school district funded expenditures, as appropriate.



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The School Business Administrator shall be responsible for the accounting requirements for travel in accordance with the provisions of N.J.A.C. 6A:23A-7.6.

The Head of School is the final approval authority for travel.

Sanctions for a violation of the provisions of N.J.A.C. 6A:23A-7 or this Policy are outlined in N.J.A.C. 6A:23A-7.7 and Regulation 6471.

The Board of Trustees prohibits the types of travel expenditures not eligible for reimbursement as listed in N.J.A.C. 6A:23A-7.8. and Regulation 6471.

Travel methods shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.9 and Regulation 6471 and the routing of travel shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.10 and Regulation 6471.

Any subsistence allowance shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.11 and Regulation 6471. Meal allowances and incidental expenditures shall be in accordance with N.J.A.C. 6A:23A-7.12 and Regulation 6471.

Reimbursement for out-of-State and high-cost travel shall be made pursuant to N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-5.9, and Policy and Regulation 6471.

Records and supporting documentation must be completed and maintained as required in N.J.A.C. 6A:23A-7.13 and outlined in Regulation 6471.

The Board of Trustees shall approve the mileage reimbursement amount to be paid to an employee who has been approved by the Superintendent or designee to use their personal vehicle for school-related business.

N.J.S.A. 18A:11-12
N.J.A.C. 6A:23A-5.9; 6A:23A-7

Adopted:



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May 21
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[See POLICY ALERT Nos. 184, 188 and 223]

R 6471 SCHOOL DISTRICT TRAVEL PROCEDURES

A. Definitions (N.J.S.A. 6A:23A-1.2)

1. For the purpose of this Policy, “travel expenditures” means those costs paid by the school district using local, State, or Federal funds, whether directly by the school district or by employee reimbursement, for travel by school district employees and district Board of Trustees members, to the following five types of travel events:
 - a. Training and seminars – means all regularly scheduled, formal residential or non-residential training functions conducted at a hotel, motel, convention center, residential facility, or at any educational institution or facility;
 - b. Conventions and conferences – means general programs, sponsored by professional associations on a regular basis, which address subjects of particular interest to a school district or are convened to conduct association business. The primary purpose of employee attendance at conferences and conventions is the development of new skills and knowledge or the reinforcement of those skills and knowledge in a particular field related to school district operations. These are distinct from formal staff training and seminars, although some training may take place at such events;
 - c. School district sponsored events – means conferences, conventions, receptions, or special meetings, where the school plans, develops, implements, and coordinates the event and is the event’s primary financial backer. School district employees are actively involved in working the event and other employees may attend as participants;



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- d. Regular school district business travel – means all regular official business travel, including attendance at meetings, conferences, and any other gatherings which are not covered by the definitions included in a., b., and c. above. Regular school district business travel also includes attendance at regularly scheduled in-State county meetings and Department-sponsored or association-sponsored events provided free of charge and regularly scheduled in-State professional development activities with a registration fee that does not exceed \$150 per employee or district Board member. The \$150 limit per employee or district Board member may be adjusted by inflation; and
- e. Retreats – means meetings with school district employees and school Board members, held away from the normal work environment at which organizational goals and objectives are discussed. If available, school district facilities shall be utilized for this type of event.

B. Maximum Travel Budget (N.J.A.C. 6A:23A-7.3)

- 1. Annually in the prebudget year, the Board of Trustees shall establish by resolution a maximum travel expenditure amount for the budget year, which the school district shall not exceed. The resolution shall also include the maximum amount established for the prebudget year and the amount spent to date.
 - a. The maximum school district travel expenditure amount shall include all travel supported by local and State funds.
 - b. The Board may exclude travel expenditures supported by Federal funds from the maximum travel expenditure amount.
 - (1) If Federal funds are excluded from the established maximum amount, the Board shall include in the resolution the total amount of travel supported by Federal funds from the prior year, prebudget year, and projected for the budget year.



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- c. Exclusion of Federal funds from the annual maximum travel budget shall not exempt such travel from the requirements applicable to State and local funds.
 - 2. The Board of Trustees may authorize an annual maximum amount per employee for regular business travel only for which Board is not required.
 - a. The annual maximum shall not exceed \$1,500 and shall be subject to the approval requirements in N.J.S.A. 18A:19-1.
 - b. Regular school district business travel as defined in N.J.A.C. 6A:23A-1.2 and in this Regulation shall include attendance at regularly scheduled in-State county meetings and Department-sponsored or association-sponsored events provided free of charge. It also shall include regularly scheduled in-State professional development activities for which the registration fee does not exceed \$150 per employee or Board member.
 - c. Regular school district business travel shall require approval of the Head of School prior to obligating the school district to pay related expenses and prior to attendance at the travel event.
 - (1) The Head of School shall designate an alternate approval authority to approve travel requests in his or her absence when necessary to obtain timely district Board approval.
 - (2) The Head of School shall establish, in writing, the internal levels of approval required prior to his or her approval of the travel event, as applicable.
- C. Travel Approval Procedures (N.J.A.C. 6A:23A-7.4)
 - 1. All travel requests for employees of the school district shall be submitted to the Head of School or designee and approved in writing by the Head of School and approved by a majority of the Board of Trustees' full voting membership, except if the Board has excluded regular business travel from prior approval in Policy 6471 pursuant to N.J.A.C. 6A:23A-7.3(b), prior to obligating the school district to pay related expenses and prior to attendance at the travel event.



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- a. The Head of School shall designate an alternate approval authority to approve travel requests in his or her absence when necessary to obtain timely Board approval.
 - b. The Head of School shall establish, in writing, the internal levels of preliminary approval required prior to the Head of School's approval of the travel event, as applicable.
 - (1) The School Business Administrator/Board Secretary or designee shall review all travel requests either before or after the Head of School's approval and prior to submission of the Board for approval to determine if the expenses as outlined in the request are in compliance with the requirements of N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-7, the current State travel payment guidelines established by the Department of the Treasury, and the current guidelines established by the Federal Office of Management and Budget.
 - (a) If any travel expenses requested are not in compliance with the guidelines outlined above, the School Business Administrator/Board Secretary or designee will return the request to be revised in accordance with the guidelines outlined above.
 - (b) The Head of School may deny the request, approve the request conditioned upon the staff member assuming the financial responsibility for those travel expenses that are not in compliance with the guidelines, or may return the request to the school staff member to be revised in accordance with the guidelines outlined above.
2. All travel requests for Board members shall require prior approval by a majority of the Board's full voting membership, except where the Board has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), and the travel shall be in compliance with N.J.S.A. 18A:12-24 and 24.1.



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3. The Board of Trustees may approve, at any time prior to the event, travel for multiple months as long as the approval detailed in Board minutes itemizes the approval by event, total cost, and number of employees and/or Board members attending the event. General or blanket pre-approval shall not be authorized.
4. All travel requests shall receive prior approval of the Board of Trustees except if the Board has excluded from the requirements prior Board approval of any travel caused by or subject to existing contractual provisions, including grants and donations, and other statutory requirements, or Federal regulatory requirements in Policy 6471 pursuant to N.J.A.C. 6A:23A-7.4(d). For the exclusion of prior Board approval to apply, the required travel event shall be detailed, with number of employee(s), Board member(s), and total cost in the applicable contract, grant, donation, statute, or Federal regulation.
 - a. This shall not include general grant guidelines or regulations that are permissive, but do not require the travel event, unless the specific travel event, number of employee(s), Board member(s), and total cost is detailed in the approved grant, donation, or other fund acceptance agreement.
 - b. This shall not include general contractual provisions in employment contracts for continuing education or professional development, except if the Board has included in its policy a maximum amount per employee for regular business travel that does not require prior Board approval pursuant to N.J.A.C. 6A:23A-7.3.
5. If occasional unforeseen situations arise wherein a travel request cannot obtain prior approval of the Board of Trustees, justification shall be included in the text of the travel request.



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- a. Such requests shall require prior written approval of the Head of School or designee, and the Executive County Superintendent or designee.
 - b. The Board shall ratify the request at its next regularly scheduled meeting.
 - c. Travel to conferences, conventions, and symposiums shall not be considered emergencies and shall not be approved after the fact.
 6. Subsequent to pre-approval by a majority of the full voting membership of the Board of Trustees, reimbursement of prospective employee travel expense shall be pre-approved by the Executive County Superintendent.
- D. Required Documentation for Travel (N.J.A.C. 6A:23A-7.5)
1. The Board of Trustees requires the documentation listed in D.2. below to justify the number of employees attending an event and the benefits to be derived from their attendance;
 2. Neither the Head of School or designee, nor the Board approve a travel request unless it includes, at a minimum, the following information:
 - a. The name and date(s) of the event;
 - b. A list of Board members and/or employees to attend, either by name and title;
 - c. The estimated cost associated with travel;
 - d. A justification and brief statement that includes the primary purpose for the travel, the key issues that will be addressed at the event, and their relevance to improving instruction or the operation of the school district.
 - (1) For training events, the statement must include whether the training is for a certification required for continued employment, continuing education



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requirements, requirements of Federal or State law, or other purpose related to the programs and services currently being delivered or soon to be implemented in the school district; or related to school district operations;

- e. The account number and funding source - Federal, State, private, or local; and
- f. For annual events, the total attendance and cost for the previous year.

- 3. The school district shall maintain documentation on file that demonstrates compliance with the Board's travel policy, including travel approvals, reports, and receipts for all school district funded expenditures, as appropriate.

E. School Business Administrator/Board Secretary Responsibilities Regarding Accounting for Travel (N.J.A.C. 6A:23A-7.6)

- 1. The School Business Administrator/Board Secretary or designee shall prepare itemized travel budgets by function and object of expense for each cost center, department, or location maintained in the school district's accounting system, as applicable, as part of the preparation of and documentation for the annual school district budget.
 - a. The aggregate amount of all travel budgets shall not exceed the Board of Trustees' approved maximum travel expenditure amount for the budget year as required by N.J.A.C. 6A:23A-7.3.
- 2. The School Business Administrator/Board Secretary shall maintain separate accounting for school district travel expenditures, as necessary, to ensure compliance with the school district's maximum travel expenditure amount. The separate accounting tracking system may include, but need not be limited to, a separate or offline accounting of such expenditures or expanding the school district's accounting system. The tracking system shall be sufficient to demonstrate compliance with Policy and Regulation 6471 and N.J.A.C. 6A:23A-7, and shall be in a detailed format suitable for audit.



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3. The School Business Administrator/Board Secretary or designee shall review and approve the cost and supporting documentation required by N.J.A.C. 6A:23A-7 and submitted by the person(s) having incurred travel expense. The School Business Administrator shall not approve or issue payment of travel expenditures or reimbursement requests until all required documentation and information to support the payment has been submitted, and shall not approve any travel expenditure that, when added to already approved travel expenditures, would exceed the Board approved maximum travel expenditure amount for the budget year.
 4. The School Business Administrator/Board Secretary shall be responsible for the adequacy of documentation of transactions processed by his or her staff and the retention of the documentation to permit audits of the records.
 5. A Board of Trustees employee, a Board member, or an organization shall not receive partial or full payment for travel and travel-related expenses in advance of the travel, pursuant to N.J.S.A. 18A:19-1 et seq. The payment of travel and travel-related expenses, including travel-related purchases for which a purchase order is not applicable, shall be made personally by a school district employee or Board member and reimbursed at the conclusion of the travel event. N.J.A.C. 6A:23A-7.6, Policy 6471, and this Regulation do not preclude the school district from paying the vendor directly with the proper use of a purchase order (for example, for registration, airline tickets, hotel).
- F. Sanctions for Violations of Travel Requirements (N.J.A.C. 6A:23A-7.7)
1. A Board of Trustees that violates its established maximum travel expenditure, as set forth in N.J.A.C. 6A:23A-7.3, or that otherwise is not in compliance with N.J.A.C. 6A:23A-7 travel limitations, may be subject to sanctions by the Commissioner as authorized pursuant to N.J.S.A. 18A:4-23 and 24, including reduction of State aid in an amount equal to any excess expenditure pursuant to N.J.S.A. 18A:11-12 and 18A:7F-60.



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2. The staff member designated as the final approval authority for travel who approves any travel request or reimbursement in violation of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471 shall reimburse the school district in an amount equal to three times the cost associated with attending the event, pursuant to N.J.S.A. 18A:11-12.
3. An employee or Board member who violates the provisions of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471 shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, pursuant to N.J.S.A. 18A:11-12.
4. In accordance with N.J.A.C. 6A:23A-7.7(d), there must be procedures to monitor compliance and application of the penalty, as outlined in N.J.A.C. 6A:23A-7.7, upon determination a violation has occurred after Board payment of the event.
 - a. In addition to the annual audit test procedures to ensure compliance as required in N.J.A.C. 6A:23A-7.7(e) and F.5. below, the School Business Administrator/Board Secretary will designate a staff member to review travel payments that are being recommended to the Board for payment prior to Board approval and travel payments previously approved by the Board for payment and paid for any violations.
 - (1) In the event the annual audit test procedures or the review by the staff member designated by the School Business Administrator/Board Secretary determines a travel payment recommended to the Board for payment or a travel payment previously approved by the Board and was paid in violation of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471, the school district auditor or the staff member designated by the School Business Administrator/Board Secretary shall inform the Head of School of the violation in writing.

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- (2) The Head of School shall determine if a violation of N.J.A.C. 6A:23A-7 requires a penalty in accordance with N.J.A.C. 6A:23A-7.7.
 - (3) If a violation is determined prior to payment or reimbursement of the travel event, the Head of School may exclude application of any additional penalties.
 5. The annual audit conducted pursuant to N.J.S.A. 18A:23-1 shall include test procedures to ensure compliance with the Board of Trustees' policy and travel limitations set forth in this section and N.J.S.A. 18A:11-12.
- G. Prohibitive Travel Reimbursements (N.J.A.C. 6A:23A-7.8)
 1. The following types of expenditures are not eligible for reimbursement:
 - a. Subsistence reimbursement for one-day trips, except for meals expressly authorized by and in accordance with N.J.A.C. 6A:23A-7.12;
 - b. Subsistence reimbursement for overnight travel within the State, except where authorized by the Commissioner in accordance with N.J.A.C. 6A:23A-7.11;
 - c. Travel by Board members or employees whose duties are unrelated to the purpose of the travel event or who are not required to attend to meet continuing educations requirements or to comply with law or regulation;
 - d. Travel by spouses, civil union partners, domestic partners, immediate family members, and other relatives;
 - e. Costs for employee attendance for coordinating other attendees' accommodations at the travel event;

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- f. Lunch or refreshments for training sessions and retreats held within the school district, including in-service days and for employee participants traveling from other locations within the school district;
- g. Training to maintain a certification that is not required as a condition of employment (For example: CPE credits to maintain a CPA license if the employee is not required to be a CPA for continued school district employment);
- h. Charges for laundry, valet service, and entertainment;
- i. Limousine services and chauffeuring costs to, or during, the event;
- j. Car rentals, either utilized for airport transportation or transportation at a conference, convention, etc., unless absolutely necessary for the conduct of school district business. Justification shall accompany any request for car rentals. If approved, the most economical car rental is to be used, including the use of subcompacts and discounted and special rates. An example of the justified use of a car rental is when an employee is out of State, making inspections at various locations, and the use of public transportation is impracticable. When car rental is authorized, the employee shall not be issued an advance payment for the anticipated expense associated with the rental;
- k. Alcoholic beverages;
- l. Entertainment costs, including amusement, diversion, social activities, and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);
- m. Gratuities or tips in excess of those permitted by Federal per diem rates;
- n. Reverse telephone charges or third party calls;

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- o. Hospitality rooms;
- p. Souvenirs, memorabilia, promotional items, or gifts;
- q. Air fare without documentation of quotes from at least three airlines and/or on-line services; and
- r. Other travel expenditures that are unnecessary and/or excessive.

H. Travel Methods (N.J.A.C. 6A:23A-7.9)

1. For the purpose of section H. of this Regulation and N.J.A.C. 6A:23A-7.9, "transportation" means necessary official travel on railroads, airlines, shuttles, buses, taxicabs, rideshares, school district-owned or leased vehicles, and personal vehicles.
2. The purchase or payment of related transportation expenses shall be made by purchase order or personally by a school district employee or Board member and reimbursed at the conclusion of the travel event. An actual invoice or receipt for each purchase or expense shall be submitted with a claim for reimbursement.
3. Pursuant to Office of Management and Budget (OMB) Travel Circulars and N.J.A.C. 6A:23A-7.1 et seq., the following travel methods requirements shall apply:
 - a. Air and rail tickets shall be purchased via the Internet, if possible, using airline or online travel services such as Travelocity, Expedia, or Hotwire.
 - b. Air travel shall be authorized only when determined that it is necessary and advantageous to conduct school district business.
 - (1) The most economical air travel should be used, including the use of discounted and special rates.

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- (2) The following options should be considered when booking tickets:
 - (a) Connecting versus nonstop flights;
 - (b) Departing earlier or later compared to the preferred departure time;
 - (c) Utilizing alternative airports within a city, for example, Chicago, Illinois-Midway Airport versus O'Hare Airport;
 - (d) Utilizing alternative cities, for example, Newark versus Philadelphia;
 - (e) Utilizing "low cost" airlines; and
 - (f) Exploring alternate arrival and/or departure days.
- (3) No employee or Board member can earn benefits as a result of school district funded travel. Employees and Board members shall be prohibited from receiving "frequent flyer" or other benefits accruing from school district funded travel.
- (4) Airfare other than economy (that is, business or first class) shall not be fully reimbursed by the school district except when travel in such classes:
 - (a) Is less expensive than economy;
 - (b) Avoids circuitous routings or excessive flight duration; or
 - (c) Would result in overall transportation cost savings.

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- (5) All airfare other than economy and not covered by the above exceptions purchased by an employee or Board member shall be reimbursed only at the economy rate for the approved destination.
 - (6) Cost estimates on travel requests and associated authorizations shall be consistent with current airline tariffs, with consideration of available special fares or discounts, for the requested destination.
 - (7) Airline tickets shall not be booked until all necessary approvals have been obtained.
 - (8) Additional expenses over and above the authorized travel request shall be considered only for factors outside the purchaser's control. The burden of proof shall be placed upon the purchaser and any additional expenses incurred without sufficient justification and documentation, as determined by the School Business Administrator/Board Secretary, shall not be reimbursed.
 - (9) Justification shall accompany requests for airline ticket reimbursement when purchased by employees or Board members contrary to H.3.b.(1) through (8) above. Sufficient justification shall be considered only for factors outside the purchaser's control. Noncompliant purchases without sufficient justification shall not be reimbursed.
- c. Rail travel shall be authorized only when determined that it is necessary and advantageous to conduct school district business.
- (1) The most economical scheduling of rail travel shall be utilized, including excursion and government discounts, whenever applicable.

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- (2) The use of high-speed rail services, such as Acela, shall not be authorized.
 - (3) All rail travel shall be processed in the same manner as prescribed for air travel in H.3.b. above.
- d. Use of a school district-owned or -leased vehicle shall be the first means of ground transportation. Use of a personally owned vehicle on a mileage basis shall not be permitted for official business where a school district-owned or -leased vehicle is available.
 - (1) Mileage allowance in lieu of actual expenses of transportation shall be approved by the Board and allowed at the rate authorized by the annual State Appropriations Act, or a lesser rate at the Board's discretion for an employee or Board member traveling by his or her personally owned vehicle on official business.
 - (a) If any condition in an existing negotiated contract is in conflict with the OMB Travel Circulars, such as the mileage reimbursement rates, the provisions of the existing contract shall prevail.
 - (2) Parking and toll charges shall be allowed in addition to mileage allowance.
 - (3) Reimbursement for travel to points outside the State by automobile shall be permitted when such arrangements prove to be more efficient and economical than other means of public transportation.
 - (4) In determining the relative costs of private and public transportation, all associated costs (that is, tolls, taxicabs, airport or station transfers, etc.) shall be considered.

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- (5) All employees and Board members using privately owned cars in the performance of their duties for the school district shall present a New Jersey Insurance Identification Card indicating that insurance coverage is in full force and effect with companies approved by the State Department of Banking and Insurance. The card shall be made available to the Head of School or designee before authorization to use privately owned cars.
- (6) Employees and district Board members who are out-of-State residents shall provide appropriate insurance identification in lieu of the New Jersey Insurance Identification Card.
- e. School district-owned or -leased vehicles shall be utilized in accordance with N.J.A.C. 6A:23A-6.12.
- f. Necessary taxicab or rideshare charges shall be permitted. However, travel to and from airports, downtown areas, and between hotel and event site shall be confined to regularly scheduled shuttle service, whenever such service is complimentary or is less costly. If shuttle service is not available, taxicabs or rideshares may be used.
- g. Cruises shall not be permitted for travel events or transportation.

I. Routing of Travel (N.J.A.C. 6A:23A-7.10)

- 1. Pursuant to State travel guidelines as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars:
 - a. All travel shall follow the most direct, economical, and usually traveled route. Travel by other routes as a result of official necessity shall be eligible for payment or reimbursement only if satisfactorily established in advance of such travel.

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- b. If a person travels by indirect route for personal convenience, the extra expense shall be borne by the individual.
- c. Reimbursement for expenses shall be based only on charges that do not exceed what would have been incurred by using the most direct, economical, and usually traveled route.

J. Subsistence Allowance – Overnight Travel (N.J.A.C. 6A:23A-7.11)

- 1. Pursuant to the State travel guidelines as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars, one-day trips that do not involve overnight lodging shall not be eligible for subsistence reimbursement, except for meals expressly authorized by and in accordance with the provisions of N.J.A.C. 6A:23A-7.12.
- 2. Pursuant to the OMB Travel Circulars, generally, overnight travel shall not be eligible for subsistence reimbursement if travel is within the State. Overnight travel is permitted if it is authorized pursuant to 3. below, or is a required component by the entity issuing a grant, donation, or other funding agreement with the school district. The specific required overnight in-State travel event shall be detailed in the final grant, donation, or other fund acceptance agreement along with the number of authorized travelers and total cost. All reimbursements shall be subject to N.J.A.C. 6A:23A-7 unless the funding acceptance agreement specifies otherwise.
- 3. Pursuant to the State travel regulations as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars, the Commissioner shall be authorized to grant waivers for overnight travel for Board members and school district employees to attend in-State conferences.

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- a. Such waivers will be granted in only extremely limited circumstances when the sponsoring organization can demonstrate the conference is broad and multi-disciplinary in scope, incorporates content offerings from numerous specialty areas, and includes important professional development opportunities and/or required training.
- b. The sponsoring organization shall demonstrate the conference's content, structure, scheduling, and anticipated attendance necessitate that it be held on multiple consecutive days with overnight lodging. When such waivers are granted, individual school districts or individuals shall not be required to submit waiver requests for attendance at these conferences.
- c. Sponsors of in-State conferences may submit to the Commissioner a request for a waiver of this prohibition by providing information regarding the conference as follows:
 - (1) The name and dates of the event;
 - (2) Justification for the length of the conference and the necessity to hold events for each day beyond the first day of the conference;
 - (3) Identification of all other conferences sponsored or co-sponsored by the organization (whether single or multi-day) in the previous year;
 - (4) A description of the target audience by position title and/or educational certificate and endorsement;
 - (5) Justification of the importance of the target audience attending the event;
 - (6) The cost of registration;

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- (7) A detailed list and description of any activities to be charged to the participants by the sponsor separate from the registration fee, such as luncheons, workshops, entertainment, etc., including:
 - (a) The cost of the activity;
 - (b) Whether participation is mandatory or voluntary; and
 - (c) The purpose such as social, guest speaker, working session, etc.
 - (8) A copy of agenda or program for the event;
 - (9) A brief statement that includes the primary purpose of the event, the key issues that will be addressed at the event, and their relevance to improving instruction or the operation of a school or school district;
 - (10) For training events, whether the training is needed for a certification required for continued employment, continuing education requirements, or requirements of Federal or State law; and
 - (11) For annual events, total attendance, and registration cost for the previous year.
- 4. If a waiver of the prohibition on overnight travel is granted pursuant to N.J.A.C. 6A:23A-7.11, it shall permit reimbursement for travel expenses only for individuals whose home-to-convention commute exceeds fifty miles.
 - 5. Overnight travel within the State shall not be eligible for subsistence reimbursement if travel is on the day prior to the start of the conference. Reimbursement shall be prohibited for lodging prior to check-in time for the first day of the event or after check-out time on the last day of the event.

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6. The United States General Services Administration publishes a schedule of Federal per diem rates in the Federal Register for approved overnight travel by the event location. The latest Federal per diem rates schedule for lodging, meals, and incidental expenses by location can be found at www.gsa.gov. The following restrictions apply to allowable per diem reimbursements:
 - a. Allowable per diem reimbursement for lodging, meals, and incidentals shall be actual reasonable costs, not to exceed the Federal per diem rates for the event location. Registration and conference fees are not subject to the Federal per diem rate caps. If the event location is not listed, the maximum per diem allowance shall be equal to the standard Continental United States (CONUS) per diem rates published by the General Services Administration for meals, incidental expenses, and lodging.
 - b. Pursuant to N.J.S.A. 18A:11-12.o., reimbursement for lodging expenses for overnight travel, out-of-State or in-State as authorized by the Commissioner, may exceed the Federal per diem rates if the hotel is the site of the convention, conference, seminar, or meeting and the going rate of the hotel is in excess of Federal per diem rates.
 - (1) If the hotel at the site of the current travel event is not available, lodging may be paid for similar accommodations at a rate not to exceed the hotel rate at the site of the current event.
 - (2) If there is no hotel at the site of the current travel event (for example, Atlantic City Convention Center), then reimbursement for lodging shall not exceed the Federal per diem rate.
 - c. If the meal is not part of a one-sum fee for a travel event, reimbursement may be approved for the full cost of an official convention meal that the employee or Board member attends, when such meal is scheduled as an integral part of the convention or conference proceedings. Receipts shall be submitted to obtain reimbursement in such situations. The amount of the Federal per diem rate for the corresponding meal shall be deducted from that day's subsistence allowance.

