

**LINK COMMUNITY CHARTER SCHOOL
BOARD OF TRUSTEES MEETING
December 18, 2023, 6:30 PM
In-Person
Link Community Charter School
23 Pennsylvania Avenue, Newark, New Jersey 07114**

Approved Minutes

LINK COMMUNITY CHARTER SCHOOL MISSION

Link Community Charter School will provide an outstanding elementary and 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 regular meeting of the Link Community Charter School Board of Trustees was called to order by Mr. Richard Marshall, Board Chair, 6:52 pm.

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 August 22, 2023; by email to the city clerks of, East Orange, Irvington, and Orange, and the county superintendent of education on August 22, 2023 and by mail on August 22, 2023 to the city clerk of Newark; by posting notice on the school website; and by communicating same to the Board of Trustees.

ROLL CALL

Member	Present	Absent
Barnett, Ms.	√	
Daughtry, Ms.	√	
Ebanks, Ms.		√
Fox, Ms.	√	
Key, Mr.	√	
Marshall, Mr.	√	
Naar, Mr.	√	

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 REVISED MINUTES

Resolution #121823-01: Be it Resolved that the Board of Trustees accepts and approves the revised minutes of the regular board meeting held on October 16, 2023.

Moved by Ms. Barnett

Second by Mr. Key

Discussion: None

Vote: Voice; passed unanimously

The following resolutions # 121823-02 through 121823-02 were bundled into one motion.

APPROVAL OF MINUTES

Resolution #121823-02: Be it Resolved that the Board of Trustees accepts and approves the minutes of the postponed board meeting held on November 27, 2023.

APPROVAL OF MINUTES

Resolution #121823-03: Be it Resolved that the Board of Trustees accepts and approves the minutes of the board retreat held on December 02, 2023.

Moved by Ms. Barnett

Second by Mr. Key

Discussion: None

Vote: Voice; passed unanimously

APPROVAL OF AGENDA

Resolution #121823-04: Be it Resolved that the Board of Trustees accepts and approves the agenda for the regular board meeting on December 18, 2023.

Moved by Ms. Barnett

Second by Mr. Key

Discussion: None

Vote: Voice; passed unanimously

ELECTION OF BOARD TRUSTEE

Resolution #121823-05: Be it Resolved that the Board of Trustees elects Melissa Boucaud to serve as a trustee on the board for a term beginning December 18, 2023, through June 30, 2026, as recommended by the Governance Committee.

Moved by Ms. Barnett

Second by Mr. Key

Discussion: Mrs. Paradiso introduced Ms. Boucaud

Vote: Roll call; passed unanimously

OATH OF OFFICE, administered to Melissa Boucaud by the board attorney, Christine Martinez

ROLL CALL

Member	Present	Absent
Barnett, Ms.	√	
Boucaud, Ms.	√	
Daughtry, Ms.	√	
Ebanks, Ms.		√

Fox, Ms.	√	
Key, Mr.	√	
Marshall, Mr.	√	
Naar, Mr.	√	

PRESENTATION

- Second Grade Program and Overview of Curriculum, Gina Schiano
- NJSLA Follow Up, Maria Pilar Paradiso

PUBLIC COMMENT

During the course of the 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.

CLOSING OF PUBLIC COMMENT

Seeing there are no members of the public wishing to speak, Mr. Marshall closed the public comment portion of this meeting.

ACKNOWLEDGMENT OF CORRESPONDENCE

None.

HEAD OF SCHOOL

See attached.

Approval of 2nd grade curriculum

Resolution #121823-06: Be it Resolved that the Board of Trustees approves the attached 2nd grade Curriculum for Reading, Writing, Math, Social Studies, Science, and Health & PE, as recommended by the head of the school.

Moved by Ms. Daughtry

Second by Ms. Barnett

Discussion: None

Vote: Roll call; passed unanimously

Approval of Electives and Instructors

Resolution #121823-07: Be it Resolved that the Board of Trustees approves the following electives for the second quarter of the 2023-2024 school year, as recommended by the head of school:

Instructor	Class	Organization	Funded by
Jim Peck	What's Cookin'?	Independent	LEP
Richard Paz and Danna Pena	The Art of Working with Glass	Glass Roots	LEP
Rashida	Be a Change Agent: Fashion and Upcycle	Steam Urban	LEP
Mr. Clifton	Table Tennis	Independent	LEP
Mr. Cannon	DJ 101	Independent	LEP
Mr. Thyson	ASL	Newark Public Library	LEP
Mr. Cox	Drumming	Jazz House Kids	LEP
Ms. Turner	CPR and First Aid	D. Turner	LEP
Ms. Garcia	Skin at its Best	Independent	LEP

Moved by Ms. Barnett

Second by Mr. Key

Discussion: None

Vote: Roll call; passed, two abstentions, Ms. Daughtry and Mr. Naar.

Approval of professional development

Resolution # 121823-08: Be it Resolved that the Board of Trustees approves professional development for the following, as recommended by the head of school.