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- d. The allowance for a meal(s) or incidentals shall not be eligible for reimbursement when included and paid in the registration fee, the cost of lodging, or transportation charge.
 - e. Receipts shall be required for all hotel and incidental expenses. Meal expenses under the Federal per diem allowance limits shall not require receipts pursuant to N.J.S.A. 18A:11-12.o.(3), unless required by the Board of Trustees.
 - f. If the total per diem reimbursement is greater than the Federal per diem rates, the costs shall be considered excessive in the absence of substantial justification accompanying the travel voucher submitted by the employee or district Board member. In such cases, receipts shall be submitted for all costs, including meals.
 - g. Employees and Board members shall patronize hotels and motels that offer special rates to government employees unless alternative lodging offers greater cost benefits or is more advantageous to the conduct of school district business.
 - h. Actual subsistence expenses shall not be reimbursable if paid by the traveler to a member of his or her family, to another school district employee, or to a family member of another school district employee.
- K. Meal Allowance – Special Conditions – and Allowable Incidental Travel Expenditures (N.J.A.C. 6A:23A-7.12)
- 1. Meals for in-State travel shall not be eligible for reimbursement except as expressly authorized within N.J.A.C. 6A:23A-7.
 - 2. A meal allowance may be provided to employees or Board members in relation to one-day, out-of-State trips required for school business purposes that do not require an overnight stay. The reimbursement for breakfast, lunch, and/or dinner

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shall not exceed the amounts authorized in State travel regulations as published by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars.

3. Lunch for off-site training sessions may be authorized for an amount up to \$7 per person only when it is necessary that employees or Board members remain at a site other than their school district and there are no viable options for lunch at the off-site location.
 - a. Per N.J.S.A. 18A:11-12.a.(1)(d), employee and Board member retreats shall be held onsite unless there is no school district site available.
 - b. If lunch is included in a lump-sum registration fee for an off-site training session, the full amount is eligible for reimbursement, if reasonable. Providing lunch for on-site staff meetings and in-service days or for employees who come from other parts of the school district shall not be permitted. (See K.4. below.)
 - c. Refreshments for breaks may also be provided at training sessions held at a site other than the school district.
4. Subsistence expenses for an employee or Board member shall not be allowed within the school district or within a radius of ten miles thereof, except for meals expressly authorized by and in accordance with N.J.A.C. 6A:23A-7.12. Non-allowed expenses include, but are not limited to, meals and refreshments for on-site staff meetings and in-service days.
5. Reimbursement may be approved for the cost of an official luncheon or dinner, up to \$10 and \$15, respectively, that an employee or Board member is authorized to attend, if the meal is scheduled as an integral part of an official proceeding or program related to school district business and the employee's or Board member's responsibilities.

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- a. School district business above refers to the management operations of the school district and does not refer to activities that benefit students and are part of the instructional program. Pursuant to N.J.A.C. 6A:23A-5.8(b)4, all reasonable expenditures related to school district employees that are essential to the conduct of a student activity are permitted.
6. Regular meetings, special meetings, and work sessions of the Board of Trustees shall be limited to light meals and refreshments for all Board members.
 - a. The meals may be served to employees who are required to attend the event and if it is impractical for the employee to commute to and from his or her residence between the end of the work day and the beginning of the event, or if the employee is required to remain at the school district to prepare for the event.
 - b. The school district shall acquire the light meals and refreshments by the solicitation of quotes, if required pursuant to N.J.S.A. 18A:18A-1 et seq.
 - c. If the school district's food service program can prepare comparable meals at a lower cost, the food service program shall be used.
 - d. The average cost per meal shall not exceed \$10.
 - e. The school district shall purchase or prepare food that is sufficient to provide each district Board member, dignitary, non-employee speaker, or allowable staff member one meal. Meals should be carefully ordered to avoid excess. Unintended left over food should be donated to a charitable shelter or similar facility, if at all possible.
7. Reimbursement may be approved for allowable telephone and incidental travel expenses that are essential to transacting official business.

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- a. Charges for telephone calls on official business may be allowed. The voucher shall show the dates on which such calls were made, the points between which each call was made, and the cost per call.
- b. Employees and Board members using their personally owned telephone for business may request reimbursement, less Federal Communications Tax. Calls for business are tax exempt and the telephone company will make allowances for the tax if the employee or Board member certifies to the telephone company when paying bills for personally owned phones that said calls were business calls.
- c. Incidental expenses, defined as "non-meal tips" by the State travel regulations, when necessarily incurred by the traveler in connection with the transaction of official business, may be submitted for reimbursement only when the necessity and nature of the expense are clearly and fully explained on the travel voucher and the voucher is approved. Travel vouchers shall be supported by receipts showing the quantity and unit price.

L. Records and Supporting Documents (N.J.A.C. 6A:23A-7.13)

1. All persons authorized to travel on business shall keep a memorandum of expenditures chargeable to the school district, noting each item at the time and date the expense is incurred.
2. The travel voucher shall be completed by the employee or Board member to document the details of the travel event. The travel voucher shall be signed by the employee or Board member to certify the validity of the charges for which reimbursement is sought. The form also shall bear the signatures of approval officials for processing.
3. Sufficient documentation shall be maintained centrally by the school district to support payment and approval of the travel voucher.

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4. In addition to the documentation required for reimbursement, each person authorized to travel shall submit a brief report that includes the primary purpose for the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district. This report shall be submitted prior to receiving reimbursement.
5. Documentation for requests for travel reimbursement shall show:
 - a. The date(s) and individual points of travel, number of miles traveled between such points, and kind of conveyance used;
 - b. If the distance traveled between individual points is greater than the usual route between the points, the reason for the greater distance shall be stated;
 - c. The hours of the normal work day and actual hours worked shall be shown when requesting meal reimbursement for non-overnight travel;
 - d. Original receipts shall be required for all reimbursable expenses, except for meals that qualify for per diem allowances and for parking meters;
 - e. Actual vendor receipts for personal credit card charges shall be attached to reimbursement requests. Credit card statements shall not be accepted as documentation of expenses;
 - f. Personal charges on a hotel bill shall be deducted and shown on the bill;
 - g. When lodging is shared jointly, the fact shall be stated on the travel voucher;
 - h. Where travel is not by the most economical, usually traveled route, the employee or Board member reimbursement request shall set forth the details of the route, the expenses actually incurred, the hour of departure, the hour of arrival, and an explanation for the use of costlier travel arrangements;

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- i. When travel is authorized for the employee's or Board member's own automobile on a mileage basis, the points between which travel was made, and the distance traveled between each place shall be shown. A statement as to ownership of the auto or other conveyance used, as well as a certification that liability insurance is in effect, shall be documented;
 - j. Reimbursement requests shall be supported by other receipts as required;
 - k. The voucher shall be itemized; and
 - l. Reimbursement requests shall be rendered monthly when in excess of \$25. Travel for a single travel event shall be reported as soon as possible after the trip.
 - 6. All outstanding travel vouchers for the school year ending June 30 shall be submitted as soon as possible after June 30 regardless of amount, notwithstanding 5.l. above.
 - 7. Travel mileage reimbursement requests of the just-completed school year that are not submitted by July 30 or the date approved by the school district for the closing of books, whichever is earlier, for the just-completed school year shall not be approved or paid.
- M. Out-of-State and High-Cost Travel Events (N.J.A.C. 6A:23A-5.9)
- 1. Reimbursement for all in-State and out-of-State travel shall be made pursuant to N.J.S.A. 18A:11-12.
 - 2. Out-of-State travel events shall be limited to the fewest number of Board members or affected employees needed to acquire and present the content offered to all Board members or staff, as applicable, at the conclusion of the event. Lodging may be provided only if the event occurs on two or more consecutive days and if home-to-event commute exceeds fifty miles.

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3. When a travel event has a total cost that exceeds \$5,000, regardless of the number of attendees, or when more than five individuals from the school district are to attend a travel event out-of-State, the school district shall obtain prior written approval of the Executive County Superintendent.
 - a. The Executive County Superintendent shall promptly review the request and render a written decision within ten business days.
4. For all employee and Board member travel events out of the country, regardless of cost or number of attendees, the school district shall obtain prior written approval of the Executive County Superintendent.
 - a. Such requests shall be supported by detailed justification.
 - b. The Executive County Superintendent shall promptly review the request and render a written decision within ten business days.
 - c. It is expected that approvals will be rare.

Adopted:



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

8561 PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

The Board of Trustees adopts this Policy to identify their procurement plan for the United States Department of Agriculture's (USDA) School Nutrition Programs. School Nutrition Programs include, but are not limited to: the National School Lunch Program (NSLP); School Breakfast Program (SBP); Afterschool Snack Program (ASP); Special Milk Program (SMP); Fresh Fruit and Vegetable Program (FFVP); Seamless Summer Option (SSO) of the NSLP; Summer Food Service Program (SFSP); the At-Risk Afterschool Meals component of the Child and Adult Care Food Program (CACFP); and the Schools/Child Nutrition USDA Foods Program.

The Board is ultimately responsible for ensuring all procurement procedures for any purchases by the Board and/or a food service management company (FSMC) comply with all Federal regulations, including but not limited to: 7 CFR Parts 210, 220, 225, 226, 245, 250; 2 CFR 200; State procurement statutes and administrative codes and regulations; local Board procurement policies; and any other applicable State and local laws. FSMC's billing invoices will be monitored to ensure compliance with Federal and State procurement regulations and will comply with any additional monitoring requirements as outlined in the approved FSMC Contract.

The procurement procedures contained in this Policy will be implemented beginning immediately, until amended. All procurements must maximize full and open competition. Source documentation will be maintained by the School Business Administrator/Board Secretary or designee and will be available to determine open competition, the reasonableness, the allowability, and the allocation of costs.

The Board intentionally seeks to prohibit conflicts of interest in all procurement of goods and services.

A. General Procurement

The procurement procedures will maximize full and open competition, transparency in transactions, comparability, and documentation of all procurement activities. The school district's plan for procuring items for use in the School Nutrition Programs is as follows:

1. The School Business Administrator/Board Secretary will ensure all purchases will be in accordance with the Federal Funds Procurement Method Selection Chart – State Agency Form #358. ~~Appendix~~ Formal procurement procedures will be used as required by 2 CFR 200.318-.326



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

and any State and local procurement code and regulations. Informal procurement procedures (small purchase) will be required for purchases under the most restrictive small purchase threshold.

2. The following procedures will be used for all purchases:

Product/ Services	Estimated Dollar Amount	Procurement Method	Evaluation	Contract Award Type	Contract Duration/ Frequency

3. Formal bid procedures will be applied on the basis of an individual school.
4. Because of the potential for purchasing more than the public or non-public informal/small purchase threshold amount, or the Board approved threshold if less, it will be the responsibility of the School Business Administrator/Board Secretary to document the amounts to be purchased so the correct method of procurement will be followed.

B. Micro-Purchase Procedures

1. **Public/Charter Schools**
Purchases of supplies or services, as defined by 2CFR200.67, will be awarded without soliciting competitive price quotations if the price is reasonable in accordance with N.J.S.A.18A:18A-37(a) and below thresholds established by the State Treasurer for informal receipt of quotations. Purchases will be distributed equitably among qualified suppliers with reasonable prices. Records will be kept for micro-purchases.

C. Formal Procurement

When a formal procurement method is required, the following competitive sealed bid or an Invitation for Bid (IFB) or competitive proposal in the form of a Request for Proposal (RFP) procedures will apply:



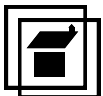
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1. An announcement of an IFB or a RFP will be placed in the Board designated official newspaper to publicize the intent of the Board to purchase needed items. The advertisement for bids/proposals or legal notice will be published in the official newspaper for at least one day in accordance with the provisions of N.J.S.A. 18A:18A-21.
2. An advertisement in the official newspaper for at least one day is required for all purchases over the school district's small purchase threshold as outlined in ~~Appendix~~ – Federal Funds Procurement Method Section Chart – **State Agency Form #358**. The advertisement will contain the following:
 - a. A general description of items to be purchased;
 - b. The deadline for submission of questions and the date written responses will be provided, including addenda to bid specifications, terms, and conditions as needed;
 - c. The date of the pre-bid meeting, if provided, and if attendance is a requirement for bid award;
 - d. The deadline for submission of sealed bids or proposals; and
 - e. The address of the location where complete specifications and bid forms may be obtained.
3. In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
4. The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
5. The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - a. Contract period for the base year and renewals as permitted;
 - b. The Board is responsible for all contracts awarded (statement);



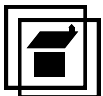
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- c. Date, time, and location of IFB/RFP opening;
- d. How the vendor is to be informed of bid acceptance or rejection;
- e. Delivery schedule;
- f. Requirements (terms and conditions) the bidder must fulfill in order for bid to be evaluated;
- g. Benefits to which the Board will be entitled if the contractor cannot or will not perform as required;
- h. Statement assuring positive efforts will be made to involve small and minority businesses, women's business enterprises, and labor surplus area firms;
- i. Statement regarding the return of purchase incentives, discounts, rebates, and credits to the Board's nonprofit school food service account;
- j. Contract provisions as required in Appendix II to 2 CFR 200;
 - (1) Termination for cause and convenience – contracts \$10,000;
 - (2) Equal Opportunity Employment “federally assisted construction contract”;
 - (3) Davis-Bacon Act—construction contracts in excess of \$2000;
 - (4) Contract work Hours and Safety Standards – contracts in excess of \$100,000;
 - (5) Right to inventions made under a contractor agreement if the contract meets the definition of a “funding agreement” under 37 CFR 401.2(a);
 - (6) Clean Air Act – contracts in excess of \$150,000;
 - (7) Debarment and Suspension—all Federal awarded contracts;
 - (8) Byrd Anti Lobbying Amendment— contracts in excess of \$100,000 ;and



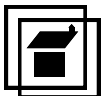
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- (9) Contracts must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
- k. Contract provisions as required in 7 CFR 210.21(f) for all cost reimbursable contracts;
 - l. Contract provisions as required in 7 CFR 210.16(a)(1-10) and 7 CFR 250.53 for food service management company contracts;
 - m. Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding;
 - n. Price adjustment clause for renewal of multi-year contracts as defined in N.J.S.A. 18A:18A-42. The “index rate” means the annual percentage increase rounded to the nearest half percent in the implicit price deflator for State and local government purchases of goods and services computed and published quarterly by the U.S. Department of Commerce, Bureau of Economic Analysis;
 - o. Method of evaluation and type of contract to be awarded (solicitations using an IFB are awarded to the lowest responsive and responsible bidder; solicitations using a RFP are awarded to the most advantageous bidder/offeror with price as the primary factor among factors considered);
 - p. Method of award announcement and effective date (if intent to award is required by State or local procurement requirements);
 - q. Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received;
 - r. Provision requiring access by duly authorized representatives of the Board of Trustees, New Jersey Department of Agriculture (NJDA), United States Department of Agriculture (USDA), or Comptroller General to any books, documents, papers, and records of the contractor which are directly pertinent to all negotiated contracts;
 - s. Method of shipment or delivery upon contract award;



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

- t. Provision requiring contractor to maintain all required records for three years after final payment and all other pending matters (audits) are closed for all negotiated contracts;
 - u. Description of process for enabling vendors to receive or pick up orders upon contract award;
 - v. Provision requiring the contractor to recognize mandatory standards/policies related to energy efficiency contained in the Energy Policy and Conservation Act (PL 94-163);
 - w. Signed statement of non-collusion;
 - x. Signed Debarment/Suspension Certificate, clause in the contract or a copy of search results from the System for Award Management (SAM);
 - y. Provision requiring "Buy American" as outlined in 7 CFR Part 210.21(d) and USDA Guidance Memo SP 38-2017, including specific instructions for prior approval and documentation of utilization of non-domestic food products only;
 - z. Specifications and estimated quantities of products and services prepared by the school district and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
6. If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, questions may be sent to the School Business Administrator/Board Secretary. The School Business Administrator/Board Secretary or designee's response will be provided in writing to all potential bidders within ten days.
- a. The School Business Administrator/Board Secretary will be responsible for providing responses to questions and securing all bids or proposals.
 - b. The School Business Administrator/Board Secretary will be responsible to ensure all Board procurements are conducted in



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

- compliance with applicable Federal, State, and local procurement regulations.
- c. The following criteria will be used in awarding contracts as a result of bids/proposals. Price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
7. In awarding a RFP, a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, but remains the primary consideration among all factors when awarding a contract. Following evaluation and negotiations, a firm fixed price or cost reimbursable contract is awarded.
- a. The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the Board, price as the primary, and other factors considered. Any and all bids or proposals may be rejected in accordance with the law.
 - b. The School Business Administrator/Board Secretary or designee is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections.
 - c. The School Business Administrator/Board Secretary shall review the procurement system to ensure compliance with applicable laws.
 - d. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified was received.
 - e. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. The contractor must inform the School Business Administrator/Board Secretary within one workday if a product is not available. In the event a nondomestic agricultural product is to be provided to the Board of



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Education, the contractor must obtain, in advance, written approval for the product. The School Business Administrator/Board Secretary must comply with the Buy American Provision.

- f. Full documentation regarding the reason an accepted item was unavailable, and the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for this documentation is the School Business Administrator/Board Secretary.
- g. The School Business Administrator/Board Secretary is responsible for maintaining all procurement documentation.

D. Small Purchase Procedures

If the amount of purchases for items is less than the school district's small purchase threshold as outlined in the Federal Funds Procurement Method Selection Chart – **State Agency Form #358** ~~See Appendix~~, the following small purchase procedures including quotes will be used. Quotes from a minimum number of three qualified sources will be required.

- 1. Written specifications will be prepared and provided to all vendors.
- 2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of three vendors shall be contacted.
- 3. The School Business Administrator/Board Secretary or designee will be responsible for contacting potential vendors when price quotes are needed.
- 4. The price quotes will receive appropriate confidentiality before award.
- 5. Quotes/Bids will be awarded by the School Business Administrator/Board Secretary. Quotes/Bids will be awarded on the following criteria. Quote/Bid price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
- 6. The School Business Administrator/Board Secretary will be responsible for documentation of records to show selection of vendor, reasons for



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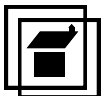
selection, names of all vendors contacted, price quotes from each vendor, and written specifications.

7. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified is received.
8. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. Full documentation will be made available as to the selection of the acceptable item.
9. The School Business Administrator/Board Secretary or designee is required to sign all quote tabulations, signifying a review and approval of the selections.

E. Noncompetitive Proposal Procedures

If items are available only from a single source when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, noncompetitive proposal procedures will be used:

1. Written specifications will be prepared and provided to the vendor.
2. The School Business Administrator/Board Secretary will be responsible for the documentation of records to fully explain the decision to use the noncompetitive proposal. The records will be available for audit and review.
3. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product or service specified was received.
4. The School Business Administrator/Board Secretary will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive proposals are met.
5. The noncompetitive micro-purchase method shall be used for one-time purchases of a new food item if the amount is less than the applicable Federal or State micro-purchase threshold to determine food acceptance by students and provide samples for testing purposes. A record of noncompetitive negotiation purchase shall be maintained by the School



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Business Administrator/Board Secretary or designee. At a minimum, the record of noncompetitive purchases shall include: item name; dollar amount; vendor; and reason for noncompetitive procurement.

F. Miscellaneous Provisions

1. New product evaluation procedures will include a review of product labels and ingredients; an evaluation of the nutritional value; taste tests and surveys; and any other evaluations to ensure the new product would enhance the program.
2. The Board agrees the reviewing official of each transaction will be the School Business Administrator/Board Secretary.
3. Payment will be made to the vendor when the contract has been met and verified and has met the Board's procedures for payment. (If prompt payment is made, discounts, etc., are accepted.)
4. Specifications will be updated as needed.
5. If the product is not as specified, the following procedure, including, but not limited to, will take place: remove product from service; contact vendor for approved alternate product; or remove product from bid.

G. Emergency Purchases

1. If it is necessary to make a one-time emergency procurement to continue service or obtain goods, and the public exigency or emergency will not permit a delay resulting from a competitive solicitation, the purchase must be authorized using a purchase order signed by the School Business Administrator/Board Secretary. The emergency procedures to be followed for such purchases shall be those procedures used by the school district for other emergency purchases consistent with N.J.S.A. 18A:18A-7. All emergency procurements shall be approved by the School Business Administrator/Board Secretary. At a minimum, the following emergency procurement procedures shall be documented to include, but not be limited to: item name; dollar amount; vendor; and reason for emergency.

H. Purchasing Goods and Services – Cooperative Agreements, Agents, and Third-Party Services (Piggybacking)



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

1. When participating in intergovernmental and inter-agency agreements the Board will ensure that competitive procurements are conducted in accordance with 2 CFR Part 200.318-.326 and applicable program regulations and guidance.
2. When utilizing the services of a co-op, agent, or third party the Board will ensure that the following conditions have been met and considered as one source of pricing in addition to other prices:
 - a. All procurements were subject to full and open competition and were made in accordance with Federal/State/local procurement requirements;
 - b. The existing contract allows for the inclusion of additional Board of Educations that were not contemplated in the original procurement to purchase the same supplies/equipment through the original award;
 - c. The specifications in the existing contract meets their needs and that the items being ordered are in the contract;
 - d. The awarded contract requires all the Federally required certifications; e.g. Buy American, debarment, restrictions on lobbying, etc.;
 - e. The agency will confirm the addition of their purchasing power (goods or services) to the procurement in scope or services does not create a material change, resulting in the needs to re-bid the contract;
 - f. Administrative costs (fees) for participating in the agreement are adequately defined, necessary and reasonable, and the method of allocating the cost to the participating agencies must be specified;
 - g. The Buy American provisions are included in the procurement of food and agricultural products; and
 - h. The agreement includes the basis for and method of allocating each discount, rebate, or credit and how they will be returned to each participating agency when utilizing a cost-reimbursable contract.



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

I. Records Retention

1. The Board shall agree to retain all books, records, and other documents relative to the award of the contract for three years after final payment. If there are audit findings that have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit. Specifically, the Board shall maintain, at a minimum, the following documents:
 - a. Written rationale for the method of procurement;
 - b. A copy of the original solicitation;
 - c. The selection of contract type;
 - d. The bidding and negotiation history and working papers;
 - e. The basis for contractor selection;
 - f. Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
 - g. The basis for award cost or price;
 - h. The terms and conditions of the contract;
 - i. Any changes to the contract and negotiation history;
 - j. Billing and payment records;
 - k. A history of any contractor claims;
 - l. A history of any contractor breaches; and
 - m. Any other documents as required by N.J.S.A. 18A:18A – Public School Contracts Law.

J. Code of Conduct for Procurement

1. All procurements must ensure there is open and free competition and adhere to the most restrictive Federal, State, and local requirements. The



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

Board seeks to conduct all procurement procedures in compliance with stated regulations and to prohibit conflicts of interest and actions of employees engaged in the selection, award, and administration of contracts. All procurements will be in accordance with this Policy and all applicable provisions of N.J.S.A. 18A:18A – Public School Contracts Law.

2. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal, State, or local award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent; any member of his or her immediate family, his or her partner; or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
 3. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.
 4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.
 5. All questions and concerns regarding procurement solicitations, contract evaluations, and contract award, shall be directed to the School Business Administrator/Board Secretary.
- K. Food Service Management Company (FSMC)
1. In the operation of the school district's food service program, the school district shall ensure that a FSMC complies with the requirements of the Program Agreement, the school district's Free and Reduced School Lunch Policy Statement, all applicable USDA program policies and regulations, and applicable State and local laws. In order to operate an a la carte food service program, the



PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

FSMC shall agree to offer free, reduced price, and full price reimbursable meals to all eligible children.

2. The school district shall monitor the FSMC billing invoices to ensure compliance with Federal and State procurement regulations.
3. In accordance with N.J.S.A. 18A:18A-5a.(22), RFPs are required in all solicitations for a FSMC.

N.J.S.A. 18A:18A – Public School Contracts Law

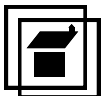
New Jersey Department of Agriculture “Procurement Procedures for School Food Authorities” Model Policy, September 2018

Adopted: 09 July 2018

Revised: 14 September 2018

Revised: 11 March 2019

Revised: 23 November 2020



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

8601 STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

M

The Board of Trustees adopts this Student Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemary Clarke*.

The New Jersey Supreme Court, in Jerkins, indicated dangers exist for younger students at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Trustees adopts and requires the implementation of Policy 8601 for the supervision of younger students after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of students attending school-operated programs **in Kindergarten through Grade 5** who are not eligible for school-provided transportation after dismissal or are eligible and elect not to use school-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a student attending a school-operated school or program in **Kindergarten through Grade 5** ~~grade five~~, where the student is not eligible for school-provided transportation or is eligible and elects not to use school-provided transportation after dismissal may request the school or program not release the student to walk home after dismissal unless the student is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least eighteen years old. The parent(s) or legal guardian(s) may designate up to three escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for **Student Pick Up Authorization Form**. ~~Supervision at Dismissal from School Form~~ to the Principal or designee, or program administrator.

The Form shall be made available to parent(s) or legal guardian(s) in the beginning of the school year in the student registration packet.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the **Student Pick Up Authorization Form**. ~~Request Form~~.



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of students that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The ~~Authorization Request Form~~ must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the ~~Student Pick Up Authorization Form. Request for Supervision at Dismissal from School Form~~, shall notify the appropriate school staff member(s) who has supervision of the student at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the student when other students are dismissed from school at the end of the school day.

The Principal or program administrator will develop and implement a written Student Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for students at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Student Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a ~~Request~~ **an Authorization Form**.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the school's emergency call procedures.

The student(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the student.

In order to ensure the safety of other students being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal



STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

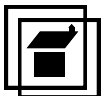
guardian(s) or designated escorts with other students within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by the Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within fifteen minutes after the dismissal time, the student will remain in the school supervised by school staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the student out of school. If the parent or designated escort does not come to the school within one hour of dismissal, the Newark Police Department will be contacted to transport the child to the Police Station where the child will be held until the parent or designated escort will pick up the child.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to students at the school's facilities after formal school dismissal.

This Policy shall be published in student/school handbooks. In addition, the school shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the student/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 11 August 2014





Finance & Facilities Committee Report

August 23, 2021

Attendance:

- ☐ Leslie Baynes
- ☐ Bima Baje
- ☐ Shawna Ebanks
- ☐ Susanna Holgun-Veras

I. Financial Review

a. Treasurer's Report:

- i. As of July 31, 2021, total operating cash on hand \$1,974,136.60
net \$23,727.63 vendor payments and \$10,673.75 employee checks outstanding.

b. Secretary's Report:

- i. As of July 31, 2021
 - o \$288,163.40 in expenses have been paid
 - o \$5,988,097.57 in encumbrances are pending payment
 - o \$1,489,616.75 remains unencumbered

c. Operations

- o Insperity update- delay conversion date
- o Health insurance Horizon (current) premium costs, coverage inclusions
- o Liability Insurance renewal
- o 2021-22 Contracted Services
 - a. Information Tech- Link High Technologies (current)
 - b. Custodial- AAA Facilities Services (New 5 days per week)
 - c. Motivated Security (New)
- o Kindergarten space update- spaces to be used at start of school will be completed by 8/31..One classroom formerly part of the library and one LL small group instruction room will be completed after start of school, permits pending.

The space will be complete and furnished for students first day!

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS		
101 Cash in checking account	\$ 1,736,146.54	
102-106 Other cash equivalents	\$ 78,500.00	
Total cash		\$ 1,814,646.54
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ (249,248.37)
Accounts receivable		
132 Interfund	\$ 43,112.15	
141 Intergovernmental - state	\$ (81,483.80)	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 26,964.69	
153 Other Accounts Receivable	\$ 0.00	
		\$ (11,406.96)
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ (4,550.00)
RESOURCES		
301 Estimated revenues (from adjusted budget)	\$ 0.00	
302 Less: revenues collected or accrued	\$ 0.00	
		\$ 0.00
TOTAL ASSETS AND RESOURCES		\$ 1,549,441.21

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable	\$ 0.00	
402 Interfund accounts payable	\$ 0.00	
411 Intergovernmental accounts payable - state	\$ 0.00	
412 Intergovernmental accounts payable - federal	\$ 0.00	
413 Intergovernmental accounts payable - other	\$ 0.00	
421 Accounts payable	\$ 49,686.15	
422 Judgments payable	\$ 0.00	
430 Compensated absences payable	\$ 0.00	
431 Contracts payable	\$ 0.00	
451 Loans payable	\$ 0.00	
461 Accrued Salaries and Benefits	\$ 10,534.87	
481 Deferred revenues	\$ 0.00	
499 Other current liabilities	\$ 0.00	
Total liabilities		\$ 60,221.02

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year			\$ 5,643,098.57	
754 Reserve for encumbrances - prior year			\$ 0.00	
760 Other reserves			\$ 1,771,083.59	
771 Designated Fund Balance			\$ 0.00	
772 Designated Fund Balance - ARRA/SEMI			\$ 0.00	
601 Appropriations		\$ 6,957,170.72		
602 Less: expenditures	\$ 281,863.40			
603 Less: encumbrances	\$ 5,643,098.57	\$ (5,924,961.97)	\$ 1,032,208.75	
Appropriations less expenditures				\$ 8,446,390.91
Unappropriated:				
770 Fund Balance, July 1, 2021			\$ 0.00	
303 Less: budgeted fund balance			\$ (6,957,170.62)	
Unappropriated fund balance				\$ (6,957,170.62)
Total fund equity				\$ 1,489,220.29
TOTAL LIABILITIES AND FUND EQUITY				\$ 1,549,441.31

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	\$ 6,957,170.72	\$ 5,924,961.97	\$ 1,032,208.75
Less: Revenues	\$ 0.00	\$ 0.00	\$ 0.00
Subtotal	\$ 6,957,170.72	\$ 5,924,961.97	\$ 1,032,208.75
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00
Total current year budgeted fund balance	\$ 6,957,170.62	\$ 5,924,961.97	\$ 1,032,208.65
Add: Unappropriated fund balance			\$ (6,957,170.62)
Total of budgeted and unappropriated fund balance			\$ (5,924,961.97)

Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	6,957,170.62	0.00	6,957,170.62	5,924,961.97	1,032,208.65
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	0.00	0.00	0.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	0.00	0.00
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.62	0.00	6,957,170.62	5,924,961.97	1,032,208.65

Fund 11 (Current Expense Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Instructional Expense		3,372,496.18	0.00	3,372,496.18	110,278.56	2,860,627.23	401,590.39	0.00
Administrative		2,276,454.12	0.00	2,276,454.12	111,182.47	1,833,604.80	331,666.85	0.00
Support Services		1,258,220.42	0.00	1,258,220.42	41,019.69	918,249.22	298,951.51	0.00
Grand Totals for fund 11:		6,907,170.72	0.00	6,907,170.72	262,480.72	5,612,481.25	1,032,208.75	0.00

Fund 12 (Capital Outlay Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Capital Outlay		50,000.00	0.00	50,000.00	19,382.68	30,617.32	0.00	0.00
Grand Totals for fund 12:		50,000.00	0.00	50,000.00	19,382.68	30,617.32	0.00	0.00
Grand Totals for all Subfunds of Fund 10:		6,957,170.72	0.00	6,957,170.72	281,863.40	5,643,098.57	1,032,208.75	0.00

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	6,957,170.62	0.00	6,957,170.62	5,924,961.97	1,032,208.65
10-1200-000-011	Equalization/Lcl Lvy Aid-Local	0.00	0.00	0.00	0.00	0.00
10-1200-000-012	Equalization/Lcl Lvy Aid-State	0.00	0.00	0.00	0.00	0.00
10-1510-000-023	Interest	0.00	0.00	0.00	0.00	0.00
10-1900-000-023	Other Sources	0.00	0.00	0.00	0.00	0.00
10-1920-000-023	Contributions/Donations	0.00	0.00	0.00	0.00	0.00
10-1920-001-023	Fundraising	0.00	0.00	0.00	0.00	0.00
10-1980-000-023	Refund of Prior Yr Exp	0.00	0.00	0.00	0.00	0.00
10-1990-000-023	Miscellaneous Revenue	0.00	0.00	0.00	0.00	0.00
10-3100-000-012	Equalization/Lcl Lvy Aid-State	0.00	0.00	0.00	0.00	0.00
10-3130-000-015	Categorical Aid - Spec Ed	0.00	0.00	0.00	0.00	0.00
10-3177-000-016	Categorical Security Aid	0.00	0.00	0.00	0.00	0.00
10-3190-000-021	Other Unrestricted State Aid	0.00	0.00	0.00	0.00	0.00
10-3195-000-021	Consolidated Aid	0.00	0.00	0.00	0.00	0.00
10-3902-000-000	FICA/TPAF Reimbursement	0.00	0.00	0.00	0.00	0.00
10-4210-000-023	Federal Charter School Grant	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.62	0.00	6,957,170.62	5,924,961.97	1,032,208.65

Minimum Expense General Ledger Report

Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-130-100-101	Grade 7-8 Teacher	2,056,913.45	0.00	2,056,913.45	17,666.66	2,039,246.79	0.00	0.00
11-190-100-106	Oth Sal for Inst	0.00	43,345.00	43,345.00	43,345.00	0.00	0.00	0.00
11-190-100-320	Purch Prof Svcs	572,600.00	(46,745.00)	525,855.00	5,393.75	266,456.25	254,005.00	0.00
11-190-100-330	Other Purch Svcs	90,000.00	0.00	90,000.00	0.00	0.00	90,000.00	0.00
11-190-100-610	General Supplies	95,000.00	0.00	95,000.00	1,627.95	76,809.09	16,562.96	0.00
11-190-100-640	Textbooks	51,200.00	0.00	51,200.00	0.00	47,487.07	3,712.93	0.00
11-190-100-890	Miscellaneous Expense	50,000.00	0.00	50,000.00	45.20	12,645.30	37,309.50	0.00
11-200-100-101	Special Education Teacher	416,782.73	0.00	416,782.73	0.00	416,782.73	0.00	0.00
11-421-100-105	Stipends	40,000.00	3,400.00	43,400.00	42,200.00	1,200.00	0.00	0.00
Instructional Expense		3,372,496.18	0.00	3,372,496.18	110,278.56	2,860,627.23	401,590.39	0.00
11-000-230-100	Salaries	1,120,998.60	0.00	1,120,998.60	53,776.77	1,067,221.83	0.00	0.00
11-000-230-300	Purch Prof/Tech Svc	67,000.00	0.00	67,000.00	0.00	5,000.00	62,000.00	0.00
11-000-230-331	Judgements Against Charters	42,500.00	0.00	42,500.00	291.66	35,708.34	6,500.00	0.00
11-000-230-332	Audit Fees	17,250.00	0.00	17,250.00	0.00	0.00	17,250.00	0.00
11-000-230-530	Communications/Telephone	59,585.00	0.00	59,585.00	146.26	56,253.74	3,185.00	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	57,350.00	0.00	57,350.00	7,658.44	27,741.72	21,949.84	0.00
11-000-230-610	Supplies & Materials	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00	0.00
11-000-230-890	Miscellaneous Expense	2,400.00	0.00	2,400.00	0.00	0.00	2,400.00	0.00
11-000-291-230	Benefits - SS & Medicare	245,810.26	0.00	245,810.26	21,822.81	223,987.45	0.00	0.00
11-000-291-232	Benefits - NJ State Pension	165,000.00	0.00	165,000.00	0.00	0.00	165,000.00	0.00
11-000-291-250	State Unemployment Ins	43,678.25	0.00	43,678.25	346.98	43,331.27	0.00	0.00
11-000-291-260	Benefits - Workman's Comp	35,100.00	0.00	35,100.00	0.00	0.00	35,100.00	0.00
11-000-291-270	Benefits - Health Insurance	409,782.01	0.00	409,782.01	27,035.87	372,964.13	9,782.01	0.00
11-000-291-290	Benefits - FlexSpending Fees	3,000.00	0.00	3,000.00	103.68	1,396.32	1,500.00	0.00
Administrative		2,276,454.12	0.00	2,276,454.12	111,182.47	1,833,604.80	331,666.85	0.00
11-000-216-320	Purch Prof Tech Svcs - P/OT	130,000.00	0.00	130,000.00	0.00	0.00	130,000.00	0.00
11-000-240-110	Supp Svcs - Salaries	403,107.42	0.00	403,107.42	4,465.06	398,642.36	0.00	0.00
11-000-240-500	Other Purchased Services (400-500 Series)	197,200.00	0.00	197,200.00	611.30	121,063.19	75,525.51	0.00
11-000-251-830	Mortgage Payments-Interest	328,000.00	0.00	328,000.00	27,333.33	300,666.67	0.00	0.00
11-000-262-520	Insurance	72,413.00	0.00	72,413.00	0.00	1,546.00	70,867.00	0.00
11-000-262-610	Supplies & Materials	26,000.00	0.00	26,000.00	8,610.00	2,500.00	14,890.00	0.00
11-000-262-620	Energy Costs	76,500.00	0.00	76,500.00	0.00	71,000.00	5,500.00	0.00
11-000-262-890	Miscellaneous Expense	25,000.00	0.00	25,000.00	0.00	22,831.00	2,169.00	0.00
Support Services		1,258,220.42	0.00	1,258,220.42	41,019.69	918,249.22	298,951.51	0.00
Grand Totals for fund 11:		6,907,170.72	0.00	6,907,170.72	262,480.72	5,612,481.25	1,032,208.75	0.00

Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
12-000-100-730	Instructional Equipment	50,000.00	0.00	50,000.00	19,382.68	30,617.32	0.00	0.00
Capital Outlay		50,000.00	0.00	50,000.00	19,382.68	30,617.32	0.00	0.00
Grand Totals for fund 12:		50,000.00	0.00	50,000.00	19,382.68	30,617.32	0.00	0.00
Grand Totals for all Subfunds of Fund 10:		6,957,170.72	0.00	6,957,170.72	281,863.40	5,643,098.57	1,032,208.75	0.00

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

Bima Baje, Bus Adm/Bd Sec

8/20/21

Date

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS		
101 Cash in checking account	\$ 50,548.42	
102-106 Other cash equivalents	\$ 0.00	
Total cash		\$ 50,548.42
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 0.00
Accounts receivable		
132 Interfund	\$ 0.00	
141 Intergovernmental - state	\$ 0.00	
142 Intergovernmental - federal	\$ 6,344.00	
143 Intergovernmental - other	\$ 0.00	
153 Other Accounts Receivable	\$ 0.00	
		\$ 6,344.00
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ 0.00
RESOURCES		
301 Estimated revenues (from adjusted budget)	\$ 0.00	
302 Less: revenues collected or accrued	\$ 0.00	
		\$ 0.00
TOTAL ASSETS AND RESOURCES		\$ 56,892.42

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable		\$ 0.00
402 Interfund accounts payable		\$ 0.00
411 Intergovernmental accounts payable - state		\$ 0.00
412 Intergovernmental accounts payable - federal		\$ 0.00
413 Intergovernmental accounts payable - other		\$ 0.00
421 Accounts payable		\$ 0.00
422 Judgments payable		\$ 0.00
430 Compensated absences payable		\$ 0.00
431 Contracts payable		\$ 0.00
451 Loans payable		\$ 0.00
481 Deferred revenues		\$ 63,192.42
499 Other current liabilities		\$ 0.00
Total liabilities		\$ 63,192.42

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year				\$	345,000.00	
754 Reserve for encumbrances - prior year				\$	0.00	
760 Other reserves				\$	0.00	
771 Designated Fund Balance				\$	0.00	
601 Appropriations			\$	808,708.00		
602 Less: expenditures	\$	6,300.00				
603 Less: encumbrances	\$	345,000.00	\$	(351,300.00)	\$	457,408.00
Appropriations less expenditures						\$ 802,408.00
Unappropriated:						
770 Fund Balance, July 1, 2021				\$	0.00	
303 Less: budgeted fund balance				\$	(1,303,708.00)	
Unappropriated fund balance						\$ (1,303,708.00)
Total fund equity						\$ (501,300.00)
TOTAL LIABILITIES AND FUND EQUITY						\$ (438,107.58)

Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	1,303,708.00	0.00	1,303,708.00	351,300.00	952,408.00
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	0.00	0.00	0.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	0.00	0.00
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		1,303,708.00	0.00	1,303,708.00	351,300.00	952,408.00

Fund 20 (Special Revenue Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	0.00	45,000.00	134,413.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	0.00	75,062.00	0.00
ESSER II		499,233.00	0.00	499,233.00	6,300.00	275,000.00	217,933.00	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	0.00	25,000.00	30,000.00	0.00
Grand Totals for fund 20:		808,708.00	0.00	808,708.00	6,300.00	345,000.00	457,408.00	0.00

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	1,303,708.00	0.00	1,303,708.00	351,300.00	952,408.00
20-4411-231-032	Title I	0.00	0.00	0.00	0.00	0.00
20-4413-234-032	Title I C/O	0.00	0.00	0.00	0.00	0.00
20-4415-260-032	Title VI	0.00	0.00	0.00	0.00	0.00
20-4416-261-032	Title VI C/O	0.00	0.00	0.00	0.00	0.00
20-4421-250-032	IDEA	0.00	0.00	0.00	0.00	0.00
20-4422-251-032	IDEA C/O	0.00	0.00	0.00	0.00	0.00
20-4451-270-032	Title II A	0.00	0.00	0.00	0.00	0.00
20-4452-272-032	Title II D	0.00	0.00	0.00	0.00	0.00
20-4453-271-032	Title II C/O	0.00	0.00	0.00	0.00	0.00
20-4471-280-032	Title IV	0.00	0.00	0.00	0.00	0.00
20-4473-281-032	Title IV C/O	0.00	0.00	0.00	0.00	0.00
20-4475-290-032	Title V	0.00	0.00	0.00	0.00	0.00
20-4476-000-000	Digital Divide	0.00	0.00	0.00	0.00	0.00
20-5000-000-035	Link Education Partners	0.00	0.00	0.00	0.00	0.00
20-6000-000-	Special Education Grant	0.00	0.00	0.00	0.00	0.00
Grand Totals		1,303,708.00	0.00	1,303,708.00	351,300.00	952,408.00

Minimum Expense General Ledger Report

Fund 20 (Special Revenue Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
20-231-100-100	Title I Sal for Inst	45,000.00	0.00	45,000.00	0.00	45,000.00	0.00	0.00
20-231-100-300	Purchased Services	120,000.00	0.00	120,000.00	0.00	0.00	120,000.00	0.00
20-231-100-600	Supplies	2,377.00	0.00	2,377.00	0.00	0.00	2,377.00	0.00
20-231-200-200	Benefits	3,442.00	0.00	3,442.00	0.00	0.00	3,442.00	0.00
20-231-200-600	Supplies	8,594.00	0.00	8,594.00	0.00	0.00	8,594.00	0.00
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	0.00	45,000.00	134,413.00	0.00
20-250-200-300	Professional Services	75,062.00	0.00	75,062.00	0.00	0.00	75,062.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	0.00	75,062.00	0.00
20-483-100-101	Instruction- Sal of Teacher	275,000.00	0.00	275,000.00	0.00	275,000.00	0.00	0.00
20-483-100-300	Purchased Services-Instruction	117,638.00	0.00	117,638.00	0.00	0.00	117,638.00	0.00
20-483-100-600	Instructional Supplies	6,300.00	0.00	6,300.00	6,300.00	0.00	0.00	0.00
20-483-200-200	CRRSA - ESSER II Grant Program	100,295.00	0.00	100,295.00	0.00	0.00	100,295.00	0.00
ESSER II		499,233.00	0.00	499,233.00	6,300.00	275,000.00	217,933.00	0.00
20-486-200-600	Supplies	55,000.00	0.00	55,000.00	0.00	25,000.00	30,000.00	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	0.00	25,000.00	30,000.00	0.00
Grand Totals for fund 20:		808,708.00	0.00	808,708.00	6,300.00	345,000.00	457,408.00	0.00

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).


Bima Baje, BusAdm/Bd Sec

8/20/21

Date

**REPORT OF THE TREASURER
TO THE BOARD OF TRUSTEES
LINK COMMUNITY CHARTER SCHOOL
ALL FUNDS**

FOR THE MONTH ENDING July 31, 2021

		CASH REPORT			
FUNDS		(1) Beginning Cash Balance	(2) Cash Receipts/Transfers This Month	(3) Cash Disbursements/Transfers This Month	(4) Ending Cash Balance (1) + (2) - (3)
	GOVERNMENTAL FUNDS				
1	General Fund - Fund 10 - Operating	\$ 1,786,496.70	\$ 350,500.35	\$ 400,850.51	\$ 1,736,146.54
2	Charter Escrow	75,000.00	-	-	\$ 75,000.00
2	Special Revenue Fund - Fund 20	(213,501.58)	270,350.00	6,300.00	50,548.42
3	Total governmental funds (Lines 1 thru 2)	1,647,995.12	620,850.35	407,150.51	1,861,694.96
	ENTERPRISE FUND				
4	Food Service	23,536.87	-	-	23,536.87
	Total Enterprise funds (Lines 4)	23,536.87	-	-	23,536.87
	TRUST & AGENCY FUNDS				
5	Payroll Account	40,981.72	300,929.27	300,929.27	40,981.72
	PPP Account	-	-	-	-
6	Payroll Agency	56,396.19	7,528.97	28,979.71	34,945.45
7	Unemployment	25.00	-	-	25.00
8	Student Activity Account	12,952.60	-	-	12,952.60
9	Total Trust & Agency Funds (Lines 5 thru 8)	110,355.51	308,458.24	329,908.98	88,904.77
10	Total All Funds (Lines 3, 4 and 9)	\$ 1,781,887.50	\$ 929,308.59	\$ 737,059.49	\$ 1,974,136.60

Prepared and Submitted By:

Leslie Baynes
Chief Operating Officer

8/19/2021

Date

**LINK COMMUNITY CHARTER SCHOOL
RECONCILIATION OF BOARD SECRETARY'S REPORT (A-148)
AND TREASURER'S REPORT (A-149)
FOR THE MONTH ENDING July 31, 2021**

<u>Fund</u>		
10.101	General fund - Regular Account	\$ 1,736,146.54
10.106	Charter Escrow	75,000.00
20.101	Special Revenue Fund	50,548.42
60.101	Enterprise Fund	23,536.87
90.104	PPP Account	-
90.101	Payroll Account	40,981.72
90.103	Unemployment	25.00
91.101	Agency Account	34,945.45
95.101	Student Activity Account	12,952.60
		<hr/>
Total Board Secretary's Records - A-148		1,974,136.60
Total Funds per Treasurer's Report		<hr/>
		1,974,136.60
Difference		<hr/> <hr/>
		\$ -

LINK COMMUNITY CHARTER SCHOOL
TD Bank
OPERATING ACCOUNT - 430-2520237
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u> <u>G/FUND</u>	<u>BOOKS</u> <u>S/REVENUE</u>	<u>BOOKS</u> <u>TOTAL</u>
BALANCE BEG. OF MONTH	\$ 1,694,778.27	\$ 1,786,496.70	\$ (213,501.58)	\$ 1,572,995.12
<u>Additions</u>				
Deposits	620,850.35	350,500.35	270,350.00	620,850.35
Total Receipts	620,850.35	350,500.35	270,350.00	620,850.35
<u>Deductions</u>				
Cash Disbursements	505,206.03	400,850.51	6,300.00	407,150.51
Total Disbursements	505,206.03	400,850.51	6,300.00	407,150.51
<u>BALANCE END OF MONTH</u>	1,810,422.59			
<u>RECONCILIATION</u>				
Less--Outstanding checks	23,727.63			
Deposit in transit				
ADJUSTED BALANCE END OF MONTH	\$ 1,786,694.96	\$ 1,736,146.54	\$ 50,548.42	\$ 1,786,694.96



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STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC
GENERAL FUND ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 8
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4302520237-719-E-***
Primary Account #: 430-2520237

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Premier Checking

LINK COMMUNITY CHARTER SCHOOL INC

Account # 430-2520237

ACCOUNT SUMMARY

Beginning Balance	1,234,749.60	Average Collected Balance	1,157,610.62
Deposits	249,248.37	Interest Earned This Period	0.00
Electronic Deposits	371,601.98	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
Checks Paid	196,747.79	Days in Period	31
Electronic Payments	308,458.24		
Ending Balance	1,350,393.92		

DAILY ACCOUNT ACTIVITY**Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
07/26	DEPOSIT	249,248.37
Subtotal:		249,248.37

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/12	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,781.88
07/19	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,883.12
07/21	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	12,399.99
07/21	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	1,270.41

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	1,350,393.92
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

**Bank**

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STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC

Page: 3 of 8
 Statement Period: Jul 01 2021-Jul 31 2021
 Cust Ref #: 4302520237-719-E-***
 Primary Account #: 430-2520237

DAILY ACCOUNT ACTIVITY**Electronic Deposits (continued)**

POSTING DATE	DESCRIPTION	AMOUNT
07/28	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	5,530.97
07/28	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	566.81
07/30	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	148,125.00
07/30	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	74,095.00
07/30	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	19,132.00
07/30	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	18,331.00
07/30	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	10,667.00
Subtotal:		371,601.98

Checks Paid

No. Checks: 32

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
07/06	3847	66.05	07/20	4099*	98.75
07/19	3946*	8,835.25	07/23	4100	45.20
07/20	3947	5,393.75	07/30	4103*	146.26
07/19	3948	4,852.98	07/13	4104	27,333.33
07/02	4063*	150.70	07/16	4106*	3,038.23
07/06	4066*	291.66	07/26	4107	291.66
07/02	4069*	39,305.62	07/19	4108	12,126.80
07/01	4071*	5,393.75	07/20	4109	6,348.00
07/01	4081*	500.00	07/21	4110	19,382.68
07/14	4089*	2,585.79	07/23	4111	8,610.00
07/15	4090	130.50	07/27	4112	6,300.00
07/16	4092*	200.32	07/19	4113	27,035.87
07/19	4093	1,620.00	07/15	4114	314.00
07/16	4094	9,412.57	07/27	4115	261.12
07/20	4096*	1,624.00	07/19	4116	1,627.95
07/19	4097	1,025.00	07/19	4117	2,400.00
Subtotal:					196,747.79

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STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC

Page: 4 of 8
 Statement Period: Jul 01 2021-Jul 31 2021
 Cust Ref #: 4302520237-719-E-***
 Primary Account #: 430-2520237

DAILY ACCOUNT ACTIVITY**Electronic Payments**

POSTING DATE	DESCRIPTION	AMOUNT
07/15	eTransfer Debit, Online Xfer Transfer to CK 4301373885	133,337.15
07/15	eTransfer Debit, Online Xfer Transfer to CK 4301373893	3,609.66
07/30	eTransfer Debit, Online Xfer Transfer to CK 4301373885	167,592.12
07/30	eTransfer Debit, Online Xfer Transfer to CK 4301373893	3,919.31
Subtotal:		308,458.24

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
06/30	1,234,749.60	07/19	1,031,040.22
07/01	1,228,855.85	07/20	1,017,575.72
07/02	1,189,399.53	07/21	1,011,863.44
07/06	1,189,041.82	07/23	1,003,208.24
07/12	1,263,642.50	07/26	1,252,164.95
07/13	1,236,309.17	07/27	1,245,603.83
07/14	1,233,723.38	07/28	1,251,701.61
07/15	1,096,332.07	07/30	1,350,393.92
07/16	1,083,680.95		

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT #430-6745089
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	<u>\$ 75,000.00</u>	<u>\$ 75,000.00</u>
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
ADJUSTED BALANCE END OF MONTH	<u><u>\$ 75,000.00</u></u>	<u><u>\$ 75,000.00</u></u>



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E

STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4356745089-717-E-###
Primary Account #: 435-6745089

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT

Account # 435-6745089

ACCOUNT SUMMARY

Beginning Balance	75,000.00	Average Collected Balance	75,000.00
		Interest Earned This Period	0.00
Ending Balance	75,000.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Page: 2 of 2

1. Your ending balance shown on this statement is:

2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.