Professional Development Program and Site	Date	Staff Member	Funded by
Designing the Learning: Focusing on Student Engagement and Empowerment Monroe Township, NJ	December 19, 2023	Hannah-Marie Kennedy	LEP
Introducing the New K-2 Units of Study in Reading and Writing and Jump Rope Readers Decodable Texts Edison, NJ	December 5, 2023	Hannah-Marie Kennedy Gina Schiano Lia Rose Chacon	LEP
PowerSchool Support for School Messenger, online	December 18, 2023	Debbie Paczkowski Colleen Kelly	Free

Moved by Ms. Barnett

Second by Ms. Daughtry

Discussion: None

Vote: Roll call; passed unanimously

Approval of revised master stipend list

Resolution #121823-09: Be it Resolved that the Board of Trustees approves the following changes to the master stipend list for the 2023-2024 school year as follows, as recommended by the head of the school:

Responsibility	2023-2024 Stipend Amount	Funding Source
Athletic Team Coaches (Volleyball, Basketball, Soccer, Cheerleading)	\$1,500 each (max. 2 coaches per team)	LCCS

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Approval of revised stipends

Resolution #121823-10: Be it Resolved that the Board of Trustees approves the following revised stipends for the 2023-2024 season, as recommended by the head of school.

Name	Responsibility	Stipend
Jerry Holley	Boys Basketball Coach	\$1,500
Elliot Fant	Boys Basketball Coach	\$1,500
Audra Wade	Girls Basketball Coach	\$1,500
Fantasia Parker	Cheerleading Coach	\$1,500
Maisha Brown	Cheerleading Coach	\$1,500
Sharon Green	Volleyball Coach	\$1,500
Emmanuel Essien	Soccer Coach	\$1,500

Moved by Ms. Daughtry
Second by Ms. Barnett

Approval to amend Resolution # 121823-10

Resolution #121823-10A: Be it Resolved that the Board of Trustees approves Resolution#121823-10 as amended to add a cheerleading coach for the 2023-2024 season, as recommended by the head of school.

Name	Responsibility	Stipend
Sharon Green	Cheerleading Coach	\$1,500

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Approval to extend a leave

Resolution #121823-11: Be it Resolved that the Board of Trustees approves extending the leave of absence for the following employees, as recommended by the head of school.

Employee Number	Leave Requested	Return Date
255	FMLA	February 01, 2024
254	FMLA	March 01, 2024

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Approval of continuation of leave

Resolution #121823-12: Be it Resolved that the Board of Trustees approves continuing a leave of absence for the following employee, as recommended by the head of school.

Employee Number	Leave Requested	Approximate Start Date
107	Unpaid, NJ Disability with benefits	January 22, 2023

Moved by Ms. Daughtry

Second by Mr. Key

Approval to amend Resolution #121823-12

Resolution #121823-12A: Be it Resolved that the Board of Trustees approves Resolution#121823-12 as amended to change the column “Approximate Start Date” to “Approximate Return Date”, as recommended by the head of school.

Employee Number	Leave Requested	Approximate Return Date
107	Unpaid, NJ Disability with benefits	January 22, 2023

Moved by Ms. Daughtry

Second by Ms. Barnett

Discussion: None

Vote: Roll call; passed unanimously

Approval of renewal of license agreement for parking for district level offices

Resolution #121823-13: Be it Resolved that the Board of Trustees approves the exercise of the one year right of renewal under the License Agreement with Mulberry Parking Newark for parking for district level offices in Block 881, Lot 55, approved on December 13, 2021 with the new terms of January 15, 2024 to January 14, 2025, incorporating the same monthly rate of \$1,530.00 for a total of \$18,360, as recommended by the head of school.

Moved by Ms. Daughtry

Second by Ms. Barnett

Discussion: None

Vote: Roll call; passed unanimously

Approval of parking for Halsey overflow

Resolution #121823-14: Be it Resolved that the Board of Trustees approves the parking space located on Washington St, for Halsey Street overflow, at a monthly rate of \$125, payable to DGL Parking 222, Inc., as recommended by the head of school.

Moved by Ms. Daughtry

Second by Ms. Barnett

Approval to amend Resolution #121823-14

Resolution #121823-14A: Be it Resolved that the Board of Trustees approves Resolution #121823-14 as amended to rent 6 parking spaces in the parking lot located on Washington St. for Halsey Street campus overflow, at a monthly rate of \$125 per spot per month, payable to DGL Parking 222, Inc. as recommended by the head of school.

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Approval of title change

Resolution #121823-15: Be it Resolved that the Board of Trustees approves a title change for Shontell McQueen to Assistant School Business Administrator of Operations, as recommended by the head of school.

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Education Committee

See attached.

Governance Committee

See attached.

Approval of the first reading of policy revision

Resolution #121823-16: Be it Resolved that the Board of Trustees approves the first reading of the revision to the following policies, as recommended by the Governance Committee:

- P 8500 Food Services
- P 5111 Admissions

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Community Engagement Committee

None.

Finance Committee

See attached.

The following resolutions # 121823-17 through 121823-20 were bundled into one motion.

Approval of use of ESSER III Funds- Summer 2023 programming

Resolution #121823-17: Be it Resolved that the Board of Trustees approves Summer 2023 Programming with Frost Valley YMCA, in the amount of \$25,000, with expenditure to be applied to account 20-487-100-300 and paid with ESSER III funds, as recommended by the school business administrator.

Approval of use of ESSER III Funds- Transportation

Resolution #121823-18: Be it Resolved that the Board of Trustees approves Boys and Girls Club of Newark after school programming transportation with Alice School Transportation, Inc., for the 2023-2024 school year, up to \$50,000, with expenditure to be applied to account 20-487-100-300 and paid with ESSER III funds, as recommended by the school business administrator.

Approval of use of ESSER III funds- Instructional Support System

Resolution#121823-19: Be it Resolved that the Board of Trustees approves the following staff salaries to be applied to account 20-487-100-101 and paid with ESSER III funds for the 2023-2024 school year, as recommended by the school business administrator.