3. Subtotal by adding lines 1 and 2.

4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.

5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	75,000.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT #430-1373918
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	\$ 23,536.87	\$ 23,536.87
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
BALANCE END OF MONTH	<u>\$ 23,536.87</u>	<u>\$ 23,536.87</u>
FUND 10 transfer		
Outstanding Check	-	
BALANCE PER BOOKS	<u>\$ 23,536.87</u>	<u>\$ 23,536.87</u>



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LINK COMMUNITY CHARTER SCHOOL INC
FOOD SERVICE FUND ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373918-717-E-###
Primary Account #: 430-1373918

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
FOOD SERVICE FUND ACCOUNT

Account # 430-1373918

ACCOUNT SUMMARY

Beginning Balance	23,536.87	Average Collected Balance	23,536.87
		Interest Earned This Period	0.00
Ending Balance	23,536.87	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	23,536.87
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

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Maine 04243-1377**

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- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

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We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT #430-1373900
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	<u>\$ 25.00</u>	<u>\$ 25.00</u>
RECEIPTS		
	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
ADJUSTED BALANCE END OF MONTH	<u><u>\$ 25.00</u></u>	<u><u>\$ 25.00</u></u>



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LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373900-717-E-***
Primary Account #: 430-1373900

Overdraft Policy Change Effective August 6, 2021

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Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT

Account # 430-1373900

ACCOUNT SUMMARY

Beginning Balance	25.00	Average Collected Balance	25.00
		Interest Earned This Period	0.00
Ending Balance	25.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	25.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

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INTEREST NOTICE

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FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

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- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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LINK COMMUNITY CHARTER SCHOOL
TD Bank
PAYROLL ACCOUNT -430-1373885
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	\$ 73,837.35	\$ 40,981.72
RECEIPTS		
Deposits	300,929.27	300,929.27
Total Receipts	<u>300,929.27</u>	<u>300,929.27</u>
Disbursements	323,111.15	300,929.27
Total Disbursements	<u>323,111.15</u>	<u>300,929.27</u>
Balance at End of Month	51,655.47	40,981.72
		0.00
Less: Outstanding Checks	<u>10,673.75</u>	<u>-</u>
ADJUSTED BALANCE END OF MONTH	<u>\$ 40,981.72</u>	<u>\$ 40,981.72</u>

Schedule of Outstanding Checks:

Employee Name	Date	Check #	Amount
Crawford, Jessica	12/31/2020	1076	400.00
Paradiso, Maria	1/15/2021	1082	2,010.77
Baynes, Leslie C	6/30/2021	1084	3,786.45
Brooks, Monique	6/30/2021	1085	1,118.72
Dandie, Suzanne L	6/30/2021	1086	1,775.69
Freer, Sarah	6/30/2021	1087	1,582.12
			10,673.75



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LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373885-717-E-###
Primary Account #: 430-1373885

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

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TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT

Account # 430-1373885

ACCOUNT SUMMARY

Beginning Balance	73,837.35	Average Collected Balance	61,387.93
Electronic Deposits	300,929.27	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Checks Paid	29,637.77	Annual Percentage Yield Earned	0.00%
Electronic Payments	293,473.38	Days in Period	31
Ending Balance	51,655.47		

DAILY ACCOUNT ACTIVITY**Electronic Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
07/15	eTransfer Credit, Online Xfer Transfer from CK 4302520237	133,337.15
07/30	eTransfer Credit, Online Xfer Transfer from CK 4302520237	167,592.12

Subtotal: 300,929.27

Checks Paid

No. Checks: 22

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
07/08	1084	517.55	07/16	1096	1,472.82
07/12	1086*	1,564.53	07/12	1097	881.13
07/19	1088*	1,582.12	07/12	1098	1,921.83
07/09	1089	881.13	07/26	1099	504.08
07/19	1091*	1,074.06	07/08	1100	1,330.45
07/09	1093*	803.95	07/21	1101	435.49
07/12	1094	1,921.79	07/13	1102	513.03
07/19	1095	726.78	07/23	1103	592.71

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

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- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	51,655.47
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

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INTEREST NOTICE

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FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

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- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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**Bank**

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STATEMENT OF ACCOUNTLINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT

Page: 3 of 3
 Statement Period: Jul 01 2021-Jul 31 2021
 Cust Ref #: 4301373885-717-E-###
 Primary Account #: 430-1373885

DAILY ACCOUNT ACTIVITY**Checks Paid (continued)**

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT	
07/12	1104	1,711.49	07/16	1109	1,286.50	
07/22	1105	3,746.94	07/23	1110	1,189.03	
07/19	1108*	3,768.20	07/27	1111	1,212.16	
					Subtotal:	29,637.77

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT	
07/15	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	86,879.82	
07/15	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	41,838.73	
07/15	CCD DEBIT, N7728 LINK COMMU BILLING N7728	479.90	
07/15	CCD DEBIT, N7728 LINK COMMU AGENCY N7728	370.50	
07/30	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	108,049.49	
07/30	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	55,140.90	
07/30	CCD DEBIT, N7728 LINK COMMU AGENCY N7728	370.50	
07/30	CCD DEBIT, N7728 LINK COMMU BILLING N7728	343.54	
		Subtotal:	293,473.38

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
06/30	73,837.35	07/19	55,648.19
07/08	71,989.35	07/21	55,212.70
07/09	70,304.27	07/22	51,465.76
07/12	62,303.50	07/23	49,684.02
07/13	61,790.47	07/26	49,179.94
07/15	65,558.67	07/27	47,967.78
07/16	62,799.35	07/30	51,655.47

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

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LINK COMMUNITY CHARTER SCHOOL
Provident
PPP ACCOUNT -1001171279
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	<u>\$ -</u>	<u>\$ -</u>
RECEIPTS		
Deposits	0.00	0.00
Total Receipts	<u>0.00</u>	<u>0.00</u>
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
Balance at End of Month	0.00	0.00
		0.00
Less: Outstanding Checks	<u>0.00</u>	<u>-</u>
ADJUSTED BALANCE END OF MONTH	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

LINK COMMUNITY CHARTER SCHOOL
TD Bank
Acct# 430-1373893
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
<u>BALANCE BEG. OF MONTH</u>	<u>\$ 56,396.19</u>	<u>\$ 56,396.19</u>
<u>RECEIPTS</u>		
Deposits /Interests	7,528.97	7,528.97
 Total Receipts	 <u>7,528.97</u>	 <u>7,528.97</u>
-		
Cash Disbursements	28,979.71	28,979.71
 Balance at End of Month	 34,945.45	 34,945.45
Outstanding Checks	0.00	
 <u>ADJUSTED BALANCE END OF MONTH</u>	 <u>34,945.45</u>	 <u>\$ 34,945.45</u>



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LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373893-713-E-###
Primary Account #: 430-1373893

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT

Account # 430-1373893

ACCOUNT SUMMARY

Beginning Balance	56,396.19	Average Collected Balance	33,670.95
Electronic Deposits	7,528.97	Interest Earned This Period	0.00
Checks Paid	3,766.57	Interest Paid Year-to-Date	0.00
Electronic Payments	25,213.14	Annual Percentage Yield Earned	0.00%
Ending Balance	34,945.45	Days in Period	31

DAILY ACCOUNT ACTIVITY**Electronic Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
07/15	eTransfer Credit, Online Xfer Transfer from CK 4302520237	3,609.66
07/30	eTransfer Credit, Online Xfer Transfer from CK 4302520237	3,919.31
Subtotal:		7,528.97

Checks Paid

No. Checks: 3

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
07/19	1176	2,066.94	07/19	1178	189.63
07/20	1177	1,510.00			
Subtotal:					3,766.57

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
07/01	CCD DEBIT, DIV OF PENS&BENE TEPS TPAF 000000018100796	14,543.83
07/01	CCD DEBIT, DIV OF PENS&BENE TEPS PERS 000000018100781	7,819.66
07/08	CCD DEBIT, BENEFLEX INC BT0707 000000144111963	124.26
07/21	ELECTRONIC PMT-TEL, BCBS PRIMARY BILLING EN 168959384	2,725.39
Subtotal:		25,213.14

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Page: 2 of 3

1. Your ending balance shown on this statement is:

2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.

3. Subtotal by adding lines 1 and 2.

4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.

5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

- You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

**Bank**

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STATEMENT OF ACCOUNTLINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT

Page: 3 of 3
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373893-713-E-###
Primary Account #: 430-1373893

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
06/30	56,396.19	07/19	35,261.53
07/01	34,032.70	07/20	33,751.53
07/08	33,908.44	07/21	31,026.14
07/15	37,518.10	07/30	34,945.45

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.comBank Deposits FDIC Insured | TD Bank, N.A. | Equal Housing Lender 

LINK COMMUNITY CHARTER SCHOOL
TD Bank
STUDENT ACTIVITY FUND - 430-1373926
FOR THE MONTH ENDING July 31, 2021

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	\$ 12,952.60	\$ 12,952.60
Receipts	<hr/>	<hr/>
Deposits	0.00	0.00
Total	<hr/> 0.00 <hr/>	<hr/> 0.00 <hr/>
Disbursements		
Disbursements	-	-
Total	<hr/> - <hr/>	<hr/> - <hr/>
Bank Balance	12,952.60	12,952.60
Less: Outstanding checks		-
BALANCE END OF MONTH	<hr/> \$ 12,952.60 <hr/>	<hr/> \$ 12,952.60 <hr/>



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E

STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 2
Statement Period: Jul 01 2021-Jul 31 2021
Cust Ref #: 4301373926-713-E-###
Primary Account #: 430-1373926

Overdraft Policy Change Effective August 6, 2021

The following change applies only to Commercial and Small Business Checking Accounts and Money Market Accounts with check access: TD is making changes to reduce Customer overdraft fees: Instead of charging an overdraft fee if you overdraw your account by greater than \$5, you may now overdraw your account by up to \$10 without TD charging you an overdraft fee.

Overdraft fees apply to a maximum of five (5) items per day per account and this will remain unchanged. For Business Checking accounts on Account Analysis Billing, all overdrafts, regardless of volume, are billed through Account Analysis. Please contact your Treasury Management Officer for further details.

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT

Account # 430-1373926

ACCOUNT SUMMARY

Beginning Balance	12,952.60	Average Collected Balance	12,952.60
		Interest Earned This Period	0.00
Ending Balance	12,952.60	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Page: 2 of 2

1. Your ending balance shown on this statement is:

2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.

3. Subtotal by adding lines 1 and 2.

4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.

- | | | |
|---|-------------------|-----------|
| 1 | Ending Balance | 12,952.60 |
| 2 | Total Deposits | + |
| 3 | Sub Total | |
| 4 | Total Withdrawals | - |
| 5 | Adjusted Balance | |

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-101	CASH-CHECKING	0.00	2,198,003.76	461,857.22	1,736,146.54
10-103	PETTY CASH	0.00	3,500.00	0.00	3,500.00
10-105	Cash with Fiscal Agents	0.00	0.00	0.00	0.00
10-106	Charter Escrow	0.00	75,000.00	0.00	75,000.00
10-108	Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-109	Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-111	INVESTMENTS	0.00	0.00	0.00	0.00
10-114	INTEREST ON INV	0.00	0.00	0.00	0.00
10-116	CAPITAL RSV ACT	0.00	0.00	0.00	0.00
10-117	Maintenance Reserve	0.00	0.00	0.00	0.00
10-118	Emergency Reserve	0.00	0.00	0.00	0.00
10-121	TAX LEVY RECVBL	0.00	0.00	249,248.37	(249,248.37)
10-131	I/F LOANS REC	0.00	0.00	0.00	0.00
10-132	INTERFUND	0.00	0.00	0.00	0.00
10-133	Enterprise	0.00	0.00	30,304.57	(30,304.57)
10-134	Interfund Payroll	0.00	32,397.36	0.00	32,397.36
10-135	Interfund-Payroll Agency	0.00	41,019.36	0.00	41,019.36
10-137	Student Activity	0.00	0.00	0.00	0.00
10-141	STATE A/R	0.00	0.00	81,483.80	(81,483.80)
10-142	FEDERAL A/R	0.00	0.00	0.00	0.00
10-143	OTHEA/R	0.00	26,964.69	0.00	26,964.69
10-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
10-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
10-199	OTH CURR ASSETS	0.00	0.00	4,550.00	(4,550.00)
10-301	EST REVENUES	0.00	0.00	0.00	0.00
10-302	REVENUES	0.00	0.00	0.00	0.00
10-303	BGTD FUND BAL	6,957,170.62	0.00	0.00	6,957,170.62
10-307	BG WD FR CAPRSV	0.00	0.00	0.00	0.00
10-308	Bud With Sale/Leaseback Res	0.00	0.00	0.00	0.00
10-309	Bud With Cap Res Excess Costs	0.00	0.00	0.00	0.00
10-310	Bud With Maint Res	0.00	0.00	0.00	0.00
10-311	Bud With Tuition Res	0.00	0.00	0.00	0.00
10-312	Bud With Emer. Res	0.00	0.00	0.00	0.00
10-314	Bud With Waiver Offset Res	0.00	0.00	0.00	0.00
10-315	Bud With BusAd Rsv for Fuel C	0.00	0.00	0.00	0.00
10-317	Bud With Cap Res xFer to D.S.	0.00	0.00	0.00	0.00
10-318	Bud With Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-319	Bud With Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-401	Interfund Loans Payables	0.00	0.00	0.00	0.00
10-402	INTERFUND A/P	0.00	0.00	0.00	0.00
10-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
10-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
10-421	ACCTS PAYABLE	0.00	182,121.54	231,807.69	49,686.15
10-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
10-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
10-430	COMPABS PBLE	0.00	0.00	0.00	0.00
10-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
10-461	Health Insurance Emp share	0.00	(2,127.72)	8,407.15	10,534.87
10-462	FSA	0.00	0.00	0.00	0.00
10-463	Accrued Salaries	0.00	0.00	0.00	0.00
10-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
10-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
10-601	APPROPRIATIONS	6,957,170.72	0.00	0.00	6,957,170.72
10-602	EXPENDITURES	0.00	281,863.40	0.00	281,863.40
10-603	ENCUMBRANCES	0.00	5,924,961.97	281,863.40	5,643,098.57
10-604	INCR IN CAP RES	0.00	0.00	0.00	0.00
10-605	Incr. Sale/Leaseback Rsv	0.00	0.00	0.00	0.00
10-606	Incr. Maintenance Reserve	0.00	0.00	0.00	0.00
10-607	Incr. Emergency Reserve	0.00	0.00	0.00	0.00
10-609	Incr. Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-610	Incr. BusAd Reserve for Fuel	0.00	0.00	0.00	0.00
10-611	Incr. Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-612	Incr. Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-753	RSV ENC CURR YR	0.00	281,863.40	5,924,961.97	5,643,098.57
10-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
10-755	Res Fund Bal BusAd Rsv Fuel	0.00	0.00	0.00	0.00
10-756	Res Fund Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-757	Res Fund Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-760	OTHER RESERVES	0.00	0.00	1,771,083.59	1,771,083.59
10-761	RES FB-CA RSAC	0.00	0.00	0.00	0.00
10-763	Res Fund Bal S/L Rsv	0.00	0.00	0.00	0.00
10-764	Res Fund Bal Maint Rsv	0.00	0.00	0.00	0.00
10-765	Res Fund Bal Tuition Rsv	0.00	0.00	0.00	0.00
10-766	Res Fund Bal Emer. Rsv	0.00	0.00	0.00	0.00
10-768	Res Fund Bal Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-770	CE SURPLUS	0.00	0.00	0.00	0.00
10-772	Res Fund Bal ARRA/SEMI	0.00	0.00	0.00	0.00
			9,045,567.76	9,045,567.76	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
20-101	CASH-CHECKING	0.00	270,350.00	219,801.58	50,548.42
20-102	Cash on Hand	0.00	0.00	0.00	0.00
20-111	INVESTMENTS	0.00	0.00	0.00	0.00
20-114	INTEREST ON INV	0.00	0.00	0.00	0.00
20-116	CAPITAL RSV ACC	0.00	0.00	0.00	0.00
20-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
20-131	I/F LOANS REC	0.00	0.00	0.00	0.00
20-132	INTERFUND A/R	0.00	0.00	0.00	0.00
20-141	STATE A/R	0.00	0.00	0.00	0.00
20-142	FEDERAL A/R	0.00	276,694.00	270,350.00	6,344.00
20-143	OTHER A/R	0.00	0.00	0.00	0.00
20-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
20-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
20-199	OTH CURR	0.00	0.00	0.00	0.00
20-301	EST REVENUES	0.00	0.00	0.00	0.00
20-302	REVENUES	0.00	0.00	0.00	0.00
20-303	BGTD FUND BAL	1,303,708.00	0.00	0.00	1,303,708.00
20-307	BGT WD FROM CR	0.00	0.00	0.00	0.00
20-402	I/F ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
20-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
20-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
20-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
20-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
20-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
20-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
20-481	DEFRRD REVENUES	0.00	0.00	63,192.42	63,192.42
20-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
20-601	APPROPRIATIONS	808,708.00	0.00	0.00	808,708.00
20-602	EXPENDITURES	0.00	6,300.00	0.00	6,300.00
20-603	ENCUMBRANCES	0.00	351,300.00	6,300.00	345,000.00
20-604	INCR IN CAP RSV	0.00	0.00	0.00	0.00
20-753	RSV ENC CURR YR	0.00	6,300.00	351,300.00	345,000.00
20-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
20-760	OTHER RESERVES	0.00	0.00	0.00	0.00
20-761	RSV FD BAL CR	0.00	0.00	0.00	0.00
20-770	CE SURPLUS	0.00	0.00	0.00	0.00
			910,944.00	910,944.00	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
60-101	CASH-CHECKING	0.00	43,305.05	19,768.18	23,536.87
60-102	Cash on Hand	0.00	0.00	0.00	0.00
60-111	INVESTMENTS	0.00	0.00	0.00	0.00
60-114	INTEREST ON INV	0.00	0.00	0.00	0.00
60-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
60-131	I/F LOANS REC	0.00	0.00	0.00	0.00
60-133	Interfund-Fund 10	0.00	19,768.18	10,536.39	9,231.79
60-135	Interfund-Student Activity	0.00	0.00	0.00	0.00
60-141	STATE A/R	0.00	0.00	19,768.18	(19,768.18)
60-142	FEDERAL A/R	0.00	0.00	0.00	0.00
60-143	OTHER A/R	0.00	0.00	0.00	0.00
60-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
60-153	Other Receivable	0.00	0.00	0.00	0.00
60-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
60-301	EST REVENUES	0.00	0.00	0.00	0.00
60-302	REVENUES	0.00	0.00	0.00	0.00
60-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
60-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
60-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
60-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
60-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
60-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
60-430	COMPABS PBLE	0.00	0.00	0.00	0.00
60-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
60-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
60-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
60-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
60-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
60-602	EXPENDITURES	0.00	0.00	0.00	0.00
60-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
60-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
60-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
60-760	OTHER RESERVES	0.00	0.00	13,000.48	13,000.48
60-770	CE SURPLUS	0.00	0.00	0.00	0.00
			63,073.23	63,073.23	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-101	CASH-CHECKING	0.00	341,910.99	300,929.27	40,981.72
90-102	Payroll Agency	0.00	0.00	0.00	0.00
90-103	Unemployment	0.00	0.00	0.00	0.00
90-104	PPP Account	0.00	0.00	0.00	0.00
90-111	INVESTMENTS	0.00	0.00	0.00	0.00
90-114	INTEREST ON INV	0.00	0.00	0.00	0.00
90-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
90-131	I/F LOANS REC	0.00	0.00	0.00	0.00
90-132	Interfund Accounts Receivable	0.00	0.00	0.00	0.00
90-133	Interfund	0.00	0.00	0.00	0.00
90-141	STATE A/R	0.00	0.00	0.00	0.00
90-142	FEDERAL A/R	0.00	0.00	0.00	0.00
90-143	OTHEA/R	0.00	0.00	0.00	0.00
90-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
90-153	OTHER ACC RECVBL	0.00	0.00	0.00	0.00
90-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
90-301	EST REVENUES	0.00	0.00	0.00	0.00
90-302	REVENUES	0.00	0.00	0.00	0.00
90-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
90-402	Interfund Accounts Payable	0.00	300,929.27	341,910.99	40,981.72
90-403	Interfund Payable	0.00	0.00	0.00	0.00
90-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
90-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
90-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
90-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
90-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
90-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
90-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
90-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
90-471	SUI	0.00	0.00	0.00	0.00
90-472	AXA	0.00	0.00	0.00	0.00
90-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
90-482	Withholding-FSA	0.00	0.00	0.00	0.00
90-483	Withholding-TSA	0.00	0.00	0.00	0.00
90-484	vision	0.00	0.00	0.00	0.00
90-485	Dental	0.00	0.00	0.00	0.00
90-486	Dependent Care	0.00	0.00	0.00	0.00
90-487	Garnishment	0.00	0.00	0.00	0.00
90-488	TPAF Payable	0.00	0.00	0.00	0.00
90-489	PERS Payable	0.00	0.00	0.00	0.00
90-490	UNPDT	0.00	0.00	0.00	0.00
90-491	DCRP	0.00	0.00	0.00	0.00
90-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
90-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
90-602	EXPENDITURES	0.00	0.00	0.00	0.00
90-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
90-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
90-760	OTHER RESERVES	0.00	0.00	0.00	0.00
90-770	CE SURPLUS	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			642,840.26	642,840.26	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-101	CASH-CHECKING	0.00	63,925.16	28,979.71	34,945.45
91-102	Payroll Agency	0.00	0.00	0.00	0.00
91-103	Unemployment	0.00	0.00	0.00	0.00
91-111	INVESTMENTS	0.00	0.00	0.00	0.00
91-114	INTEREST ON INV	0.00	0.00	0.00	0.00
91-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
91-131	I/F LOANS REC	0.00	0.00	0.00	0.00
91-132	Interfund Accounts Receivable	0.00	0.00	41,034.51	(41,034.51)
91-133	Interfund	0.00	0.00	0.00	0.00
91-141	STATE A/R	0.00	0.00	0.00	0.00
91-142	FEDERAL A/R	0.00	0.00	0.00	0.00
91-143	OTHER A/R	0.00	0.00	0.00	0.00
91-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
91-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
91-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
91-301	EST REVENUES	0.00	0.00	0.00	0.00
91-302	REVENUES	0.00	0.00	0.00	0.00
91-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
91-402	Interfund Accounts Payable	0.00	0.00	0.00	0.00
91-403	Interfund Payable	0.00	0.00	0.00	0.00
91-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
91-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
91-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
91-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
91-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
91-430	COMPABS PBLE	0.00	0.00	0.00	0.00
91-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
91-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
91-471	SUI	0.00	0.00	0.00	0.00
91-472	AXA	0.00	1,510.00	1,915.00	405.00
91-473	AFLAC	0.00	0.00	327.48	327.48
91-474	AFLAC- Post Tax	0.00	0.00	0.00	0.00
91-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
91-482	Withholding-FSA	0.00	0.00	0.00	0.00
91-483	Withholding-TSA	0.00	0.00	0.00	0.00
91-484	vision	0.00	313.89	0.00	(313.89)
91-485	Dental	0.00	4,792.33	0.00	(4,792.33)
91-486	Dependent Care	0.00	0.00	0.00	0.00
91-487	Garnishment	0.00	0.00	0.00	0.00
91-488	TPAF Payable	0.00	14,543.83	1,149.11	(13,394.72)
91-489	PERS Payable	0.00	7,819.66	3,843.62	(3,976.04)
91-490	UNPDT	0.00	0.00	0.00	0.00
91-491	DCRP	0.00	0.00	293.76	293.76
91-499	OTHER CURR LIAB	0.00	0.00	15,361.68	15,361.68
91-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
91-602	EXPENDITURES	0.00	0.00	0.00	0.00
91-603	ENCUMBRANCES	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
91-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
91-760	OTHER RESERVES	0.00	0.00	0.00	0.00
91-770	CE SURPLUS	0.00	0.00	0.00	0.00
			92,904.87	92,904.87	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
95-101	CASH-CHECKING	0.00	12,952.60	0.00	12,952.60
95-111	INVESTMENTS	0.00	0.00	0.00	0.00
95-114	INTEREST ON INV	0.00	0.00	0.00	0.00
95-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
95-131	I/F LOANS REC	0.00	0.00	0.00	0.00
95-132	Interfund Receivable	0.00	0.00	250.00	(250.00)
95-133	Interfund-Enterprise	0.00	0.00	0.00	0.00
95-141	STATE A/R	0.00	0.00	0.00	0.00
95-142	FEDERAL A/R	0.00	0.00	0.00	0.00
95-143	OTHER A/R	0.00	0.00	0.00	0.00
95-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
95-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
95-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
95-301	EST REVENUES	0.00	0.00	0.00	0.00
95-302	REVENUES	0.00	0.00	0.00	0.00
95-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
95-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
95-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
95-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
95-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
95-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
95-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
95-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
95-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
95-481	DEFRRD REVENUES	0.00	0.00	2,909.00	2,909.00
95-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
95-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
95-602	EXPENDITURES	0.00	0.00	0.00	0.00
95-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
95-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
95-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
95-760	OTHER RESERVES	0.00	0.00	9,793.60	9,793.60
95-770	CE SURPLUS	0.00	0.00	0.00	0.00
			12,952.60	12,952.60	