Jasmine Seegers
Tiara Davis
Lisa Galarza
Jeffrey Locklear
Isabella Meliado
Natasha Valentin

Approval of use of ESSER III funds- Educational Support

Resolution #121823-20: Be it Resolved that the Board of Trustees approves the following the following educational support staffing services under account 20-487-100-300 and paid with ESSER III funds for the 2023-2024 school year, as recommended by the school business administrator.

Scoot Education, not to exceed \$45,000
Delta T Group, not to exceed \$45,000
The Good Kind, up to \$45,000

Moved by Ms. Daughtry

Second by Ms. Barnett

Discussion: None

Vote: Roll call; passed unanimously

Approval of use of IDEA funds- Educational Support Services

Resolution #121823-21: Be it Resolved that the Board of Trustees approves the following the following educational support services under account 20-250-200-300 and paid with IDEA funds for the 2023-2024 school year, as recommended by the school business administrator.

Educational Service Commission, not to exceed \$45,000
Invo, not to exceed \$44,000

Moved by Ms. Daughtry

Second by Ms. Barnett

Discussion: None

Vote: Roll call; passed unanimously

Approval of financial reports

Resolution #121823-22: Be it Resolved that the Board of Trustees accepts and approves the Board Secretary Report and the Treasurer's Report for the month ending November 30, 2023, as recommended by the school business administrator.

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

Approval of bills for payment

Resolution #121823-23: Be it Resolved that the Board of Trustees approves payment of 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. Daughtry
Second by Ms. Barnett

Approval to amend and approve bills for payment

Resolution #121823-23A: Be it Resolved that the Board of Trustees approves Resolution #121823-23 as amended to include a check #5388 for \$25,000 to Frost Valley YMCA, as recommended by the school business administrator.

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

OLD BUSINESS

None.

NEW BUSINESS

Affirmation of HIB finding

Resolution #121823-24: Be it Resolved that the Board of Trustees affirms the Head of School's findings of no HIB in HIB case#2023-2024-001, the results which were first reported to the Board of Trustees by the Head of School at the November 27, 2023, meeting. The Board of Trustees hereby directs the head of school to transmit a copy of the Board of Trustee's decision to the affected student's parents.

Moved by Ms. Daughtry
Second by Ms. Barnett
Discussion: None
Vote: Roll call; passed unanimously

ANNOUNCEMENTS

The next regular board meeting will be on Monday, January 22, 2024, 6:30 pm, 23 Pennsylvania Ave. Please respond tonight to the calendar invite to the board meeting on January 22, 2024.

MOTION TO ADJOURN

Moved by Ms. Daughtry
Seconded by Ms. Ebanks
Vote: Voice; passed unanimously

The meeting was adjourned at 8:40 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 line extending to the right.

Debra Paczkowski, Board Recording Secretary

Date: December 19, 2023

Approved by the Link Community Charter School Board of Trustees: January 22, 2024

Link

CURRICULUM

2ND GRADE CURRICULUM

GINA MOLINARI-SCHIANO

K-4 DIRECTOR OF CURRICULUM AND INSTRUCTION





Welcome to our 2nd Grade Presentation of Curriculum and Programming

Our Goals this evening:

- 2nd grade brings New Learning
- A day in the Life of a Link 2nd Grade Scholar: A Deep Dive into our Units of Study across curriculum areas.
- Questions



Learning is a journey.....not a destination!

Adjustment is key....

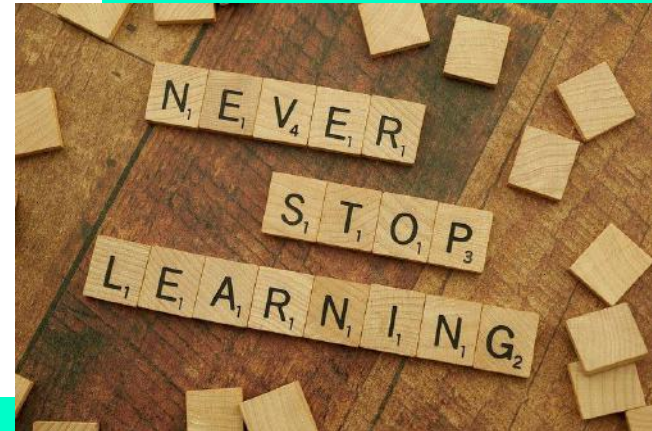
WE HAVE LEARNED SO
MANY THINGS.....



Link Community Charter School...we are writing
our original story!



NEW LEARNING ...



WHAT HAVE WE LEARNED ABOUT OUR 2ND GRADERS?

-They are BIG!

-They are at such varying levels!



So.....we moved Team Chavez and Team Huerta to the Main Floor

So we stream groups....in Phonics, Reading, Writing and NOW MATH starting in January 2024!

-Vocabulary Development is instrumental to comprehension.

So we had a vocabulary parade celebrating our scholars and scholarly words! And continue to explicitly teach vocabulary.

-Our 2nd grade scholars are growing sometimes need a change of pace



So we work with our neighbors Mighty Writers

2nd grade November, March, May

WHAT HAVE WE LEARNED ABOUT OUR 2ND GRADERS?

-They need to be part of the greater Link Community Charter School

They need places to engage with their friends and families after school

-They need outdoor space, and a camp experience.

So in January 2nd grade will engage in Morning Meeting in the gym 2 x per month.

So, we had 3 Fall Festivals and a Family Write night with dinner, books, stations and learning fun.

So last year, we had an inaugural Camp Link experience at Pingry at Pottersville for rising 2nd graders that included strong academics, outdoor play, chefs and sports. **100% of the children in attendance either stated the same or grew in their reading, Math and Writing Skills**



WHAT HAVE WE LEARNED ABOUT OUR 2ND GRADERS?

-Our scholars are Uber talented!

So we hosted a Hispanic Heritage showcase with music, movement and dance, in October, and are about to host our 2nd showcase

Winter Festival on Tuesday and Wednesday of this week!!!



A DAY IN THE LIFE OF
A SECOND GRADE
SCHOLAR AT LINK





MORNING MEETING



MORNING MEETING

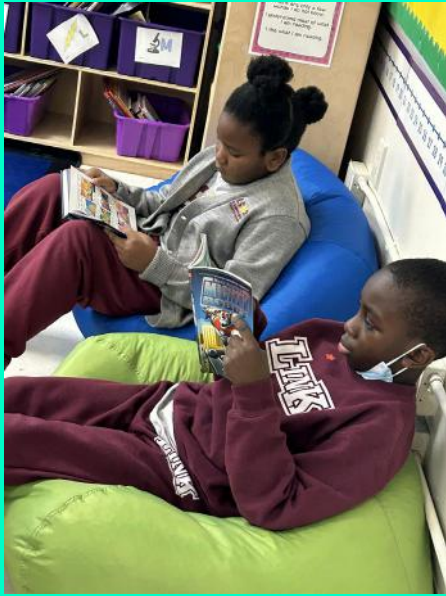
What is Morning Meeting?

- **Morning meeting** is a structured time that takes place first thing in the morning.
- Engaging in our **Morning Meeting** first thing in the morning is important for two reasons:

It sets the tone for the day and it allows our students to start the day (and for some, reset their day, depending on what happened before they got to school)

It helps students start their day in a positive, uplifting and SAFE environment.

Beginning our “Big Circle” in the gym 2x per month in the New Year.



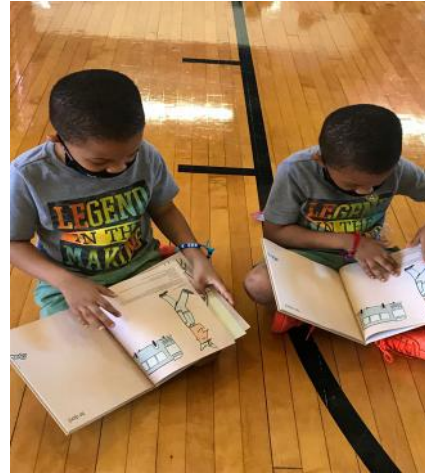
READERS WORKSHOP



READER'S WORKSHOP

The purpose of Reading Workshop is **to promote fluency and to provide time to nurture the love of reading and to learn about texts in a variety of ways.**

Reading Workshop builds a community of readers as students receive support from their peers and interact with each other to develop good literacy skills.



REVISED UNITS OF STUDY

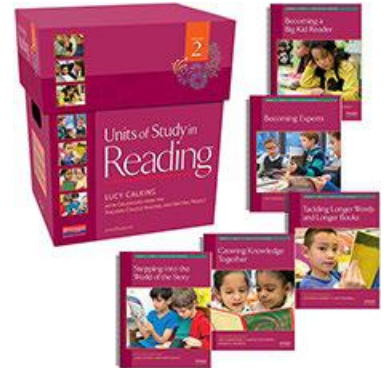
Unit 1: Big Kid Readers Remember to Do All They have Learned

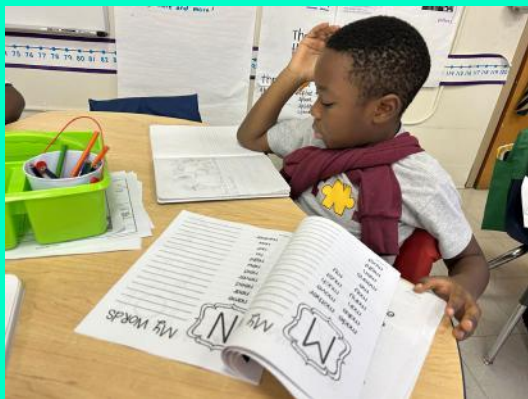
Unit 2: Becoming Experts

Unit 3: Tackling Longer Words and Longer Books

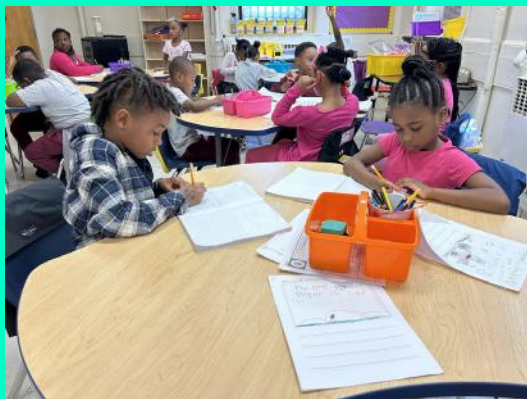
Unit 4: Stepping Into the World of the Story

Unit 5: Growing Knowledge Together





WRITER'S WORKSHOP



WRITER'S WORKSHOP

Purpose: Invite students to the world of writing. We want all of our scholars to know that they are authors and can share stories.

They are introduced to the organization and thought processes needed to be a successful writer such as: Writing stamina, autonomy, and persistence. They write independently and work with peers through the drafting, revising, editing, and publishing process that accompanies the craft.