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
07/30/21	11-190-100-320-000-045 Purch Prof Educational Svcs	11-190-100-106-000-044 Salaries-Other Instruction		43,345.00
07/30/21	11-190-100-320-000-045 Purch Prof Educational Svcs	11-421-100-105-000-044 Stipends		3,400.00
The total of all Budget Adjustments for fund 10 is:				46,745.00

All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04118	8/2/21	William H. Conolly & Co., LLC Student Accident Insurance	1,546.00	P202200033	11-000-262-520-000-070
A:04119	8/2/21	Northwest Evaluation Assn MAP Growth K-12 & Science	4,787.50	P202200038	11-190-100-890-000-049
A:04120	8/6/21	ALLIED UNIVERSAL SECURITY SERVICES			
		Security 5/28/21-6/3/21	679.15	10 - 421	ACCTS PAYABLE
		Security 6/4/21-6/10/21	806.99	10 - 421	ACCTS PAYABLE
		Security 6/11/21-6/17/21	729.09	10 - 421	ACCTS PAYABLE
		Security 6/18/21-6/24/21	591.26	10 - 421	ACCTS PAYABLE
		Security 6/25/21-7/1/21	511.36	10 - 421	ACCTS PAYABLE
		7/2/21-7/8/21 Security Services	383.52	P202200044	11-000-240-500-000-068
		7/9/21-7/15/21 Security Services	659.18	P202200044	11-000-240-500-000-068
		7/16/21-7/22/21 Security Services	822.97	P202200044	11-000-240-500-000-068
		7/23/21-7/29/21 Security Services	830.97	P202200044	11-000-240-500-000-068
		Total Check Amount:	6,014.49		
A:04121	8/6/21	AT & T Long Distance	24.38	10 - 421	ACCTS PAYABLE
A:04122	8/6/21	AT&T Teleconference Services Teleconferencing June 2021	177.91	10 - 421	ACCTS PAYABLE
A:04123	8/6/21	Avaya Inc. 2021-2022 Phone & Voicemail Service	130.50	P202200048	11-000-230-530-000-057
		2021-2022 Phone & Voicemail Service	130.50	P202200048	11-000-230-530-000-057
		Total Check Amount:	261.00		
A:04124	8/6/21	Charles Nechtem Associates, Inc. Aug 2021 EAP Services (Phone & E-Counsel)	291.66	P202200013	11-000-230-331-000-055
A:04125	8/6/21	Chalk.com Education Chalk.com Curriculum & Instr.+ Implement/Supp	4,500.00	10 - 421	ACCTS PAYABLE
A:04126	8/6/21	City of Newark Division of Water 20-21 Water Expense	696.66	10 - 421	ACCTS PAYABLE
		July 2021 Water	682.17	P202200077	11-000-262-620-000-074
		Total Check Amount:	1,378.83		
A:04127	8/6/21	Curriculum Associates Brigance Screens- Data Sheets Grade K	762.72	P202200020	11-190-100-610-000-047
A:04128	8/6/21	Frontline Education Group LLC 2021-2022 Stronge & Employee Evaluation Mgm	1,778.53	P202200052	11-000-230-500-000-056
		21-22 Recruiting & Hiring Solution	5,674.49	P202200050	11-000-240-500-000-068
		Total Check Amount:	7,453.02		

All Bank Accounts Included

Check#	Date	Vendor (Payee)/Check Line Comments	Amount	PO or Bal Sht	Exp. Acct. or Balance Sheet Title
A:04129	8/6/21	The Goodkind Group, LLC			
		Paraprofessionals wk end 7/11/21	816.75	P202200032	11-190-100-320-000-045
		Paraprofessionals wk end 7/18/21	1,006.50	P202200032	11-190-100-320-000-045
		Paraprofessionals wk end 7/25/21	792.00	P202200032	11-190-100-320-000-045
		Paraprofessionals wk end 8/1/21	858.00	P202200032	11-190-100-320-000-045
		Total Check Amount:	3,473.25		
A:04130	8/6/21	Jesuit Volunteer Corp			
		Q1 JVC Quarterly Billing	10,000.00	P202200051	11-190-100-320-000-045
A:04131	8/6/21	Learning A-Z			
		Reading A-Z, Raz Kids 3 Classes- 3yrs	1,944.00	P202200026	11-190-100-890-000-049
A:04132	8/6/21	Link High Technologies Inc.			
		AUG 2021 IT Service Agreement & Monthly Ant	4,700.00	P202200007	11-190-100-320-000-045
		AUG 2021 Datto Back Monthly Service	561.25	P202200007	11-190-100-320-000-045
		AUG 2021 GSuite & GDrive Backup	132.50	P202200007	11-190-100-320-000-045
		Total Check Amount:	5,393.75		
A:04133	8/6/21	Literably, Inc.			
		Literably Screener Gr 5-8 including SPED	2,264.58	P202200021	11-190-100-890-000-049
A:04134	8/6/21	One Source Solutions			
		Recruitment Mailing	2,960.00	10 - 421	ACCTS PAYABLE
		Recruitment Mailing-Spanish	1,755.00	10 - 421	ACCTS PAYABLE
		Total Check Amount:	4,715.00		
A:04135	8/6/21	Optimum			
		Internet 7/23-8/22	146.26	P202200006	11-000-230-530-000-057
A:04136	8/6/21	PSE&G			
		Energy Costs Jun-July	3,297.37	10 - 421	ACCTS PAYABLE
		Energy Costs July- Aug	3,136.33	P202200054	11-000-262-620-000-074
		Total Check Amount:	6,433.70		
A:04137	8/6/21	Quadient Finance USA, Inc.			
		2021-2022 Postage	1,500.00	P202200055	11-000-240-500-000-068
A:04138	8/6/21	School Health Corp			
		2021-2022 Nurse Supplies	110.73	P202200019	11-190-100-610-000-047

All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04139	8/6/21	Staples Advantage			
		supplies	506.46	10 - 421	ACCTS PAYABLE
		supplies	72.90	P202200018	11-190-100-610-000-047
		supplies	101.32	P202200018	11-190-100-610-000-047
		Supplies	1,831.01	P202200018	11-190-100-610-000-047
		School Supplies	256.30	P202200018	11-190-100-610-000-047
		School Supplies	70.10	P202200018	11-190-100-610-000-047
		Supplies	235.37	P202200018	11-190-100-610-000-047
		supplies	544.75	P202200018	11-190-100-610-000-047
		Supplies	133.98	P202200018	11-190-100-610-000-047
		supplies	294.55	P202200018	11-190-100-610-000-047
		supplies	7.92	P202200018	11-190-100-610-000-047
		Supplies	198.27	P202200018	11-190-100-610-000-047
			137.96	P202200018	11-190-100-610-000-047
		Supplies	80.97	P202200018	11-190-100-610-000-047
		Supplies	24.58	P202200018	11-190-100-610-000-047
Total Check Amount:			4,496.44		
A:04140	8/6/21	Verizon			
		July 2021 Telephone Service	469.72	P202200056	11-000-230-530-000-057
		Aug 2021 Telephone Service	445.38	P202200056	11-000-230-530-000-057
Total Check Amount:			915.10		
A:04141	8/6/21	Verizon Fios			
		2021-2022 Fios	314.00	P202200057	11-000-230-530-000-057
A:04142	8/6/21	Waste Management of New Jersey, Inc.			
		August 2021 waste/recycling	625.91	P202200010	11-000-240-500-000-068
		Sept 2021 waste/recycling	624.91	P202200010	11-000-240-500-000-068
Total Check Amount:			1,250.82		
A:04143	8/6/21	Worrall Communications Newspapers, Inc.			
		7/12 & 8/16 Public Notice	53.84	P202200008	11-190-100-890-000-049
		8/23 Meeting Notice AD	39.44	P202200008	11-190-100-890-000-049
Total Check Amount:			93.28		
A:04144	8/6/21	AT&T Mobility			
		Jul-Aug 2021 Mobile Service	7,992.97	P202200046	11-000-230-530-000-057
A:04145	8/6/21	STRAUSS ESMAY ASSOCIATES, LLP			
		2021-2022 Policy Alert & Support System (PASS	4,685.00	P202200059	11-000-230-500-000-056
A:04146	8/6/21	Protective Measures			
		July-Sept Fire System Maint. & Central Monitorii	527.17	P202200060	11-000-262-890-000-075
A:04147	8/6/21	Perma-Bound			
		Monster & Bud, Not Buddy	1,660.80	10 - 421	ACCTS PAYABLE
A:04148	8/6/21	Fedex			
		Shipping	5.92	10 - 421	ACCTS PAYABLE

All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04149	8/6/21	Center for the Collaborative Classroom			
		Kinder, 5-8, & Principal Packages + S/H	1,458.00	10 - 421	ACCTS PAYABLE
		SIPPS Phonics Prog.- Kindergarten	3,402.00	P202200063	11-190-100-640-000-048
		SIPPS Challenge Level, 4th Ed.	550.00	P202200064	11-190-100-890-000-049
		S&H	44.00	P202200064	11-190-100-890-000-049
		ITEM#SPS4-CPC ISBN#978-1-68246-942-2	0.00	P202200064	11-190-100-890-000-049
		Total Check Amount:	5,454.00		
D:01179	8/6/21	Horizon BCBS			
		Aug 2021 Dental	2,537.78	91 - 485	Dental
		Sept 2021 Dental	1,756.18	91 - 485	Dental
		Total Check Amount:	4,293.96		
A:04150	8/16/21	PowerSchool Group LLC			
		2021-2022 PowerSchool	7,621.63	P202200053	11-000-230-500-000-056
A:04151	8/16/21	Lakeshore Learning			
		Paper Storage Center	199.00	P202200030	11-190-100-610-000-047
		S&H	6.99	P202200030	11-190-100-610-000-047
		Total Check Amount:	205.99		
A:04152	8/16/21	MACHADO LAW GROUP			
		July 2021 Legal Services	960.00	P202200072	11-000-230-331-000-055
A:04153	8/16/21	Success Communications Group			
		7/2/21 Advertising	290.30	P202200073	11-000-240-500-000-068
A:04154	8/17/21	Scholastic Inc			
		Storia Subscription 2021-2022 Gr K-2 & 6-8	900.00	P202200024	11-190-100-610-000-047
A:04155	8/17/21	Blick Art Materials			
		2021-2022 Art Supplies	1,680.99	P202200027	11-190-100-610-000-047
		2021-2022 Art Supplies	99.73	P202200027	11-190-100-610-000-047
		2021-2022 Art Supplies	2.64	P202200027	11-190-100-610-000-047
		Total Check Amount:	1,783.36		
A:04156	8/17/21	Savvas Learning Company LLC			
		Elevate Science K-5 & Middle Grades + S/H	17,053.94	P202200028	11-190-100-640-000-048
A:04157	8/17/21	Gordon & Rees			
		2021-2022 Legal Services	569.50	P202200075	11-000-230-331-000-055
A:04158	8/17/21	Heinemann Publishing			
		Units of Study textbooks	6,663.85	10 - 421	ACCTS PAYABLE
A:04159	8/17/21	School Outfitters			
		School Desks (Qty40)	9,570.00	P202200039	12-000-100-730-000-078
A:04160	8/17/21	School Specialty, LLC			
		Foss Science Kit+PD+Living Materials- Kindergarten	4,472.62	P202200023	11-190-100-610-000-047

All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04161	8/17/21	IISC-Education SchoolMessenger 2021/2022	500.00	P202200078	11-000-230-530-000-057
A:04162	8/17/21	NJ Charter Schools Association 2021-2022 Membership Dues	4,480.00	P202200061	11-000-230-500-000-056
A:04163	8/19/21	State of NJ- Dept of Comm. Affairs BFCE Registration Renewal 2021-2022	214.00	P202200080	11-000-262-890-000-075
A:04164	8/20/21	Nestl Kindergartent art room portable handwashing stat	2,252.00	P202200070	11-000-262-890-000-075
A:04165	8/20/21	Gopher KINDERGARTEN SPORT SUPPLIES	883.46	P202200065	11-190-100-610-000-047
A:04166	8/20/21	Success Communications Group 2021-2022 Advertising	7,658.86	P202200073	11-000-240-500-000-068
A:04167	8/20/21	Amazon			
		Student Supplies	251.94	P202200031	11-190-100-610-000-047
		Student Supplies	547.50	P202200031	11-190-100-610-000-047
		Student Supplies	269.55	P202200031	11-190-100-610-000-047
		Student Supplies	1,384.77	P202200031	11-190-100-610-000-047
		Student Supplies	633.00	P202200031	11-190-100-610-000-047
		Student Supplies	4,311.77	P202200031	11-190-100-610-000-047
		Student Supplies	9.26	P202200031	11-190-100-610-000-047
		Student Supplies	18.72	P202200031	11-190-100-610-000-047
		Student Supplies	38.47	P202200031	11-190-100-610-000-047
		Student Supplies	98.90	P202200031	11-190-100-610-000-047
		Student Supplies	29.73	P202200031	11-190-100-610-000-047
		PPE	443.96	P202200067	11-000-262-890-000-075
		PPE	781.98	P202200067	11-000-262-890-000-075
		PPE	119.95	P202200067	11-000-262-890-000-075
		PPE	87.56	P202200067	11-000-262-890-000-075
		PPE- desk shields & air purifier filters	833.78	P202200067	11-000-262-890-000-075
Total Check Amount:			9,860.84		
A:04168	8/20/21	LESLIE BAYNES			
		Supplies	22.03	P202200076	11-000-262-610-000-071
		Supplies - West Music	387.98	P202200076	11-000-262-610-000-071
		PPE & Supplies	876.00	P202200079	20-486-200-600-000-097
		PPE & Supplies	2,859.80	P202200079	20-486-200-600-000-097
		PPE & Supplies	734.95	P202200079	20-486-200-600-000-097
		PPE & Supplies	3,899.50	P202200079	20-486-200-600-000-097
		PPE & Supplies	1,158.30	P202200079	20-486-200-600-000-097
		PPE & Supplies	2,699.25	P202200079	20-486-200-600-000-097
Total Check Amount:			12,637.81		
A:04169	8/20/21	Seton Hall Career Fair Registration-Sept 22, 2021	75.00	P202200087	11-000-230-530-000-057

All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04170	8/20/21	For The Love of Literacy			
		ELA Summer Program July 2021	8,750.00	P202200085	11-190-100-330-000-046
		ELA Summer Program July 2021	0.00	P202200085	11-190-100-330-000-046
Total Check Amount:			8,750.00		
A:04171	8/21/21	US Postal Service			
		Postage bulk mail recruitment	806.96	P202200089	11-000-230-610-000-058
A:04172	8/23/21	Horizon BCBS			
		2021-2022 Health Ins	30,631.62	P202200016	11-000-291-270-000-054
A:04173	8/23/21	LINK EDUCATION PARTNERS, INC			
		Aug 2021 Rent	27,333.33	P202200003	11-000-251-830-000-062
		Sept 2021 Rent	27,333.33	P202200003	11-000-251-830-000-062
Total Check Amount:			54,666.66		
A:04175	8/23/21	Kendall Hunt Publishing Company			
		Illustrative Math- (Kindergarten Math)	2,903.44	P202200042	11-190-100-610-000-047
A:04176	8/23/21	Savvas Learning Company LLC			
		Elevate Science K-5 & Middle Grades + S/H	403.06	P202200028	11-190-100-640-000-048
A:04177	8/23/21	Touch Math			
		Kindergarten Math Supplies	1,429.00	P202200040	11-190-100-610-000-047
D:01180	8/23/21	AXA Equitable Equi-Vest			
			4,315.00	91 - 472	AXA
D:01181	8/23/21	AFLAC			
			445.23	91 - 473	AFLAC
The Grand Total of all Checks from Fund 10 is:			27,024.20		
The Grand Total of all Checks from Fund 11 is:			229,996.18		
The Grand Total of all Checks from Fund 12 is:			9,570.00		
The Grand Total of all Checks from Fund 20 is:			12,227.80		
The Grand Total of all Checks from Fund 91 is:			9,054.19		
The Grand total of all checks for this period is:			287,872.37		

SECURITY SERVICE AGREEMENT

This Security Service Agreement is by and between Link Community Charter School hereinafter CLIENT and Motivated Security Services®, Inc., hereinafter Motivated. This document represents the entire Agreement between CLIENT and Motivated for the services proposed at the following locations and is subject to change only by mutual signed approval of the parties in writing:

23 Pennsylvania Avenue
Newark, New Jersey NJ 07102

This Security Service Agreement shall remain in full force and effect for an initial **one (1) year** period from date of acceptance by CLIENT and shall automatically self-renew, subject to the right of either party to cancel upon **90** days written notice to the other party.

LEGAL STATUS OF PARTIES:

Motivated is an independent contractor and neither Motivated nor its officers, agents or employees are in law or in fact employees of CLIENT.

SCOPE OF SERVICES; CHANGES:

The security officers furnished by Motivated shall perform such services as agreed upon in writing signed by Motivated and CLIENT. If the management of CLIENT without Motivated's written consent, alters any instructions or directions given by Motivated to any security officers or if CLIENT assumes any supervision of the security officers, CLIENT shall be solely liable for any and all consequences thereof and agrees to indemnify, defend and hold Motivated and its agents, servants and employees harmless from and against any and all losses, claims, expenses or damages sustained or brought by CLIENT, or others arising from or relating to the actions or omissions of such security officers; including any injuries sustained by such security officers.

To alter the instructions given by Motivated to its security officers and agents, servants and employees, the alteration must be specifically approved in writing and signed by the Vice-President of Operations or CEO of Motivated.

LIMITATION OF LIABILITY:

In the event that Motivated's services include or require the observation, reading, recording, or adjustment of gauges, thermostats, thermometers, counters, watchman's clock, or other meter devices, Motivated's liability for losses arising from any error or non-performance shall be limited to one hundred dollars (\$100) notwithstanding the cost or cause of said loss.

CONFIDENTIALITY AND PROPRIETARY NATURE OF INFORMATION:

The parties acknowledge that each may gain access to assets and information deemed confidential and proprietary by the other in the normal course of operating under the Agreement and both parties acknowledge responsibility for stewardship of such assets and information as if these were their own confidential and proprietary assets or information.

EMPLOYMENT OF OTHER PARTIES EMPLOYEES:

The parties agree not to recruit employees from the other. In the event such recruitment takes place and an employee of one is hired knowingly by the other, the hiring party agrees to recompense the other at acceptable industry rates. This includes all employees of the parties and shall be in effect for six months after the employee's termination. CLIENT shall not permit any successor guard company to employ any Motivated employee at CLIENT site(s) during such period. Any breach of this provision shall result in a payment of liquidated damages by CLIENT to Motivated of an amount equal to the costs incurred by Motivated in hiring and training said employee.

PAYMENTS:

CLIENT shall provide Motivated written instructions as to any special information that must accompany invoices for Services performed under the Agreement, and to whom the invoices are to be directed. Motivated will bill CLIENT on a regular basis with invoices payable, without offset, upon receipt. Any dispute or claim regarding the amount of any invoice or the underlying services rendered must be sent in writing by CLIENT to Motivated within twenty-one (21) days from the invoice date, setting forth the nature of the dispute and including all supporting documentation, or it shall for all purposes be deemed waived by CLIENT. CLIENT shall not be entitled to retain any monies due or owing to Motivated hereunder as security for the payment of any and all claims. For purposes of this paragraph, time is of the essence.

The parties agree: that invoices are due and payable upon presentation; that CLIENT will promptly notify Motivated if there is any reason why an invoice cannot be paid upon CLIENT most frequent payment cycle; and that amounts unpaid for more than thirty-days will be subject to a service charge of 1-1/2% of the delinquent balance for each month and fraction thereof that the delinquency continues. CLIENT further agrees to pay Motivated all collection costs including reasonable attorneys' fees for any unpaid or owing amounts under this Agreement.

RATE STABILITY:

The service rates proposed by Motivated are firm for through August 30, 2022 from date of this Agreement, with the following exceptions: in the event of changes in Federal, State, or other regulations, administrative ruling, or collective bargaining agreements affecting hours of work, rates of pay, or the cost of performing the Agreed services over which Motivated can exercise no control; Motivated will notify CLIENT in writing, identifying those changes to be made in hourly service rate or other charges to accommodate the new circumstances, and the effective date of such changes.

The rates from 8/31/2021, to 8/30/2022, are as follows:

Hours Per Week	120
Bill Rate	\$21.86

Approximate Weekly Billing: \$2623.20

Beyond 8/31/2021, and throughout the remaining period of the term of this agreement, Motivated and CLIENT will mutually agree to adjust pay rates and bill rates accordingly, to reflect increases in inflation to minimize staff turnover and to improve staff retention. If additional hours are required, at least a 72-hour prior written notice is required otherwise premium rates will apply. Premium rates are 1.5 times the normal rate of the listed hourly rate. Projected hours for services are totaled at 120 hours per week however; CLIENT will only be billed for the actual hours worked by Motivated's security officers.

HOLIDAYS

The following holidays are considered standard and observed at premium rates: Premium rates are billed at the regular hourly bill rate.

New Years Day	Presidents Day	Memorial Day	Christmas Day
Independence Day	Labor Day	Thanksgiving Day	

If CLIENT would like Motivated to recognize additional holidays at premium rates, written notification from CLIENT to Motivated is required.

INSURANCE:

Motivated operates under a commercial general liability insurance program which includes coverage for bodily injury, personal injury, property damage, false arrest and false imprisonment with a combined single limit of \$1,000,000.00 per occurrence including excess limits of liability in the amount of \$5,000,000.00. Workers compensation coverage is maintained to statutory limits.

HOLD HARMLESS STATEMENT:

It is expressly understood that Motivated is not an insurer and the amounts payable to Motivated for services provided under this Agreement are based solely upon the value of the services rendered and are unrelated to the value of CLIENT's protected interest or property, or the property of others located on CLIENT's premises. While Motivated shall do its best to protect such interests, property and employees, Motivated makes no warranty, expressed or implied, that the services provided under this Agreement will avert or prevent occurrences, or the consequences therefrom, which may result in loss or damage to CLIENT. Motivated's only liability related to the services provided under this Agreement shall be limited to the insurance coverage set forth in the section above entitled INSURANCE, and no other; evidence of which coverage shall be furnished to CLIENT upon written request. In the event CLIENT desires additional insurance protection, CLIENT shall obtain such at its own expense. Motivated agrees that the services furnished under this agreement shall not give rise to or confer any rights on any third party, and CLIENT agrees to indemnify, defend and hold harmless Motivated against any claims by third parties.

MISCELLANEOUS PROVISIONS:

A. This Agreement supersedes any and all prior and other Agreements, oral or written, between Motivated and CLIENT, and represents the entire Agreement between the parties. No other agreement or representations, oral or written, have been made by Motivated. Any alteration, modification or amendment of this Agreement must be in writing containing the signature of an authorized representative of each party.

B. If any part of this Agreement is determined to be invalid by competent authority through due process, the remainder shall remain in full force and effect. Disputes, if any, shall be resolved under the laws of the State of New Jersey.

C. Any dispute arising hereunder shall be resolved by arbitration. Each party shall appoint an arbitrator of its own choosing. The parties' arbitrators shall select a third arbitrator. The three arbitrators so selected shall constitute the panel to hear and determine said dispute.

CLIENT

Motivated Security Services®, Inc.

By: _____
(Signature) Date

By: _____
(Signature) Date

(Print Name)

Mark Savage_____

Title: _____

Title: Manager of Business
Development

Address: _____

Address: 34 West Main Street – Suite 204
Somerville, New Jersey 08876

LINK COMMUNITY CHARTER SCHOOL
2021-22 CUSTODIAL SERVICES AGREEMENT

The date of this Agreement is August 23, 2021.

The parties to this Agreement are AAA FACILITIES SERVICES, (herein after referred to as "COMPANY"), and LINK COMMUNITY CHARTER SCHOOL, a school district in the state of New Jersey (hereinafter referred to as "DISTRICT").

The BACKGROUND of the Agreement is as follows:

- A. COMPANY desires to provide the DISTRICT certain custodial services; and
- B. DISTRICT desires to obtain from COMPANY the performance of such services.

NOW, THEREFORE, the parties agree as follows:

1. Definitions: The following terms shall have the definitions set forth in this paragraph:
 - (a) Custodial Services are the services described in detail in the contract documents for Custodial Services ("Contract Documents").
1. Services: COMPANY agrees to provide Custodial Services as follows:
 - (a) Furnish all management, supervision, training and personnel to accomplish the Custodial Services. These personnel shall be employees of COMPANY and shall include a resident manager who shall be COMPANY'S supervisor at DISTRICT. The DISTRICT shall have the right to approve the appointment of COMPANY'S resident manager before that person commences his duties at DISTRICT. In addition, the DISTRICT shall have the right to require the replacement of any employee of COMPANY employed on DISTRICT'S premises whose continued presence on DISTRICT'S premises, in the opinion of the DISTRICT, is not in the best interest of DISTRICT, its students, or staff, provided such replacement shall not contravene any State or Federal laws.
 - (b) Train, manage and direct all of its employees in the performance of the Custodial Services.
 - (c) Furnish data and information at reasonable request of DISTRICT for purpose of monitoring this Agreement.
 - (d) Maintain control of DISTRICT'S inventory of custodial supplies, maintenance equipment, supplies and grounds equipment if any are utilized by COMPANY and furnish DISTRICT with reports on usage of these items as requested by DISTRICT.

- (e) Provide custodial products as outlined in Section 0400 of the Contract Documents.
 - (f) Perform all other services and responsibilities of COMPANY as set forth in the Contract Documents, which Contract Documents are incorporated in this Agreement and made part hereof as if set forth at length.
2. Payment: In consideration of COMPANY'S performance of its obligations under this Agreement, DISTRICT shall pay COMPANY \$1,663.98 for 5 days per week services, monthly, within thirty (30) days of submission of invoice for services performed. On days when services are not provided (holidays, school closures or when the company does not provide services) a per day rate of \$332.80 will deducted from the monthly payment.
3. Costs Paid by COMPANY: The following costs will be paid by COMPANY:
- (a) The salaries paid to COMPANY'S employees located at LCCS, together with associated payroll taxes, insurance and fringe benefits.
 - (b) The cost of all janitorial supplies necessary to carry out the Custodial Services, including toiletries and paper products.
 - (c) The cost of additional janitorial equipment.
 - (d) The cost of repair and maintenance to janitorial equipment.
 - (e) The cost of starting up COMPANY'S program at LCCS.
 - (f) All costs that are not specifically set forth herein, but that are set forth in the Contract Documents.
4. Costs paid by LCCS: The following costs will be paid by LCCS:
- (a) The cost of leasing the trash dumpsters and the cost of having it emptied and maintained.
 - (b) The cost of all utilities, electric, gas, fuel, water and sewage.
 - (c) The cost of purchased services or subcontracts, for the maintenance, repair and replacement of any equipment, vehicles, or components of the physical plant.
 - (d) All costs that are not specifically set forth herein, but that are set forth in the contract documents.

5. Insurance:

- (a) Workers' Compensation Insurance: COMPANY shall procure Worker's Compensation Insurance or shall maintain a system of workers' compensation self-insurance in conformance with applicable state law covering their respective employees who may be employed for any purpose connected with LCCS' custodial operations and shall provide proof of such coverage or system to the other. Coverage must be in compliance with statutory requirements of the State of New Jersey.
- (b) Insurance: COMPANY shall obtain and keep in force during the term of this Agreement for the protection of LCCS and COMPANY, the following Comprehensive General Liability Insurance. Shall deliver a certificate evidencing such policy or policies to DISTRICT within thirty (30) days after execution of this Agreement. The insurance policy or policies shall contain a covenant by the company issuing the same that they shall not be cancelled unless a ten (10) day written notice of cancellation is given to DISTRICT.
- | | |
|---------------------|--------------------------------|
| General Liability - | \$3,000,000. General Aggregate |
| | \$1,000,000. Products |
| | \$1,000,000. Personal Injury |
| | \$1,000,000. Each Occurrence |
- (c) Also, the Company must provide automobile coverage of at least \$1,000,000 for personal injuries including wrongful death and \$1,000,000 on account of any one accident.

Important!

The contractor must present to the District an insurance certification in the above types and amounts before any work or service begins.

- (d) Lost Key Coverage and fidelity bonding to cover employee dishonesty.
6. Termination: If COMPANY is not performing satisfactorily the services of this Agreement, LCCS may terminate for cause upon thirty (30) days by written notice.
- LCCS reserves the right to terminate the contract for convenience and without cause upon thirty (30) days written notice to the Company.
- If LCCS exercises its right to terminate the contract for convenience the Company shall only be entitled to payment for work actually performed and supplies retained. The Company shall not be entitled to any compensatory or consequential damages.
7. Term of Contract: The term of this agreement is for one year, subject to two (2) one-year extensions at the discretion of LCCS subject to 18A:18A-42. This agreement shall commence **September 1, 2021 and shall terminate on July 31, 2022**, unless notice of an intention to terminate is given in writing by either party pursuant to paragraph 7 of this Agreement.

9. Accreditation: COMPANY shall comply with all rules and regulations of any Federal, State, County or City government, Bureau or Department thereof, or any accrediting agency applicable to the custodial services described herein. **Also, all staff Link Community Charter School must furnish proof of New Jersey State Criminal History Background Review.**
10. Emergency Conditions: The consequences, direct or indirect, of labor troubles, fires, accidents, war, failure of supply of raw materials, suspension or curtailment of manufacturing operations, and any like or difference causes which are beyond the control of the parties hereto shall excuse performance hereunder in whole or in part, to the extent performance has been prevented by such consequences. Upon removal of the cause of any such interruption, performance shall be resumed at a specified rate.
11. Written Notice: Any and all notices between LCCS and COMPANY provided for or permitted under this Agreement or by law shall be in writing and shall be deemed duly serviced when personally delivered to one of the parties, or in lieu of such personal service, when deposited in the United States Mail, certified postage prepaid, addressed to such party at the following address:
- TO: LINK COMMUNITY CHARTER SCHOOL
Ms. Bima B. Baje
Board Secretary/ School Business Administrator
23 Pennsylvania Avenue
Newark, NJ 07114
12. Assignment: This Agreement shall be binding upon and insure to the benefit of the successors and assigns of the parties hereto; provided, however, that COMPANY shall not assign this Agreement without the prior written consent of the DISTRICT, which shall not be unreasonably withheld.
13. Interpretation: This Agreement shall be interpreted under the laws of the State of New Jersey. All claims must be brought in the Superior Court of New Jersey, venued in Union County, New Jersey.

Link Community Charter School

Signature

School Board Secretary/SBA
Title

AAA Facilities Solutions

Frank Novack
Signature

VP of Sales
Title

LINK HIGH TECHNOLOGIES, INC.

MASTER SERVICES AGREEMENT

This Master Services Agreement (this “Agreement”) is between **Link High Technologies, Inc.** with offices at 51 Gibraltar Avenue, Suite 2A, Morris Plains, New Jersey 07950 (“**us**”, “**our**”, “**we**” or “**Link High**”), and you, the entity whose name, authorized signatory and contact information appear in the signature block of this Agreement (“**you**”, “**your**” or “**Client**”). This Agreement will be effective as of the latest date of the signatures of the parties below (“Effective Date”).

- 1) **SCOPE OF SERVICES; SOW.** This Agreement governs all of the services that we perform for you (collectively, the “Services”). The Services will be described in one or more statements of work that we provide to you (each, a “SOW”), and once you and we mutually agree to a SOW (either by signing it or by electronic acceptance), the SOW will become a part of, and governed under, the terms of this Agreement. If there is a material difference or conflict between the language in a SOW and the language in this Agreement, then the language of the SOW will control, except in situations involving warranties, limitations of liability or termination of this Agreement. Under those limited circumstances, the terms of this Agreement will control unless the SOW expressly states that it is overriding the conflicting provisions of this Agreement.
- 2) **GENERAL REQUIREMENTS.**
 - a) *System Configuration.* For the purposes of this Agreement, “System” means, collectively, any computer network, computer system, peripheral or device installed, maintained, monitored or operated by Link High pursuant to this Agreement. Our fees are based upon the configuration of your System as of the effective date of the applicable SOW. If the System configuration changes, then we may adjust the scope of services and/or the fees charged to you under the applicable SOW to accommodate those changes.
 - b) *Requirements.* At all times, all software on the System must be genuine and licensed, and you agree to provide us with proof of such licensing upon our request. If we require you to implement certain minimum hardware or software requirements in a SOW (“Minimum Requirements”), you agree to do so as an ongoing requirement of Link High providing its Services to you.
 - c) *Maintenance; Updates.* If patches and other software-related maintenance updates (“Updates”) are to be provided by Link High under a SOW, Link High will install the Updates only if Link High has determined, in its reasonable discretion, that the Updates will be compatible with the particular configuration of the System. Link High will not be responsible for any downtime or losses arising from or related to the installation or use of any Update, provided that the Update was installed in accordance with the manufacturer’s or applicable vendor’s instructions.
 - d) *Third Party Support.* If, in Link High’s discretion, a hardware or software issue requires vendor or OEM support, Link High may contact the vendor or OEM (as applicable) on your behalf and pass through to you, without markup, all fees and costs incurred in that process. If such fees or costs are anticipated in advance or exceed \$75, Link High will obtain your permission before incurring such expenses on your behalf unless exigent circumstances require otherwise.
 - e) *Insurance.* If you are supplied with Link High Equipment, you agree to acquire and maintain, at your sole cost, insurance for the full replacement value of that equipment. Link High shall be listed as an additional insured on any policy acquired and maintained by you hereunder, and the policy shall not be canceled or modified without prior notification to Link High. Upon Link High’s request, you agree to provide proof of insurance to Link High, including proof of payment of any applicable premiums or other amounts due thereunder.
 - f) *Advice; Instructions.* From time to time, we may provide you with specific advice and directions related to our provision of the Services or the maintenance or administration of the System. (For illustrative purposes, such advice or directions may include installing cooling mechanisms or environmental controls in a server room, increasing the System’s server or hard drive capacity, or replacement of obsolete equipment, etc.). You agree to promptly follow and implement any directions we provide to you related to the Services which, depending on the situation, may require you to make additional purchases or investments in the System or the environment in which the System is maintained, at your sole cost. Link High will not be responsible for any System downtime caused by your failure to promptly follow Link High’s advice or directions. If your failure to follow or implement Link High’s advice renders part or all of the Services economically or technically unreasonable in Link High’s discretion, then Link High may terminate the applicable SOW for cause by providing notice of termination to you. Any services required to correct or remediate issues caused by your failure to follow Link High’s advice or directions, as well as any services required to bring the System up to the Minimum Requirements, will be billed to you at Link High’s then-current hourly rates.
 - g) *Prioritization.* Unless otherwise stated in a SOW, all Services will be performed on a schedule, and in a prioritized basis, as determined by Link High.
 - h) *Authorized Contact(s).* You understand and agree that Link High will be entitled to rely on any directions or consent provided to Link High by any of your Authorized Contacts, as indicated in an applicable SOW. If no Authorized Contact is identified in an applicable SOW, then your Authorized Contact will be the person(s) (i) who signed this Agreement, and/or (ii) who signed the applicable SOW. If you desire to change your Authorized Contact(s), please notify Link High of such changes in writing which, unless exigent circumstances are stated in the notice, will take effect three (3) business days thereafter.

- 3) **FEES; PAYMENT.** You agree to pay the fees described in each SOW. If the SOW does not include a fee schedule, then you agree to pay Link High on an hourly basis pursuant to Link High's standard hourly rate schedule, which will be provided to you prior to the commencement of Services.
- a) *Schedule.* Unless otherwise stated in a SOW, all undisputed fees will be due and payable in advance of the calendar month in which the Services are to be provided to you. If applicable, payments made by ACH will be deducted from your designated bank account on the first business day of the month in which the Services are to be provided. For prepaid fees or fees paid pursuant to a service plan, payment must be made in advance of work performed, unless other arrangements are expressly stated in the SOW.
- b) *Nonpayment.* Fees that remain unpaid for more than fifteen (15) days after the date on the invoice will be subject to interest on the unpaid amount(s) until and including the date payment is received, at the lower of either 1.5% per month or the maximum allowable rate of interest permitted by applicable law. Link High reserves the right, but not the obligation, to suspend part or all of the Services without prior notice to you in the event that any portion of undisputed fees are not timely received by Link High. All disputes related to fees must be received by us within sixty (60) days after the applicable Service is rendered or the date on which you receive an invoice, whichever is later; otherwise, you waive your right to dispute the fee thereafter. A re-connect fee may be charged to you in the event that Link High suspends the Services due to your nonpayment. Time is of the essence in the performance of all payment obligations by you.
- 4) **ACCESS.** You hereby grant to Link High the right to monitor, diagnose, manipulate, communicate with, retrieve information from, and otherwise access the System for the purpose of enabling Link High to provide the Services. It is your responsibility to secure, at your own cost and prior to the commencement of any Services, any necessary rights of entry, licenses, permits or other permissions necessary for Link High to provide Services to the System and, if applicable, at your designated premises.
- 5) **LIMITED WARRANTIES; LIMITATIONS OF LIABILITY.**
- a) *Hardware / Software Purchased Through Link High.* Unless otherwise stated in a SOW, all hardware, software, peripherals or accessories purchased through Link High ("Third Party Products") are nonrefundable once the applicable purchase order is placed in Link High's queue for delivery. We will use reasonable efforts to assign, transfer and facilitate all warranties (if any) and service level commitments (if any) for the Third Party Products to you, but will have no liability whatsoever for the quality, functionality or operability of any Third Party Products, and we will not be held liable as an insurer or guarantor of the performance, uptime or usefulness of any Third Party Products. Unless otherwise expressly stated in a SOW, all Third-Party Products are provided "as is" and without any warranty whatsoever as between Link High and you (including but not limited to implied warranties).
- b) *Warranty Application.* Notwithstanding any provision to the contrary in this Agreement, any warranty provided by Link High shall be deemed null and void if the applicable hardware or product is (i) altered, modified or repaired by persons other than Link High, including, without limitation, the installation of any attachments, features, or devices not supplied or approved by Link High; (ii) misused, abused, or not operated in accordance with the specifications of Link High or the applicable manufacturer or creator of the hardware or product, or, (3) subjected to improper site preparation or maintenance by persons other than Link High or persons approved or designated by Link High.
- c) *Liability Limitations.* **This paragraph limits the liabilities arising under this Agreement or any SOW and is a bargained-for and material part of this Agreement.** In no event shall either party be liable for any indirect, special, exemplary, consequential or punitive damages, or for lost revenue, loss of profits (except for fees due and owing to Link High), savings, or other indirect or contingent event-based economic loss arising out of or in connection with this Agreement, any SOW, or the Services, or for any loss or interruption of data, technology or services, or for any breach hereof or for any damages caused by any delay in furnishing Services under this Agreement or any SOW, even if a party has been advised of the possibility of such damages. Except for your payment obligations and each your indemnification obligations described in this Agreement, a responsible party's ("Responsible Party's") aggregate liability to the other party ("Aggrieved Party") for damages from any and all claims or causes whatsoever, and regardless of the form of any such action(s), that arise from or relate to this Agreement (collectively, "Claims"), whether in contract, tort or negligence, shall be limited solely to the amount of the Aggrieved Party's actual and direct damages, not to exceed the amount of fees paid by you to Link High for the specific Service upon which the applicable claim(s) is/are based during the six (6) month period immediately prior to the date on which the cause of action accrued. The foregoing limitation shall not apply to the extent that the Claims are caused by a Responsible Party's willful or intentional misconduct, or gross negligence. Similarly, a Responsible Party's liability obligation shall be reduced to the extent that a Claim is caused by, or the result of, the Aggrieved Party's willful or intentional misconduct, or gross negligence.
- 6) **INDEMNIFICATION.** You agree to indemnify, defend and hold Link High harmless from and against any and all losses, damages, costs, expenses or liabilities, including reasonable attorneys' fees, (collectively, "Damages") that arise from, or are related to, your breach of this Agreement, or which relate to any act or omission undertaken or caused by you. The foregoing indemnification obligation includes Damages arising out of any alleged infringement of copyrights, patent rights and/or the unauthorized or unlicensed use of any material, property or other work in connection with the performance of the Services. Link High will have the right, but not the obligation, to control the intake, defense and disposition of any claim or cause of action for which indemnity may be sought under this section.

- 7) **TERM; TERMINATION.** This Agreement will begin as of the latest date of the signatures of the parties below and will continue until terminated as described in this Section (the “Term”). Since this is a master agreement, you may have the option (depending on the circumstances) to terminate individual SOWs without affecting other SOWs that are in-progress.
- a) *Termination Without Cause.* Unless otherwise agreed by the parties in writing, no party will terminate a SOW without cause prior to the SOW’s natural expiration date. If you terminate a SOW without cause, then you will be responsible for paying the early termination fee described in the applicable SOW. If no early termination fee is listed, then prior to the effective date of termination of the SOW or this Agreement (as applicable) without cause, you agree to pay Link High an amount equal to (i) all expenses incurred by Link High in its preparation and provision of the Services to you, *e.g.*, licensing fees incurred by Link High, non-mitigatable hard costs, etc. (“Hard Costs”), as well as (ii) fifty percent (50%) of all fees that would have been paid to Link High had the term not been terminated prematurely.
- b) *Termination for Cause.* In the event that one party (a “Defaulting Party”) commits a material breach under a SOW or under this Agreement, the non-Defaulting Party will have the right, but not the obligation, to terminate immediately this Agreement or the relevant SOW (a “For Cause” termination) provided that (i) the non-Defaulting Party has notified the Defaulting Party of the specific details of the breach in writing, and (ii) the Defaulting Party has not cured the default within twenty (20) days (ten (10) days for non-payment by Client) following receipt of written notice of breach from the non-Defaulting Party. If Link High terminates this Agreement or any SOW For Cause, then Link High shall be entitled to receive, and you hereby agree to pay to Link High, (i) all amounts that would have been paid to Link High had this Agreement or SOW (as applicable) remained in effect, and (ii) all Hard Costs. If you terminate this Agreement or a SOW for cause, then you will be responsible for paying only for those services that were properly delivered and accepted by you up to the effective date of termination.
- c) *Client Activity as A Basis for Termination.* In the event that any Client-supplied equipment, hardware or software, or any action undertaken by you, causes the System or any part of the System to malfunction or requires remediation by Link High on three (3) occasions or more (“System Malfunction”), and you fail to remedy, repair or replace the System Malfunction as directed by Link High (or you fail to cease the activity causing the System Malfunction, as applicable), then Link High will have the right, upon ten (10) days prior written notice to you, to terminate this Agreement or the applicable SOW For Cause or, at Link High’s discretion, amend the applicable SOW to eliminate from coverage any System Malfunction or any equipment or software causing the System Malfunction.
- d) *Consent.* You and we may mutually consent, in writing, to terminate a SOW or this Agreement at any time.
- e) *Equipment / Software Removal.* Upon termination of this Agreement for any reason, you will provide Link High with access, during normal business hours, to your premises or any other locations at which Link High-owned equipment or software (collectively, “Link High Equipment”) is located to enable Link High to remove all Link High Equipment from the premises. If you fail or refuse to grant Link High access as described herein, or if any of the Link High Equipment is missing, broken or damaged (normal wear and tear excepted) or any of Link High-supplied software is missing, Link High will have the right to invoice you for, and you hereby agree to pay immediately, the full replacement value of any and all missing or damaged items.
- f) *Transition; Deletion of Data.* In the event that you request Link High’s assistance to transition to a new service provider, Link High will provide such assistance if (i) all fees due and owing to Link High are paid to Link High in full prior to Link High providing its assistance to you, and (ii) you agree to pay Link High its then-current hourly rate for such assistance, with up-front amounts to be paid to Link High as may be required by Link High. For the purposes of clarity, it is understood and agreed that the retrieval and provision of passwords, log files, administrative server information, or conversion of data are transition services, and are subject to the preceding requirements. **Unless otherwise expressly stated in a SOW, Link High will have no obligation to store or maintain any Client data in Link High’s possession or control beyond fifteen (15) calendar days following the termination of this Agreement.** Link High will be held harmless for, and indemnified by you against, any and all claims, costs, fees, or expenses incurred by either party that arise from, or are related to, Link High’s deletion of your data beyond the time frames described in this Section 7(f).
- 8) **RESPONSE; REPORTING.**
- a) *Response.* Link High warrants and represents that Link High will provide the Services, and respond to any notification received by Link High of any error, outage, alarm or alert pertaining to the System, in the manner and within the time period(s) designated in an applicable SOW (“Response Time”), except for (i) those periods of time covered under the Onboarding Exception (defined below), or (ii) periods of delay caused by Client-Side Downtime (defined below), or (iii) periods in which Link High is required to suspend the Services to protect the security or integrity of your System or Link High’s equipment or network, or (iv) delays caused by a force majeure event.
- i) Scheduled Downtime. For the purposes of this Agreement, Scheduled Downtime will mean those hours, as determined by Link High but which will not occur between the hours of 8:00 AM and 5:30 PM EST (or EDT, as applicable), Monday through Friday without your authorization or unless exigent circumstances exist, during which time Link High will perform scheduled maintenance or adjustments to its network. Link High will use its best efforts to provide you with at least twenty-four (24) hours of notice prior to scheduling Scheduled Downtime.
- ii) Client-Side Downtime. Link High will not be responsible under any circumstances for any delays or deficiencies in the provision of, or access to, the Services to the extent that such delays or deficiencies are caused by your actions or omissions (“Client-Side Downtime”).
- iii) Remedies; Limitations. Except for the Onboarding Exception, if Link High fails to meet its service level commitment in a given calendar month and if, under such circumstances, Link High’s failure is not due to your activities, omissions, or inactivity,

then upon receiving your written request for credit, Link High will issue you a pro-rated credit in an amount equal to the period of time of the outage and/or service failure. All requests for credit must be made by you no later than forty-five (45) days after you either (i) report the outage or service failure to Link High, or (ii) if applicable, receive a monthly report showing the outage and/or failure. The remedies contained in this paragraph are in lieu of (and are to the exclusion of) any and all other remedies that might otherwise be available to you for Link High's failure to meet any service level commitment during the term of this Agreement.

b) *Onboarding Exception.* You acknowledge and agree that for the first thirty (30) days following the commencement date of a SOW, the Response Time commitments described in this Agreement will not apply to Link High, it being understood that there may be unanticipated downtime or delays due to Link High's initial startup activities with you (the "Onboarding Exception").

9) **CONFIDENTIALITY.**

a) *Defined.* For the purposes of this Agreement, Confidential Information means any and all non-public information provided to Link High by you, including but not limited to your customer data, customer lists, internal documents, and related information. Confidential Information will not include information that: (i) has become part of the public domain through no act or omission of Link High, (ii) was developed independently by Link High, or (iii) is or was lawfully and independently provided to Link High prior to disclosure by you, from a third party who is not and was not subject to an obligation of confidentiality or otherwise prohibited from transmitting such information.

b) *Use.* Link High will keep your Confidential Information confidential and will not use or disclose such information to any third party for any purpose except (i) as expressly authorized by you in writing, or (ii) as needed to fulfill Link High's obligations under this Agreement. If Link High is required to disclose the Confidential Information to any third party as described in part (ii) of the preceding sentence, then Link High will ensure that such third party is required, by written agreement, to keep the information confidential under terms that are at least as restrictive as those stated in this Section 9.

c) *Due Care.* Link High will exercise the same degree of care with respect to the Confidential Information it receives from you as Link High normally takes to safeguard and preserve its own confidential and proprietary information, which in all cases will be at least a commercially reasonable level of care.

d) *Compelled Disclosure.* If Link High is legally compelled (whether by deposition, interrogatory, request for documents, subpoena, civil investigation, demand or similar process) to disclose any of the Confidential Information, Link High will immediately notify you in writing of such requirement so that you may seek a protective order or other appropriate remedy and/or waive Link High's compliance with the provisions of this Section 9. Link High will use its best efforts, at your expense, to obtain or assist you in obtaining any such protective order. Failing the entry of a protective order or the receipt of a waiver hereunder, Link High may disclose, without liability hereunder, that portion (and only that portion) of the Confidential Information that Link High has been advised by written opinion of counsel reasonably acceptable to Link High that it is legally compelled to disclose.

10) **THIRD PARTY SERVICES.**

a) *EULAs.* Portions of the Services may require you to accept the terms of one or more third party end user license agreements ("EULAs"). EULAs may contain service levels, warranties and/or liability limitations that are different than those contained in this Agreement. You agree to be bound by the terms of such EULAs and will look only to the applicable third-party provider for the enforcement of the terms of such EULAs. If, while providing the Services, Link High is required to comply with a third party EULA and the third party EULA is modified or amended, Link High reserves the right to modify or amend any applicable SOW with you to ensure Link High's continued compliance with the terms of the third party EULA.

b) *Data Loss.* If backup and/or disaster recovery services are to be provided under a SOW, then you hereby understand and agree that Link High will not be responsible for any data lost, corrupted or rendered unreadable due to (i) communication and/or transmissions errors or related failures, (ii) equipment failures (including but not limited to silent hardware corruption-related issues), or (iii) Link High's failure to backup or secure data from portions of the System that were not expressly designated in the applicable SOW as requiring backup or recovery services.

c) *BYOD.* You hereby represent and warrant that Link High is authorized to provide the Services to all devices, peripherals and/or computer processing units, including mobile devices (such as notebook computers, smart phones and tablet computers) that (i) are connected to the System, and (ii) have been designated by you to receive the Services, regardless of whether such device(s) are owned, leased or otherwise controlled by you. Unless otherwise stated in a SOW, devices will not receive or benefit from the Services while the devices are detached from or unconnected to the System.