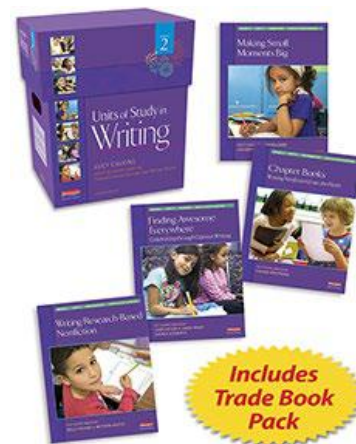
REVISED UNITS OF STUDY IN WRITING

Unit 1: Making Small Moments Big

Unit 2: Chapter Book Writing Nonfiction from the Heart

Unit 3: Finding Awesome Everywhere: Celebrating Through Opinion Writing

Unit 4: Writing Research-Based Nonfiction



Math

At LINK, we use Illustrative Math by Kendall Hunt to guide our lessons and explore math

The scope and sequence of units, activities, and representations are designed to help students develop a **deep understanding of mathematical concepts**, build fluency with procedures, and solve mathematical problems occurring in their daily lives.

Unit 1: Adding, Subtracting and Working With Data

Unit 2: Adding and Subtracting within 100

Unit 3: Measuring Length

Unit 4: Addition and Subtraction on the Number Line

Unit 5: Numbers to 1,000

Unit 6: Geometry, Time, and Money

Unit 7: Adding and Subtracting within 1,000

Unit 8: Equal Groups

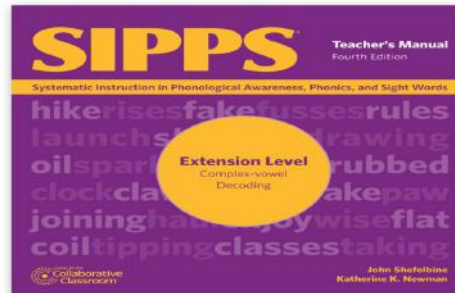
Unit 9: Putting It All Together





SIPPS

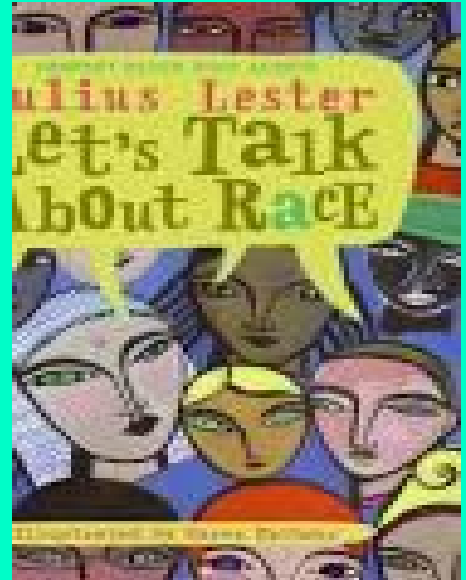
- The SIPPS®: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words program is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on comprehension and the other on decoding.
- Test students individually
- In 2nd grade, we instruct in 8 groups!
- 44 students
- **20 children are in the Challenge Group..which means they have tested out of Sipps!**





SOCIAL STUDIES GRADE 2

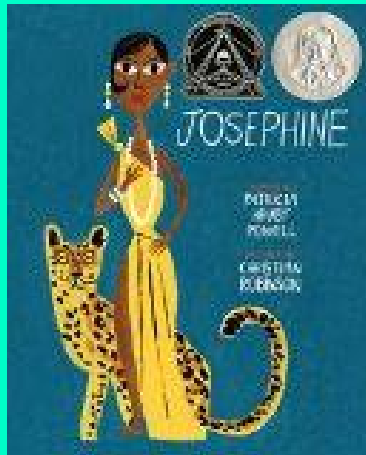
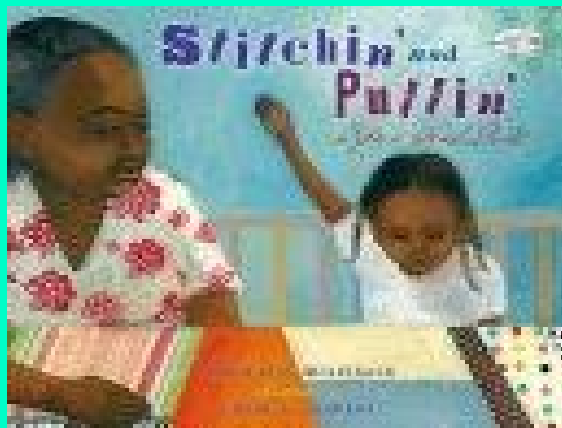
"MIRRORS AND WINDOWS"



We are guided by the research of Dr. Rudine Sims Bishop, who published the groundbreaking essay: “Mirrors, Windows and Sliding Glass Doors” in 1990. Dr. Bishop, a decorated scholar, college professor, and author, pioneered the concept that all readers must have experiences where they “see” themselves, where they consider different perspectives, and where they are able to “step into” the lived experiences of others.