11) **OWNERSHIP.** Each party is, and will remain, the owner and/or licensor of all works of authorship, patents, trademarks, copyrights and other intellectual property owned or licensed by such party ("Intellectual Property"), and nothing in this Agreement or any SOW shall be deemed to convey or grant any ownership rights in one party's Intellectual Property to the other party.

12) **ARBITRATION.** If the parties are unable to resolve a dispute informally, the dispute will be settled by final and binding arbitration. The arbitration will be initiated and conducted according to the JAMS Comprehensive Arbitration Rules and Procedures (except as modified herein) including the Optional Expedited Arbitration Procedures and Optional Appeal Procedure, in effect at the time the request for arbitration is made (the "Rules"). In the event of any inconsistency between the Rules and the procedures set forth below, the procedures set forth below will control. The arbitrator, and not any federal, state, or local court or agency, will have

exclusive authority to resolve any dispute relating to the interpretation, enforceability or formation of this Agreement including, but not limited to any claim that all or any part of the Agreement is void or voidable. The arbitration shall be heard by a single arbitrator, to be selected by the parties and experienced in contract, intellectual property and information technology transactions. If the parties cannot agree on an arbitrator within fifteen (15) days after a demand for arbitration is filed, JAMS shall select the arbitrator. The arbitration shall take place in the venue described in Section 13, below. The arbitrator shall determine the scope of discovery in the matter; however, it is the intent of the parties that any discovery proceedings be limited to the specific issues in the applicable matter, and that discovery be tailored to fulfill that intent. The cost of the arbitration shall be split evenly between the parties; however, the party prevailing in the arbitration shall be entitled to an award of its reasonable attorneys' fees and costs.

13) MISCELLANEOUS.

- a) *Assignment.* Neither this Agreement nor any SOW may be assigned or transferred by a party without the prior written consent of the other party. This Agreement will be binding upon and inure to the benefit of the parties hereto, their legal representatives, and permitted successors and assigns. Notwithstanding the foregoing, Link High may assign its rights and obligations hereunder to a successor in ownership in connection with any merger, consolidation, or sale of substantially all of the assets of the business of Link High, or any other transaction in which ownership of more than fifty percent (50%) of Link High's voting securities are transferred; provided, however, that such assignee expressly assumes Link High's obligations hereunder.
- b) *Amendment.* No amendment or modification of this Agreement or any SOW will be valid or binding upon the parties unless such amendment or modification is originated in writing by Link High, specifically refers to this Agreement, and is accepted in writing by one of your Authorized Contacts.
- c) *Time Limitations.* The parties mutually agree that any action for any matter arising out of this Agreement or any SOW (except for issues of nonpayment by Client) must be commenced within six (6) months after the cause of action accrues or the action is forever barred.
- d) *Severability.* If any provision hereof or any SOW is declared invalid by a court of competent jurisdiction, such provision will be ineffective only to the extent of such invalidity, illegibility or unenforceability so that the remainder of that provision and all remaining provisions of this Agreement or any SOW will be valid and enforceable to the fullest extent permitted by applicable law.
- e) *Other Terms.* Link High will not be bound by any terms or conditions printed on any purchase order, invoice, memorandum, or other written communication between the parties unless such terms or conditions are incorporated into a duly executed SOW.
- f) *No Waiver.* The failure of either party to enforce or insist upon compliance with any of the terms and conditions of this Agreement, the temporary or recurring waiver of any term or condition of this Agreement, or the granting of an extension of the time for performance, will not constitute an Agreement to waive such terms with respect to any other occurrences.
- g) *Merger.* This Agreement, together with any and all SOWs, sets forth the entire understanding of the parties and supersedes any and all prior agreements, arrangements or understandings related to the Services, and no representation, promise, inducement or statement of intention has been made by either party which is not embodied herein. Any document that is not expressly and specifically incorporated into this Agreement or SOW will act only to provide illustrations or descriptions of Services to be provided and will not act to modify this Agreement or provide binding contractual language between the parties. Link High will not be bound by any agents' or employees' representations, promises or inducements not explicitly set forth herein.
- h) *Force Majeure.* Link High will not be liable to you for delays or failures to perform Link High's obligations under this Agreement or any SOW because of circumstances beyond Link High's reasonable control. Such circumstances include, but will not be limited to, any intentional or negligent act committed by you, or any acts or omissions of any governmental authority, natural disaster, act of a public enemy, acts of terrorism, riot, sabotage, disputes or differences with workmen, power failure, communications delays/outages, delays in transportation or deliveries of supplies or materials, cyberwarfare, cyberterrorism, or hacking, malware or virus-related incidents that circumvent then-current anti-virus or anti-malware software, and acts of God.
- i) *Non-Solicitation.* You acknowledge and agree that during the term of this Agreement and for a period of one (1) year following the termination of this Agreement, you will not, individually or in conjunction with others, directly or indirectly solicit, induce or influence any of Link High's employees or subcontractors to discontinue or reduce the scope of their business relationship with Link High, or recruit, solicit or otherwise influence any employee or agent of Link High to discontinue such employment or agency relationship with Link High. In the event that you violate the terms of the restrictive covenants in this Section 13(i), you acknowledge and agree that the damages to Link High would be difficult or impracticable to determine, and you agree that in such event, as Link High's sole and exclusive remedy therefore, you will pay Link High as liquidated damages and not as a penalty an amount equal to fifty percent (50%) percent of that employee or subcontractor's first year of base salary with you (including any signing bonus). In addition to and without limitation of the foregoing, any solicitation or attempted solicitation for employment directed to any of Link High's employees by you will be deemed to be a material breach of this Agreement, in which event Link High shall have the right, but not the obligation, to terminate this Agreement or any then-current SOW immediately For Cause.
- j) *Survival.* The provisions contained in this Agreement that by their context are intended to survive termination or expiration of this Agreement will survive.
- k) *Insurance.* Link High and you will each maintain, at each party's own expense, all insurance reasonably required in connection with this Agreement or any SOW, including but not limited to, workers compensation and general liability. Link High agrees to maintain a general liability policy with a limit not less than \$1,000,000 per occurrence. All of the insurance policies described

herein will not be canceled, materially changed or renewal refused until at least thirty (30) calendar days written notice has been given to the other party by certified mail.

l) *Governing Law; Venue.* This Agreement and any SOW will be governed by, and construed according to, the laws of the state of New Jersey. You hereby irrevocably consent to the exclusive jurisdiction and venue of the state courts in Morris County, New Jersey, for any and all claims and causes of action arising from or related to this Agreement. **YOU AND WE AGREE THAT EACH OF US WAIVES ANY RIGHT TO A TRIAL BY JURY FOR ANY AND ALL CLAIMS AND CAUSES OF ACTION ARISING FROM OR RELATED TO THIS AGREEMENT.**

m) *No Third-Party Beneficiaries.* The Parties have entered into this Agreement solely for their own benefit. They intend no third party to be able to rely upon or enforce this Agreement or any part of this Agreement.

n) *Usage in Trade.* It is understood and agreed that no usage of trade or other regular practice or method of dealing between the Parties to this Agreement will be used to modify, interpret, supplement, or alter in any manner the terms of this Agreement.

o) *Business Day.* If any time period set forth in this Agreement expires on a day other than a business day in Morris County, New Jersey, such period will be extended to and through the next succeeding business day in Morris County, New Jersey.

p) *Notices; Writing Requirement.* Where notice is required to be provided to a party under this Agreement, such notice may be sent by U.S. mail, overnight courier, fax or email as follows: notice will be deemed delivered three (3) business days after being deposited in the United States Mail, first class mail, certified or return receipt requested, postage prepaid, or one (1) day following delivery when sent by FedEx or other overnight courier, or one (1) day after notice is delivered by fax or email. Notice sent by email will be sufficient only if (i) the sender emails the notice to the last known email address of the recipient, and (ii) the sender includes itself in the "cc" portion of the email and preserves the email until such time that it is acknowledged by the recipient. Notwithstanding the foregoing, any notice from you to Link High regarding (a) any alleged breach of this Agreement by Link High, or (b) any request for indemnification, or (c) any notice of termination of this Agreement or any SOW, must be delivered to Link High either by U.S. mail or fax, unless such requirement is expressly and specifically waived by Link High. All electronic documents and communications between the parties will satisfy any "writing" requirement under this Agreement.

q) *Independent Contractor.* Each party is an independent contractor of the other, and neither is an employee, partner or joint venturer of the other.

r) *Subcontractors.* Generally, Link High does not utilize subcontractors; however, should Link High elect to subcontract a portion of the Services, Link High shall guarantee all work performed by any Link High-designated subcontractor as if Link High performed the subcontracted work itself.

s) *Data Access/Storage.* Depending on the Service provided, a portion of your data may occasionally be accessed or stored on secure servers located outside of the United States. You agree to notify us in the event that your company requires us to modify our standard access or storage procedures.

t) *Attorneys' Fees.* If Link High is required to bring an action to enforce the terms of this Agreement, Link High shall be entitled to an award of the reasonable attorneys' fees and costs that it incurred at all stages of the action, including without limitation, at trial and appeal.

u) *Counterparts.* The parties may sign and deliver this Agreement and any SOW in any number of counterparts, each of which will be deemed an original and all of which, when taken together, will be deemed to be one agreement. Each party may sign and deliver this Agreement (or any SOW) electronically (e.g., by digital signature and/or electronic reproduction of a handwritten signature), and the receiving party will be entitled to rely upon the apparent integrity and authenticity of the other party's signature for all purposes.

AGREED AND ACCEPTED:

Date: _____

Date: _____

LINK HIGH TECHNOLOGIES, INC.

By: _____

Client:

By: Link Community Charter School

Print Name / Position:

Print Name / Position:

Victor W. Liu / President

Contact Information:

STATEMENT OF WORK

This Statement of Work (“SOW”) is governed under the Master Service Agreement (the “Agreement”) between Link High Technologies, Inc. (“Link High”), and the client whose name and authorized signatory appear in the signature block of this SOW (“Client”), below. Capitalized terms in this SOW will have the same meaning as those in the Agreement, unless otherwise indicated below.

1. Scope of Services

The following services and support (collectively, “Services”) can be provided under the terms of this SOW. Some services below are delivered on an as needed basis throughout the term of the SOW. Definitions of Services are provided in **Schedule A**.

A. Services:

i. Centralized Managed Infrastructure:

- a. Diagnostics / Auditing Services
- b. Maintenance Services
- c. Monitoring Services; Alert Services
- d. Network Infrastructure Services
- e. Tier 1 Telecommunication Support Services for Systems sold by Link High

ii. Centralized Managed Security:

- a. Anti-Virus; Anti-Malware Protection (BITDEFENDER EDR)
- b. Patch Management (Microsoft and 3rd Party Critical Patch)
- c. SPAM / Junk Mail Filtering (If solution purchased by client from Link High)
- d. Automated Security Policies and Management
- e. SonicWall Managed Firewall

iii. Account Management

- a. Semi-annual meetings that will develop a strategic roadmap to keep track of projects, budgets, and security.
- b. Warranty and Inventory Reports on covered applicable devices.
- c. Monthly Reporting on critical security patch, disk, CPU and storage of covered devices.

iv. Managed Data Backup Services: Link High will only support and perform daily backup verification from our approved vendors.

v. End-user and Infrastructure Support:

- (a) Remote technical support will be provided during the hours of 8:00 am – 5:30pm EST Monday through Friday.

Remote Support Response:

Category of Issue	Time to Respond	Time to Resolve
Critical / Urgent (<i>i.e.</i> , total outage; corporate-wide impact; issue prevents or significantly degrades all or substantially all of Client's workflow, and no workaround is available.)	Within 15 minutes after notice of the issue is received by Link High.	Highest priority: Link High will endeavor to resolve critical issues within four (4) hours after remediation activities begin. Parts will be shipped via next business day air (as applicable).
Moderate (<i>i.e.</i> , partial outage impacting Client's workflow; System performance is degraded below normal acceptable levels; workaround is available.)	Within 30 minutes after notice of the issue is received by Link High.	Link High will endeavor to resolve moderate issues within one (1) business day following the business day on which the issue is received by Link High.
Minor (<i>i.e.</i> , no substantial degradation of performance; inconveniences experienced by users; workaround is available.)	Within four (4) hours after notice of the issue is received by Link High.	Link High will endeavor to resolve on an "as-available" basis on the next business day.

Client Surveys: After every service ticket, a survey is sent to the contact that opened the service ticket for satisfaction. Surveys are reviewed by management weekly.

Response Time: Our goal is live answering for every call and if not then a call back less than 30 minutes maximum. For on-site technician visits, we will respond same day for most network server issues, next day for PC workstations. All other on-site service calls must be scheduled.

b. As needed onsite technical escalation support will be provided during the hours of 8:00 am – 5:30pm EST Monday through Friday. Service Provider reserves the right to determine whether issues require onsite support.

B. Locations/Buildings Covered:

- a. Main Office 23 Pennsylvania Ave, Newark, NJ 07114
- b. Additional Location(s) (if applicable must be explicitly listed) _____:

2. Term

The Services will commence, and billing will begin, on the date on which the Services are implemented and operational, which will be **09/01/2021** ("Commencement Date").

- A. The Services will continue for a minimum term of one (1) year from the Commencement Date. After the expiration of the initial term, this SOW will automatically renew for contiguous one (1) year terms unless either party notifies the other of its intention to not renew this SOW in writing no less than sixty (60) days before the end of the then-current term.

3. Termination

- A. Link High Technologies Inc. shall have the right to immediately terminate this SOW by providing written notice to Customer:
- i. For any delay in payment by Client in excess of thirty (60) days after the date on which such payment is due; or
 - ii. Thirty (30) days following the date Link High Technologies Inc. gives Client written notification of a breach of an obligation of Client hereunder (other than non-payment), provided Client has not cured the cause for breach within such thirty-day (30-day) period.
- B. Fees for Termination: In the event that Client terminates this SOW prior to this SOW's natural expiration date or for any reason, Client shall pay to Link High Technologies Inc. an amount equal to (i) all expenses incurred by Link High Technologies Inc. in its preparation and provisioning of the Services to you, e.g., licensing fees incurred by Link High Technologies Inc., non-mitigatable hard costs, etc. ("Hard Costs"), as well as (ii) fifty percent (50%) of the monthly price multiplied by the number of months then remaining that would have been paid to Link High Technologies Inc. had the term not been terminated prematurely.
- C. Payment upon Termination: In the event that this SOW is terminated by a party for any reason, Client shall remain obligated to pay to Link High Technologies Inc. any and all amounts due and owing to Link High Technologies Inc. for services rendered through the effective date of such termination. Client agrees that all open invoices must be paid in full prior to the final day of service or within ten (10) calendar days after the final invoice is received. Client acknowledges that Link High Technologies Inc. cannot begin Offboarding Services or release client-specific information (such as passwords or documentation) until Client has paid all open balances on their account with Link High Technologies Inc.
- D. Delivery of any notices (material breach, non-renewal, etc.) should be sent in writing to Link High Technologies Inc. at 51 Gibraltar Drive, Ste 2A, Morris Plains, NJ 07950.

4. Assumptions / Minimum Requirements / Exclusions

The scheduling, fees and provision of the Services are based upon the following assumptions and minimum requirements:

- All computers on the Client network must have a Link High Technologies Inc. management agent installed on them.
- Client will timely fulfill the following responsibilities:
 - ✓ Attend all scheduled IT meetings (by designated Client resources)
 - ✓ Provide Link High Technologies Inc. with formal, written authorization for Link High Technologies Inc. to manage all third-party vendors
 - ✓ Provide Link High Technologies Inc. with ongoing administrative access to all network resources
 - ✓ Provide Link High Technologies Inc. with ongoing access to Client's IT library, including but not limited to):
 - Documentation
 - Configurations
 - IT organizational charts
 - IT workflow charts
 - Support request procedures

The following services are expressly excluded under this SOW:

- A. Onsite or remote support required to remediate issues resulting from inadequate or deficient Client hardware or arising from Client's failure to implement the Minimum Requirements. Service Provider will notify Client any time Client's network, equipment or environment falls outside of the Minimum Requirements.

- B. Any onsite or remote support required on a device that does not have a Link High Technologies Inc. management agent installed unless explicitly waived by Link High.
- C. The cost of parts, equipment, software, software licensing, software renewals and shipping charges of any kind.
- D. Labor expended on troubleshooting custom applications or devices that do not have active support agreements. This includes software, hardware, phone systems, network copiers, etc.
- E. The cost of any third-party vendor or manufacturer support or incident fees of any kind.
- F. Service or repairs made necessary by the alteration or modification of equipment other than as authorized or performed by Service Provider.
- G. Programming / code development, including modification of software code.
- H. Training services of any kind.
- I. Projects: A Project is defined as a temporary (defined beginning and end) and planned one-time endeavor. Projects are unique in that it is not routine operation, but a specific set of operations designed to accomplish a singular goal. Projects are out-of-scope under this SOW, and must be agreed upon and managed in a separate SOW. Examples of Projects can be, but are not limited to: server installations, server migrations, server reconfigurations, cloud migrations, 3 or more workstation installations, moves, or rebuilds per month, structured wiring, equipment relocation, new software installations, software upgrades, core network upgrades and replacements, regulatory/compliance/legal audits (e.g. PCI, HIPAA, software compliance, Microsoft SAM audits, etc.) and/or endeavors that require multiple Service Provider resources.
- J. Third-party data recovery services.
- K. Link High observes the following federal holidays and does not provide remote or on-site support.
 - i. Link High Technologies Inc. observed holidays
 - New Year's Day
 - Martin Luther King Jr. Day
 - President's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Thanksgiving & Day After
 - Christmas Day

5. Authorized Contact(s)

In addition to the signatories to this SOW, the following person(s) shall be an Authorized Contact for Client:

- Name: _____
Contact Information: _____
- Name: _____
Contact Information: _____

Scope of Services for Rehabilitation Specialists

The following services (collectively, “Services”) will be provided to Client:

Professional Managed Services Plan

1. Remote Support for Covered Users and Servers during business hours
2. No setup/ install fee for remote installations
3. After Hours/Weekend support is billed at 1.5x hourly rate billed in 15 minutes increments.
4. Critical Microsoft and 3rd Party Patches for covered workstations weekly
5. Critical Microsoft and 3rd Party Patches for covered servers monthly & manually verified by LHT System Engineer and deployed the 3rd Sunday of each
6. All covered workstations and servers will receive LHT Hosted Antivirus/EDR Software
7. 24x7 automated monitoring (Disk space, CPU, critical events, etc.)
8. On-Site Service is billed outside agreement with 2-hour minimum at \$125 per hour. No travel for regularly scheduled visits.
9. Monthly report on security patch status, disk space, hardware inventory
10. Semi-annual Visit or Conference Call by Technical Account Manager

Rate Tables

- 8 HR day of scheduled on-site consulting and support every week \$4000 /month **\$4000**
- Software Agents and Remote Support Included for 70 PC's **\$0**
- Antivirus for 70 PC's **\$700**
- Additional Software Agents per computer after **70** included in base contract is exceeded **\$60** per pc
- Additional On-site Support Services Hourly Rates: \$125/hr. for Next Day, \$150/hr. for same day response, and \$195/hr. for emergency after hours.

Monthly total: \$4700

The indicated number of workstations or users is the minimum commitment for the contract. Additional Users/Workstations/Servers will be added to the agreement prorated for that month.

The fee for the Services in this SOW will be invoiced in monthly to Client.

Unless alternate terms are approved by Link High Technologies Inc. finance department, you agree to maintain an up-to-date pre-authorized method of payment inside Link High Technologies Inc. online payment portal. All agreement invoices are automatically paid on the invoice's due date by your pre-authorized method of payment selected inside Link High Technologies Inc. online payment portal. If you wish to pay through an alternate payment method, it must be received at least one day prior to the due date; otherwise, the method inside the online payment portal will automatically run.

- A. The prices set forth in this SOW for the Services described will remain in effect for the term of this SOW. Thereafter, at the start of each consecutive agreement year, Link High Technologies Inc. reserves the right, but not the obligation, to increase the monthly fee for the Services either up to five percent (5%) per month at Link High Technologies Inc. discretion. The fee increase will be reflected on the next invoice and without a formal written notice to Client.

Additional Pricing & Invoicing

On-Site for Field Engineer: \$125 per hour. (PC, Windows Desktop, Printer, Moves/Adds/Changes)
Our consulting and on-site technician services are invoiced weekly.

LINK HIGH TECHNOLOGIES, INC.	Client: Link Community Charter School
Date:	Date:
Signature:	Signature:
Print Name / Position: Victor W. Liu/ President	Print Name/Position:

SCHEDULE A

Additional Provisions

Diagnostic / Auditing Services

Any diagnostic or auditing services performed by Link High Technologies Inc. may require us to install a small amount of code ("Diagnostic Code") on one or more of the devices attached to the System. The Diagnostic Code is deleted in its entirety after the testing process concludes. No personal information or personal data reviewed or copied by Link High Technologies Inc. at any time during the testing process. No files will be erased, modified, opened, reviewed or copied at any time during the testing process. The Diagnostic Code will not install or create any disabling device, or any backdoor or hidden entryway into the System. The results of the diagnostic testing will be kept confidential by Link High Technologies Inc.

You grant Link High Technologies Inc. permission to access the System for the purpose of conducting the diagnostic testing, and agree to hold Link High Technologies Inc. harmless from and against any and all incidents or damages that may occur during or as a result of the testing process, regardless of the cause of such damages including but not limited to data loss due to events beyond Link High Technologies Inc. reasonable control, network or communication outages, and deficiencies or errors in any of hardware or equipment that may interrupt or terminate the diagnostic testing process.

The testing process is for diagnostic purposes only. The process is not intended, and will not be used, to correct any problem or error in the System. Link High Technologies Inc. does not warrant or represent that the testing process will result in any particular outcome, or that any particular issue, hardware or software configuration will be correctly detected or identified.

Maintenance Services

Unless otherwise indicated in this SOW, maintenance services will be applied in accordance with the recommended practices of the managed services industry. Client understands and agrees that maintenance services are not intended to be, and will not be, a warranty or guaranty of the functionality of any particular device, or a service plan for the repair or remediation of any particular managed hardware or software. Repair and/or device remediation services are not covered under Link High Technologies Inc. maintenance service plan and shall be provided on an hourly basis to Client.

Monitoring Services; Alert Services

Unless otherwise indicated in this SOW, all monitoring and alert-type services are limited to detection and notification functionalities only. These functionalities are guided by Client-designated policies, which may be modified by Client as necessary or desired from time to time. Initially, the policies will be set to a baseline standard as determined by Link High Technologies Inc.; however, Client is advised to establish and/or modify the policies that correspond to Client's specific monitoring and notification needs.

Network Infrastructure Services

Unless otherwise indicated in this SOW, network infrastructure services will be applied in accordance with the recommended practices of the managed services industry. Client understands and agrees that network infrastructure services are not intended to be, and will not be, a warranty or guaranty of the functionality of any particular network device or a "service plan" for the repair or remediation of any particular managed hardware or software. Network infrastructure services includes the tool(s) and labor to effectively monitor, manage and remediate issues with network security, Wi-Fi access points (public and private networks), network switches, routers, firewalls, VPNs, internet connections, software, hardware, servers, workstation, and printers.

Tier 1 Telecommunication Support Services

Unless otherwise indicated in the SOW, Link High Technologies Inc. will only provide Tier 1 support for all telecommunications issues to systems sold by Link High. Telecommunication Services are defined as any network attached device or service used to electronically transmit information. This could be, but is not limited to telephones, faxing, scanning, internet connections and or traditional phone lines. Tier 1 support is defined as the initial support level responsible for basic customer issues. Often the issues can be resolved through documentation, first touch resolution, phone and email support.

Anti-Virus; Anti-Malware

Link High Technologies Inc. anti-virus / anti-malware solution will generally protect the Client's system from becoming infected with new viruses and malware ("Viruses"); however, viruses that exist on the Client's system at the time that the security solution is implemented may not be capable of being removed without additional services, for which a charge may be incurred.

Any security solution may be circumvented and/or rendered ineffective if a user, either intentionally or unintentionally, downloads or installs malware (such as a rootkit) onto the user's system. Client is strongly advised to educate their staff to refrain from downloading files that are

sent by unknown users, and/or users or files whose origination cannot be verified. Link High Technologies Inc. does not warrant or guarantee that all viruses and malware will be capable of being removed, or that all forms of viruses and malware will be timely detected or removed.

In order to improve security awareness, you agree that Link High Technologies Inc. or its designated third-party affiliate may transfer information about the results of processed files, information used for URL reputation determination, security risk tracking, and statistics for protection against spam and malware. Any information obtained in this manner does not and will not contain any personal or confidential information.

Patch Management

Link High Technologies Inc. shall keep all managed equipment and software current with critical patches and updates ("Patches") as such Patches are released generally by the manufacturers of the applicable hardware or software. Patches and updates are developed by third party vendors and, on rare occasions, may make the System, or portions of the System, unstable, or cause the managed equipment or software to fail to operate properly even when the Patches are installed correctly. Link High Technologies Inc. shall not be responsible for any downtime or losses arising from or related to the installation or use of any Patch, provided that the Patch was installed in accordance with manufacturer's instructions. Link High Technologies Inc. reserves the right, but not the obligation, to refrain from installing a Patch if Link High Technologies Inc. is aware of technical problems caused by a Patch, or believes that a Patch may render the System, or any portion of the System, unstable.

SPAM / Junk Mail Filtering

Link High Technologies Inc. will provide email scanning for incoming unsolicited commercial email. Using proprietary algorithms and other technologies, the service scans incoming email for designated keywords, attachments and known blacklisted sites, and filters the email accordingly. From time to time the service may filter email that is not SPAM or junk mail or may block email from legitimate sources. Client is advised to periodically search the filtered email folder to ensure that relevant emails are not being filtered improperly and will notify Link High Technologies Inc. in the event that the SPAM filter settings require adjustment. Third-party SPAM services not provided if client's commercial email is hosted on Microsoft's Office 365 platform or another provider Link High Technologies Inc. deems an adequate solution.

Managed Firewall

Link High Technologies Inc. requires client to have a SonicWall next-generation firewall appliance. In addition to the physical appliance, client will ensure the appliance is licensed with SonicWall's Comprehensive Gateway Security Suite (or a comparable service) that can include gateway anti-virus, anti-spyware, intrusion prevention, application intelligence and control, content filtering and firmware updates.

Any security solution may be circumvented and/or rendered ineffective if a user, either intentionally or unintentionally, downloads or installs malware (such as a rootkit) onto the user's system. Client is strongly advised to educate their staff to refrain from downloading files that are sent by unknown users, and/or users or files whose origination cannot be verified. Link High Technologies Inc. does not warrant or guarantee that all viruses and malware will be capable of being removed, or that all forms of viruses and malware will be timely detected or removed.

In order to improve security awareness, you agree that Link High Technologies Inc. or its designated third-party affiliate may transfer information about the results of processed files, information used for URL reputation determination, security risk tracking, and statistics for protection against spam and malware. Any information obtained in this manner does not and will not contain any personal or confidential information

Account Management Services

Account Management Services include (as needed) IT budgeting, IT concept creation, IT roadmap delivery, general IT consulting, IT vendor consulting, IT Project oversight and business review meetings. Suggestions and advice rendered to Client are provided in accordance with relevant industry practices, based on Client's specific needs. By suggesting a particular service or solution, Link High Technologies Inc. is not endorsing any particular manufacturer or service provider. Link High Technologies Inc. is not a warranty service or repair center, and does not warrant or guarantee the performance of any third-party service or solution

The advice and suggestions provided by the Account Management team will be for Client's informational and/or educational purposes only. The Account Management team will not hold an actual director or officer position with Client, and the Strategy Management team will neither hold nor maintain any fiduciary relationship or position with Client. Under no circumstances shall Client list or place the Account Management team on Client's corporate records or accounts. At all times the Account Management team will be an independent contractor of Client.

Sample Policies, Procedures.

From time to time, Link High Technologies Inc. may provide Client with sample (*i.e.*, template) policies and procedures for use in connection with Client's business ("Sample Policies"). The Sample Policies are for Client's informational use only, and do not constitute or comprise legal or professional advice. The Sample Policies are not intended to be a substitute for the advice of competent counsel. Client should seek the advice of competent legal counsel prior to using the Sample Policies, in part or in whole, in any transaction. Link High Technologies Inc. does not warrant or guaranty that the Sample Policies are complete, accurate, or suitable for Client's specific needs, or that Client will reduce or avoid liability by utilizing the Sample Policies in its business operations.

Procurement

Equipment and software procured by Link High Technologies Inc. on Client's behalf ("Procured Equipment") may be covered by one or more manufacturer warranties, which will be passed through to Client to the greatest extent possible. By procuring equipment or software for Client, Link High Technologies Inc. does not make any warranties or representations regarding the quality, integrity or usefulness of the Procured Equipment. Certain equipment or software, once purchased, may be not be returnable or, in certain cases, may be subject to third party return policies and/or re-stocking fees, all of which shall be Client's responsibility in the event that a return of the Procured Equipment is requested.

Link High Technologies Inc. is not a warranty service or repair center. Link High Technologies Inc. will facilitate the return or warranty repair of Procured Equipment; however, Client understands and agrees that the return or warranty repair of Procured Equipment is governed by the terms of the warranties (if any) governing the applicable Procured Equipment, for which Link High Technologies Inc. shall be held harmless.

Centralized Reporting

Reports provided by Link High Technologies Inc. on client's behalf are created by gathering, storing, analyzing and accessing data that resides on Link High Technologies Inc. "owned" databases. Link High Technologies Inc. reserves the right to charge outside of this SOW for customized reporting or BI services throughout the life of this SOW.

Unsupported Configuration Elements or Services

If Client requests a configuration element (hardware or software) or hosting service in a manner that is not customary at Link High Technologies Inc., or that is in "end of life" or "end of support" status, Link High Technologies Inc. may designate the element or service as "unsupported," "non-standard," "best efforts," "reasonable endeavor," "one-off," "EOL," "end of support," or with like term in the service description (an "Unsupported Service"). Link High Technologies Inc. makes no representation or warranty whatsoever regarding any Unsupported Service, and Client agrees that Link High Technologies Inc. will not be liable to Client for any loss or damage arising from the provision of an Unsupported Service. Deployment and service level guaranties shall not apply to any Unsupported Service.

Third-Party Data Recovery

From time to time, Link High Technologies Inc. may use a third-party vendor to recover data from failed storage devices. If this need arises Link High Technologies Inc. guarantees it will work with a vendor that adheres to the client's specific security policies and follows NIST mandated guidelines to provide adequate data and information security throughout the process.

Link High Technologies Inc. is not a warranty service or data recovery center. Link High Technologies Inc. will facilitate the handing, shipping, communication and returning of the data; however, Client understands and agrees that the recovery of data is governed by the terms of the third-party vendor (if any), for which Link High Technologies Inc. shall be held harmless.

Downtime Onboarding Exception

Scheduled Downtime. For the purposes of this SOW, Scheduled Downtime will mean those hours, as determined by Link High Technologies Inc. but which will not occur between the hours of 8 AM and 5:30 PM EST, Monday through Friday without your authorization or unless exigent circumstances exist, during which time Link High Technologies Inc. will perform scheduled maintenance or adjustments to its network. Link High Technologies Inc. will use its best efforts to provide you with at least twenty-four (24) hours of notice prior to scheduling Scheduled Downtime.

Client-Side Downtime. Link High Technologies Inc. will not be responsible under any circumstances for any delays or deficiencies in the provision of, or access to, the Services to the extent that such delays or deficiencies are caused by your actions or omissions ("Client-Side Downtime").

Onboarding Exception. You acknowledge and agree that for the first thirty (30) days following the commencement date of a SOW, the Response Time commitments described in this Agreement will not apply to Link High Technologies Inc. , it being understood that there may be unanticipated delays due to Link High Technologies Inc. initial startup activities with you (the "Onboarding Exception").



Insurance Proposal



23 Pennsylvania Avenue
Newark, NJ 07114

DATE PRESENTED

August 9th, 2021

PRESENTED BY

Tom Coticchio
Crissie Reiff

Link Community Charter School & Link Education Partners
Insurance Proposal

Effective 8/26/2021-8/26/2022



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Link Community Charter School & Link Education Partners
Insurance Proposal

Effective 8/26/2021-8/26/2022

**EXECUTIVE SUMMARY**

Enclosed are the details of the renewal proposal offered by Selective Insurance Company for the Commercial General Liability, Property, Abuse and Molestation, and Umbrella coverage.

All limits should be reviewed for adequacy. **NOTE: Limit increases should be considered for Management (including D&O) Liability, Crime, and Umbrella Liability.**

Selective, as expiring, is including the Abuse and Molestation coverage in the Umbrella limit. Because of the growing number of claims for this coverage, the rate has increased.

The Auto Liability and Physical Damage has increased due to the addition of the new van (added midterm).

The Workers Compensation is automatically renewing with New Jersey Manufacturers. Link Community Charter School remains with a 20% scheduled credit, while Link Education Partners has a 10% schedule credit. Both are subject to the 15% dividend.

Pollution Liability (including underground and aboveground storage tanks) remains excluded under your current insurance program.

Foreign travel is not covered in the current program. We previously quoted a Foreign Package policy which would include Liability and companion services for approximately \$3,500. Please let us know if you want to pursue this coverage.

The increasing number and size of management liability claims nationally combined with an open claim specific to LCCS resulted in a price increase.

We previously offered increased Crime limits of \$500,000 for both LCCS and LEP. This would cost approximately \$2,500 (additional) for each policy. You should also consider Fiduciary coverage for your plan assets. We'll just need the total assets of all plans to get a price indication.

Cyber Liability is a growing risk for all educational institutions. This coverage may help avoid some gaps in your current insurance program. **This coverage is currently excluded in your program.** A full application needs to be completed to get formal pricing.

Link Community Charter School & Link Education Partners
 Insurance Proposal

Effective 8/26/2021-8/26/2022

**RENEWAL POLICY PREMIUM COMPARISON OVERVIEW**

COVERAGE	PREMIUM Expiring Term:	PREMIUM Renewal Term:
Property:	Selective	Selective
Premium	\$32,909	\$33,943
TRIA	\$ 1,142	\$ 1,187
Surcharge	\$ 202	\$ 211
Commercial General Liability:	Selective	Selective
Premium	\$11,342	\$11,921
TRIA	\$ 349	\$ 368
Surcharge	\$ 81	\$ 65
Automobile:	Selective	Selective
Premium	\$5,284*	\$5,808
TRIA	\$ 125	\$ 203
Surcharge	\$ 48	\$ 35
Umbrella:	Selective	Selective
Premium	\$4,393	\$5,301
TRIA	\$ 154	\$ 186
Surcharge	\$ 27	\$ 33
Management Liability - LEP:	OneBeacon	OneBeacon
Premium	\$6,242	\$6,564
Management Liability - LCCS:	OneBeacon	OneBeacon
Premium	\$19,701	\$23,082
Workers Compensation - LEP:	NJM	NJM
Premium	\$3,390	\$3,512
TRIA	\$ 360	\$ 349
Surcharge	\$ 201	\$ 194
Anticipated Dividend	(\$498)	(\$549)
Workers Compensation - LCCS:	NJM	NJM
Premium	\$29,066	\$29,109
TRIA	\$ 1,520	\$ 1,360
Surcharge	\$ 2,068	\$ 2,012
Anticipated Dividend	(\$4,898)	(\$4,570)
TOTAL ACCOUNT PREMIUM:	\$118,604	\$125,443
Anticipated Dividend	(\$5,396)	(\$5,396)
TOTAL INCLUDING DIVIDEND	\$113,208	\$120,324

*Auto includes the midterm addition of 2017 Van

Link Community Charter School & Link Education Partners
 Insurance Proposal

Effective 8/26/2021-8/26/2022

**POLICY COMPARISON****Property**

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-8/26/2021	8/26/2021-8/26/2022
Company:	Selective	Selective
Limits:		
Blanket Building and Contents	\$15,061,530	\$15,919,483
Deductible	\$5,000	\$5,000
Valuation	Replacement Cost	Replacement Cost
Business Income & Extra Expense	\$3,500,000	\$3,500,000
Waiting Period	72 Hours	72 Hours
Machinery Breakdown	Included	Included
Flood	\$1,000,000	\$1,000,000
Deductible	\$25,000	\$25,000
Earthquake	\$1,000,000	\$1,000,000
Deductible	\$25,000	\$25,000
Electronic Information Systems	\$250,000	\$250,000
Property in Transit	\$50,000	\$50,000
Ordinance and Law – Undamaged Portion	Included	Included
Demolition/Increased Cost of Construction	\$100,000	\$100,000
PREMIUM:	<u>\$33,184</u>	<u>\$35,341</u>
	Commission: 15%	Commission: 15%

Link Community Charter School & Link Education Partners
 Insurance Proposal

Effective 8/26/2021-8/26/2022

Commercial General Liability

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-8/26/2021	8/26/2021-8/26/2022
Company:	Selective	Selective
Limits:		
General Aggregate	\$3,000,000	\$3,000,000
Products/Completed Operations Aggregate	\$3,000,000	\$3,000,000
Personal & Advertising Injury Liability	\$1,000,000	\$1,000,000
Each Occurrence Limit	\$1,000,000	\$1,000,000
Fire Legal Liability	\$1,000,000	\$1,000,000
Medical Expenses (Any One Person)	\$20,000	\$20,000
Student Count		
Employee Benefits Liability		
Each Claim	\$1,000,000	\$1,000,000
Aggregate	\$3,000,000	\$3,000,000
Abuse & Molestation		
Each Claim	\$1,000,000	\$1,000,000
Aggregate	\$3,000,000	\$3,000,000
Deductible	None	None
PREMIUM:	<u>\$11,342</u> Commission: 15%	<u>\$12,354</u> Commission: 15%

Business Automobile

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-8/26/2021	8/26/2021-8/26/2022
Company:	Selective	Selective
Limits:		
Bodily Injury/Property Damage	\$1,000,000	\$1,000,000
Hired/Non-Owned Auto Liability	Included	Included
Rating Basis	1 Van Added Midterm	1 Van
Comprehensive/ Collision Deductible	\$500 / \$500	\$500 / \$500
PREMIUM:	<u>\$5,457</u> Commission: 15%	<u>\$6,046</u> Commission: 15%

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022

Workers' Compensation - LEP

	Expiring Term:	Renewal Term: Option 1
Policy Period:	8/26/2020-2021	8/26/2021-2022
Company:	NJM	NJM
Limits:		
Bodily Injury – By Accident	\$500,000	\$500,000
Bodily Injury – By Disease	\$500,000	\$500,000
Policy Limit	\$500,000	\$500,000
Covered States	NJ	NJ
Clerical Employees	\$320,800	\$320,800
RATE	0.18	0.18
Building Owner	\$51,000	\$51,000
RATE	6.27	6.27
Experience Modification Factor	0.	0.961
PREMIUM:	<u>\$3,560</u>	<u>\$3,855</u>
Anticipated Dividend	(\$498)	(\$549)
	Commission: %	Commission: %

Workers' Compensation - LCCS

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-2021	8/26/2021-2022
Company:	NJM	NJM
Limits:		
Bodily Injury – By Accident	\$500,000	\$500,000
Bodily Injury – By Disease	\$500,000	\$500,000
Policy Limit	\$500,000	\$500,000
Covered States	NJ	NJ
School Professional	\$3,400,000	\$3,400,000
RATE	1.43	1.43
Experience Modification Factor	0.788	0.784
PREMIUM:	<u>\$32,654</u>	<u>\$32,481</u>
Anticipated Dividend	(\$4,891)	(\$4,570)
	Commission: %	Commission: %

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022

Umbrella Liability

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-8/26/2021	8/26/2021-8/26/2022
Company:	Selective	Selective
Limits of Liability:		
Each Occurrence	\$5,000,000	\$5,000,000
Annual Aggregate	\$5,000,000	\$5,000,000
Retained Limit	\$0	\$0
Underlying Policies/Coverages		
Employers Liability	Included	Included
General Liability	Included	Included
Automobile Liability	Included	Included
Employee Benefit Liability	Included	Included
Abuse & Molestation	Included	Included
PREMIUM:	<u>\$4,393</u>	<u>\$5,301</u>
	Commission: 15%	Commission: 15%

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022

Management Liability - LEP

	Expiring Term:	Renewal Term:
Policy Period:	8/26/2020-2021	8/26/2021-2022
Company:	OneBeacon	OneBeacon
Aggregate Limit of Liability:		
Directors' & Officers Liability		
Limit	\$1,000,000 Shared	\$1,000,000 Shared
Retention	\$15,000	\$15,000
Prior & Pending Litigation Date	8/26/2014	8/26/2014
Crisis Management Fund	\$25,000	\$25,000
Retention	\$15,000	\$15,000
Governmental Funding – Defense Only	\$250,000	\$250,000
Retention / Coinsurance	\$250,000 / 50%	\$250,000 / 50%
Employment Practices Liability		
Limit	\$1,000,000 Shared	\$1,000,000 Shared
Retention	\$35,000	\$35,000
Prior & Pending Litigation Date	8/26/2014	8/26/2014
Wage and Hour – Defense Only	\$100,000	\$100,000
Retention	\$50,000	\$50,000
Fiduciary Liability		
Limit	Not Covered	Not Covered
Retention	-	-
Prior & Pending Litigation Date	-	-
Crime		
Employee Theft (including ERISA)	\$250,000	\$250,000
Forgery and Alteration	\$250,000	\$250,000
Money – On Premises	\$250,000	\$250,000
Money – Outside Premises	\$250,000	\$250,000
Money Orders and Counterfeit Money	\$250,000	\$250,000
Computer & Funds Transfer Fraud	\$250,000	\$250,000
Retention	\$5,000	\$5,000
PREMIUM:	\$6,242	\$6,564
	Commission: 15%	Commission: 15%

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022

Management Liability - LCCS

	Expiring Term:	Renewal Term: Option 1
Policy Period:	8/26/2020-2021	8/26/2021-2022
Company:	OneBeacon	OneBeacon
Aggregate Limit of Liability:		
Directors' & Officers Liability		
Limit	\$1,000,000 Shared	\$1,000,000 Shared
Retention	\$15,000	\$15,000
Prior & Pending Litigation Date	8/26/2014	8/26/2014
Crisis Management Fund	\$25,000	\$25,000
Retention	\$15,000	\$15,000
Governmental Funding – Defense Only	\$250,000	\$250,000
Retention / Coinsurance	\$250,000 / 50%	\$250,000 / 50%
Employment Practices Liability		
Limit	\$1,000,000 Shared	\$1,000,000 Shared
Retention	\$35,000	\$35,000
Prior & Pending Litigation Date	8/26/2014	8/26/2014
Wage and Hour – Defense Only	\$100,000	\$100,000
Retention	\$50,000	\$50,000
Fiduciary Liability		
Limit	Not Covered	Not Covered
Retention	-	-
Prior & Pending Litigation Date	-	-
HIPAA Penalties Sublimit	-	-
Voluntary Compliance Loss	-	-
Crime		
Employee Theft (including ERISA)	\$250,000	\$250,000
Forgery and Alteration	\$250,000	\$250,000
Money – On Premises	\$250,000	\$250,000
Money – Outside Premises	\$250,000	\$250,000
Money Orders and Counterfeit Money	\$250,000	\$250,000
Computer & Funds Transfer Fraud	\$250,000	\$250,000
Retention	\$5,000	\$5,000
PREMIUM:	<u>\$19,701</u>	<u>\$23,082</u>
	Commission: 15%	Commission: 15%



CLAIMS MADE INFORMATION PAGE

CLAIMS MADE POLICY INFORMATION & CLAIMS REPORTING INSTRUCTIONS

IMPORTANT

Your Employee Benefits Liability and your Management Liability coverage is written on a claims-made basis. This policy is triggered by a written demand and/or knowledge of incident.

Claims made policies have strict reporting requirements, possibly including a time limit on when you can report a claim or an incident even when the policy has been renewed with the same insurance company. Failure to notify your insurer of a claim on a timely basis may result in coverage forfeiture.

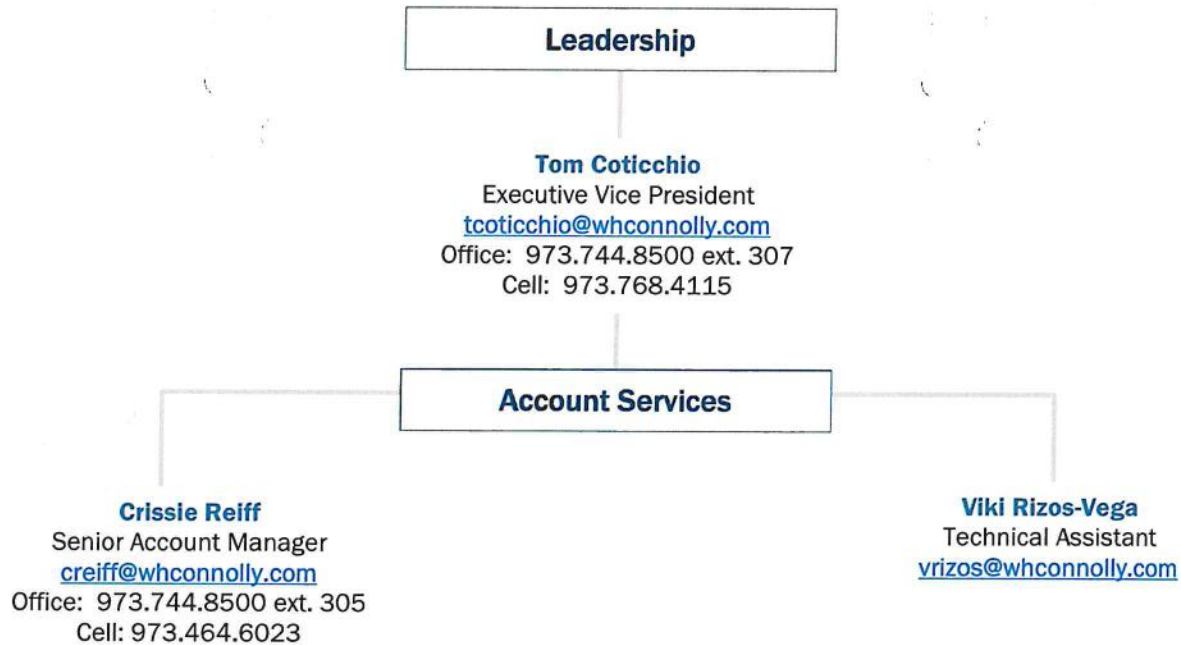
Contact our office immediately upon receipt of any notice, either written or verbal, that would lead you to believe that a claim may be brought under this coverage, or if you receive an actual claim or lawsuit.

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022

**SERVICE TEAM****Service Team**

The primary servicing responsibility for your company will be with Tom Coticchio. We operate on a team approach. Your team consists of:

**CLAIMS REPORTING****Reporting to William H. Connolly & Co., LLC**

All claims should be reported as soon as possible to a member of your Service Team referenced above.

Link Community Charter School Insurance Proposal

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NAMED INSURED

Link Community Charter School

Link Education Partners

Note: Any entity not named as insured is not covered under this policy. This includes partnerships and joint ventures

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022



CARRIER RATINGS AND ADMITTED STATUS OF ALL BINDABLE QUOTES

William H. Connolly & Co., LLC uses A.M. Best & Co.'s rating services to evaluate the financial condition of insurers whose policies we propose to deliver. WHC & Co., LLC makes no representation and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier which may change.

Copies of the Best's Insurance Reports on the insurance companies are available upon your request.

Carriers that Quoted	A.M. Best's Rating	Admitted/Non-Admitted
Selective Insurance Co.	A XIV	Admitted
OneBeacon	A X	Admitted
New Jersey Manufacturers	A+ XV	Admitted

If the above indicated coverage is placed with a Non-Admitted Carrier, the carrier is doing business in the state as a surplus lines or non-admitted carrier. As such, this carrier is not subject to the same regulations which apply to an admitted carrier nor do they participate in any insurance guarantee fund applicable in that state.

The above A.M. Best Rating was verified on the date the proposal document was created.

Level	Category	Level	Category	Level	Category
A++, A+	Superior	B, B-	Fair	D	Poor
A, A-	Excellent	C++, C+	Marginal	E	Under Regulatory Supervision
B++, B+	Very Good	C, C-	Weak	F	In Liquidation
				S	Rating Suspended

Financial Size Categories					
FSC I	Up to 1,000	FSC IX	250,000	to	500,000
FSC II	1,000	to	2,000	FSC X	500,000
FSC III	2,000	to	5,000	FSC XI	750,000
FSC IV	5,000	to	10,000	FSC XII	1,000,000
FSC V	10,000	to	25,000	FSC XIII	1,250,000
FSC VI	25,000	to	50,000	FSC XIV	1,500,000
FSC VII	50,000	to	100,000	FSC XV	2,000,000
FSC VIII	100,000	to	250,000		or more

(In \$000 of Reported Policyholders' Surplus Plus Conditional Reserve Funds)

Best's Insurance Reports, published annually by A.M. Best Company, Inc., presents comprehensive reports on the financial position, history, and transactions of insurance companies operating in the United States and Canada. Companies licensed to do business in the United States are assigned a Best's Rating which attempts to measure the comparative position of the company or association against industry averages.

Link Community Charter School Insurance Proposal

Effective 8/23/2021-8/23/2022



CLIENT AUTHORIZATION TO BIND COVERAGE

After careful consideration of your proposal dated August 9, 2021, we accept your insurance program subject to the following exceptions/changes:

POLICY OPTIONS:

YES	NO	OPTION DESCRIPTION
		Bind All Policies As Shown:
		Commercial Package with Umbrella
		Workers Compensation – Selective
		Workers Compensation – NJM
		Management Liability for LCCS and LEP
		Bind TRIA Terrorism Coverage As Quoted Except For the Following Policies
		Recommended Coverage/Limits:
		Increased limits for Management (including D&O) Liability
		Increased Crime Limits
		Increased Umbrella Limits
		Cyber Liability & Network Security

It is understood this proposal provides only a summary of the details; the policies will contain the actual coverages.

We confirm the values, schedules, and other data contained in the proposal are from our records and we acknowledge it is our responsibility to see that they are maintained accurately.

 Agent Signature

 Client Signature

 Dated

 Dated