T · H · E
OHIO
STATE
UNIVERSITY



UNITS OF STUDY

Unit 1: Communities Change Over Time

Unit 2: Celebrating Hispanic Culture Month

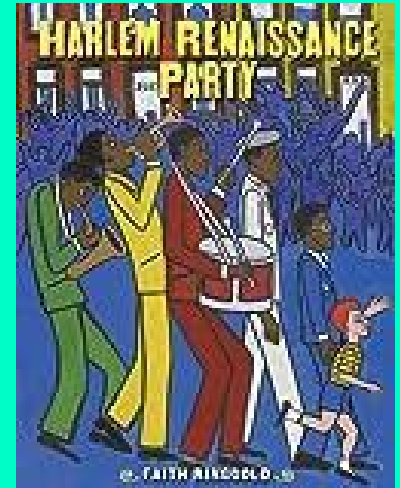
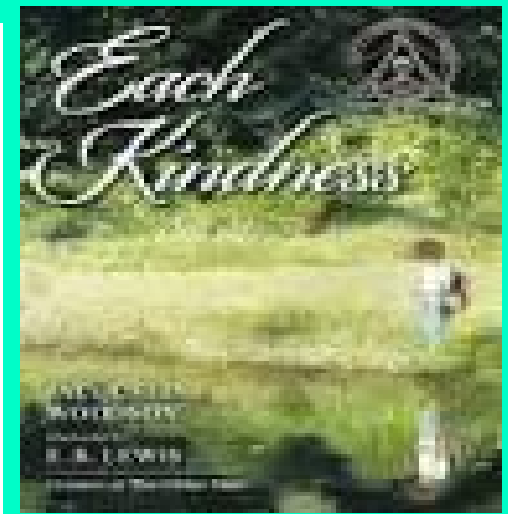
Unit 3: Let's Learn about Celebrations!

Unit 4: Celebrating Black History: Harlem Renaissance

Unit 5: Kindness

Unit 6: Color and Colorism

Unit 7: Juneteenth Jamboree





2ND GRADE : ARTS PERIOD

Physical Education

Art

Music



SCIENCE UNITS: FOSS

	Trimester 1	Trimester 2	Trimester 3
Kindergarten	Trees & Weather	Materials & Motion	Animals Two by Two
First	Plants & Animals	Sound & Light	Air & Weather
Second	Solids & Liquids	Pebbles, Sand, and Silt	Insects & Plants

YOGA



 publicdomainvectors.org

Newark Yoga Movement

Mission: Newark Yoga Movement enhances the educational experience and provides easy access to increased peacefulness, focus and confidence as a complementary source of discipline and structure for all. Newark Yoga Movement meets every Newark child where they are, bringing them life skills through the practice of yoga, breathing and centering at their schools and in their communities.



QUESTIONS?



THANK YOU!!!

GINA MOLINARI-SCHIANO

GSCHIANO@LINKSCHOOL.ORG

K-4 DIRECTOR CURRICULUM AND
INSTRUCTION

Head of School Report December, 2023

Link Enrollment:

Grade Level	Approved Enrollment for 2023-24	Enrolled for 23/24 As of 12/18	Remaining Seats
K	50	39	11
1	50	39	11
2	50	43	7
5	50	45	5
6	50	55	0
7	50	52	0
8	80	82	0
Total	380	355	34
	K-5, 200 6-8, 180	K-5, 166 6-8, 189	K-5, 34 seats 6-8, 0 seats

Student Recruitment and Enrollment:

- We are now working with the Newark Common App for 24-25 enrollment as we continue to accept applications directly to Link for 23-24.
- The admissions office has attended two recruitment events: The Leaguers and Burch Charter School.

Staffing:

- We are working to secure a more permanent math instructor for 7th grade to begin on January 3rd.

HIB

- No new HIB allegations

Health and Safety Update:

- We have a full-time nursing substitute, an RN, working at the Halsey Campus until mid to end of January, 2024 through one of our agency partners.

Curriculum:

- 2nd grade curriculum has been posted after completion earlier this month.

Ongoing Assessments

- The mock NJSLA testing round has been completed and awards were distributed for achievement and strong effort.

Academic Program

- We are starting to discuss next year's class schedule and instructional team, as well as the 3rd grade program.

Instructional Coaching

- Our instructional coaches are providing a lot of support to teachers early in their careers.

Special Programming

- We held a Festival of Lights for grades 5 and 6 last week and will be holding an event for grades 1 and 2 and for Kindergarten this week.

Summer Programming

- No updates.

High School Placement and Partner Organizations

- No updates.

State Submissions;

- SMID
- Special Education
- Testing
- MOA with Law Enforcement
- Federal Monitoring

Strategic Planning Updates

- The principal and head of school are working on templates to share with the board and the committee.

CSP

- No updates.

Grade 2 Math

Link Community Charter School

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Adding, Subtracting and Working With Data	19 lessons
<div></div> Unit 2: Adding and Subtracting within 100	17 lessons
<div></div> Unit 3: Measuring Length	19 lessons
<div></div> Unit 4: Addition and Subtraction on the Number Line	16 lessons
<div></div> Unit 5: Numbers to 1,000	15 lessons
<div></div> Unit 6: Geometry, Time, and Money	22 lessons
<div></div> Unit 7: Adding and Subtracting within 1,000	19 lessons
<div></div> Unit 8: Equal Groups	14 lessons
<div></div> Unit 9: Putting It All Together	14 lessons

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.OA.B.2
- 2.NBT.B.5
- 2.MD.D.10
- 2.OA.A.1
- 2.NBT.A.2
- 2.OA
- 2.OA.A
- 2.OA.B
- 2.NBT
- 2.NBT.B

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.7
- MA.K-12.6

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students represent and solve story problems within 20 through the context of picture and bar graphs that represent categorical data. In this unit, students begin the year-long work to develop fluency with sums and differences within 20, building on concepts of addition and subtraction from grade 1. They learn new ways to represent and solve problems involving addition, subtraction, and categorical data. Students are introduced to picture graphs and bar graphs as a way to represent categorical data. They ask and answer questions about situations described by the data. The structure of the bar graph paves the way for a new representation, the tape diagram. Students learn that tape diagrams can be used to represent and make sense of problems involving the relationship between addition and subtraction.

Transfer

Students will be able to independently use their learning to

- Build toward fluency with adding within 100
- Build toward fluency with subtracting within 20
- Interpret picture and bar graphs
- Represent data using picture and bar graphs
- Solve one and two step problems using addition and subtraction within 20
- Make sense of and interpret tape diagrams
- Represent and solve compare problems with unknowns in all positions within 100

Meaning

Big Ideas & Understandings

Students will understand that...

- data can be represented using picture and bar graphs
- tape diagrams can be used to solve one- and two-step word problems by creating a representation of the problem
- place value is used to add and subtract multi-digit numbers by lining up the place values and adding and subtracting like place values

Essential Questions

Students will keep considering...

- What are different ways we can represent data?
- - Is it easy to answer these questions from our chart just by looking at it? Why or why not?
 - What makes data displayed organized and clear to read?
 - How is the data represented differently in the bar graph compared to the picture

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	<p>graph?</p> <ul style="list-style-type: none">• How can we use tape diagrams or other strategies to solve one- and two-step word problems?<ul style="list-style-type: none">◦ What is the difference between the two bars in the bar graph?◦ What does each part of the diagram represent?◦ Did anyone get confused about what each bar represents? Did anyone get confused about how many each bar represents?• How can we use what we know about place value to add and subtract numbers?<ul style="list-style-type: none">◦ How did thinking about a ten help you find your answer?◦ How does looking for ways to make 10 help to find the value of the sum with larger numbers?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• data can be represented in different way including picture and bar graphs• different strategies to solve one- and two-step word problems	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• adding fluently within 100• subtracting fluently within 20• interpreting picture and bar graphs• representing data using picture and bar graphs• solve one- and two-step word problems using addition and subtraction within 20• using tape diagrams to solve word problems

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">Assessment Teacher Guides	Performance Task(s): <ul style="list-style-type: none">Section A CheckpointSection B CheckpointSection C CheckpointEnd-of-Unit AssessmentLesson Cool Down/Exit Tickets
	Other Evidence:

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

- [Lesson 1: Add and Subtract Within 10](#)
- [Lesson 2: Relate Addition and Subtraction Within 10](#)
- [Lesson 3: Relate Addition and Subtraction Within 20](#)
- [Lesson 4: Add and Subtract Your Way](#)
- [Lesson 5: Add Within 50](#)
- [Lesson 6: Center Day 1](#)
- [Lesson 7: Collect and Represent Data](#)
- [Lesson 8: Interpret Picture Graphs](#)
- [Lesson 9: Interpret Bar Graphs](#)
- [Lesson 10: Represent Data Using Picture Graphs and Bar Graphs](#)
- [Lesson 11: Questions About Data](#)
- [Lesson 12: Center Day 2](#)
- [Lesson 13: Use Bar Graphs to Compare](#)
- [Lesson 14: Use Diagrams to Compare](#)
- [Lesson 15: Diagrams with All Kinds of Compare Problems](#)
- [Lesson 16: Solve All Kinds of Compare Problems](#)
- [Lesson 17: Center Day 3](#)
- [Lesson 18: Class Surveys](#)

Suggested Centers:

- [Number Puzzles: Addition and Subtraction \(1-4\)](#)- Stage 1
- [Number Puzzles: Addition and Subtraction \(1-4\)](#)- Stage 2
- [How Close? \(1-5\)](#)- Stage 3
- [Sort and Display\(1-3\)](#)- Stage 1
- [Sort and Display\(1-3\)](#)- Stage 2
- [Shake and Spill \(K-2\)](#)- Stage 5

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none"> • Demonstrate how to play games using connecting cubes and counters • Give students access to a ten frame and connecting cubes or counters to recreate the equations • Have students identify which details are most important or most useful to pay attention to • Activate prior knowledge • When using bar graphs, create graphs with detachable bars for easier comparison of bars that are not next to each other • Provide choice 	<ul style="list-style-type: none"> • Provide all students with an opportunity for verbal output • Amplify key vocabulary words: add, addition, sum, take away, difference, value, expression • Think aloud, use gestures and a labeled display to show connections between parts of the equations and representations • On a visible display, record words and phrases students use • Turn to a partner and restate what was heard in their own words. Encourage students to borrow language from a display with words and phrases • Invite students to chorally repeat statements that use mathematical vocabulary • Provide sentence frames to encourage the use of full sentences • Give students time to plan what they are going to say

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> • Connecting cubes or counter 	<ul style="list-style-type: none"> • Number cards (0-10) (groups of 2)
2	<ul style="list-style-type: none"> • Connecting cubes 	<ul style="list-style-type: none"> • What's Behind My Back Stage 2 Recording Sheet Grade 1 (groups of 1)
3	<ul style="list-style-type: none"> • Connecting cubes 	<ul style="list-style-type: none"> • What's Behind My Back Stage 3 Recording Sheet

Unit 1: Adding, Subtracting and Working With Data

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
4	<ul style="list-style-type: none"> Connecting cubes Number cards (0-10) 	<ul style="list-style-type: none"> How Close? Stage 1 recording sheet (groups of 1)
5	<ul style="list-style-type: none"> Connecting Cubes Number Cards (0-10) 	<ul style="list-style-type: none"> How Close? stage 3 recording sheet (groups of 1)
6	<ul style="list-style-type: none"> Number cards (0-10) 	<ul style="list-style-type: none"> Number Puzzles Addition and Subtraction Stage 2 Gameboards (groups of 1) Number Puzzles Digit Cards (groups of 2)
7	Chart paper, glue, markers, scissors, stickers, tape	<ul style="list-style-type: none"> How we get to school (groups of 1)
8		
9		
10	<ul style="list-style-type: none"> materials from a previous activity 	<ul style="list-style-type: none"> data tables (groups of 6) Picture and Bar Graph Template (groups of 1)
11	<ul style="list-style-type: none"> materials from a previous lesson 	
12	<ul style="list-style-type: none"> Collections of objects 	<ul style="list-style-type: none"> Sort and Display stage 2 recording sheet (groups of 1)
13		

Unit 1: Adding, Subtracting and Working With Data

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Lesson #	Materials to Gather	Materials to Copy
14	<ul style="list-style-type: none">• glue or tape• scissors	<ul style="list-style-type: none">• Party Time (groups of 1)
15		<ul style="list-style-type: none">• Card Sort: At the Beach (groups of 2)
16		
17	<ul style="list-style-type: none">• counting collections• Materials from previous centers	<ul style="list-style-type: none">• 10-frame standard (groups of 1)• Counting collections Stage 3 Recording sheet (groups of 1)
18	<ul style="list-style-type: none">• colored pencils	<ul style="list-style-type: none">• Picture and Bar Graph Template (groups of 1)

Unit 2: Adding and Subtracting within 100

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.MD.D.10
- 2.NBT.A.2
- 2.NBT.B.5
- 2.NBT.B.9
- 2.OA.A.1
- 2.OA.B.2
- 2.NBT.B.6
- 2.OA
- 2.OA.A
- 2.OA.B
- 2.NBT
- 2.NBT.A
- 2.NBT.B
- 2.MD
- 2.MD.D

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.5
- MA.K-12.6
- MA.K-12.7

Unit 2: Adding and Subtracting within 100

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. They then use what they know to solve story problems. Students begin by using any strategy to find the value of the sums and differences that do not involve composing or decomposing a ten. They are then introduced to base-ten blocks as a tool to represent addition and subtraction and move towards strategies that involve composing and decomposing tens. Students develop their understanding of grouping by place value, and begin to subtract one- and two- digit numbers from two-digit numbers by decomposing a ten as needed. They apply properties of operations and practice reasoning flexibly as they arrange numbers to facilitate addition or subtraction. Students use their knowledge of addition and subtraction within 100 to solve one- and two-step story problems of all types, with unknowns in all positions.

Transfer

Students will be able to independently use their learning to

- add and subtract within 100 using strategies based on place value and the relationship between addition and subtraction
- subtract within 100 using strategies based on place value, including decomposing a ten, and the properties of operations
- represent and solve one- and two-step problems involving addition and subtraction within 100, including different problem types with unknowns in all positions

Meaning

Big Ideas & Understandings

Students will understand that...

- like place values are added and subtracted with like place values (ones with ones, tens with tens, etc.)
- how to compose and decompose tens in order to add and subtract within 100
- using models and diagrams help to solve one- and two- step story problems

Essential Questions

Students will keep considering...

- How can you use properties of addition and subtraction to help you add and subtract?
 - Why did you and your partner find the same number even though one added and the other subtracted?
 - How are your methods the same? How are they different?
 - How could you use the third expression to

Unit 2: Adding and Subtracting within 100

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	<p>help you find the difference of the last expression?</p> <ul style="list-style-type: none">• How can we use what we know about place value to add and subtract numbers?<ul style="list-style-type: none">◦ How could you use what you know about tens and ones to add or subtract?◦ Why do you need to change 82 to 7 tens and 12 ones to subtract ones from ones?◦ When you decompose a tower of ten, what happens to the tower? How could you show this with base-ten blocks?• How can we represent story problems to make sure the representation matches the story?<ul style="list-style-type: none">◦ What are some ways you can show what happens in a story problem?◦ What do you need to find the answer? How do you know?◦ How does your work show the story problem?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• how to compose and decompose tens• place value strategies for adding and subtracting within 100• how to use a model or diagram to solve one- and two-step story problems	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• composing and decomposing tens• adding and subtracting within 100• solving one- and two-step story problems

Unit 2: Adding and Subtracting within 100

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">Assessment Teacher Guides	Performance Task(s): <ul style="list-style-type: none">Section A CheckpointSection B CheckpointSection C CheckpointEnd-of-Unit AssessmentDaily Lesson Cool Downs/Exit tickets
	Other Evidence:

Unit 2: Adding and Subtracting within 100

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

- [Lesson 1: Add and Subtract to Compare](#)
- [Lesson 2: Find the Unknown Addend](#)
- [Lesson 3: Add or Subtract to Solve Story Problems](#)
- [Lesson 4: Center Day 1](#)
- [Lesson 5: Subtract Your Way](#)
- [Lesson 6: Compare Methods for Subtraction](#)
- [Lesson 7: Subtract Two Digits](#)
- [Lesson 8: Different Ways to Decompose](#)
- [Lesson 9: Add and Subtract Within 100](#)
- [Lesson 10: Center Day 2](#)
- [Lesson 11: How Do You Solve Story Problems?](#)
- [Lesson 12: Story Problems and Diagrams](#)
- [Lesson 13: Story Problems and Equations](#)
- [Lesson 14: Solve it Your Way](#)
- [Lesson 15: Center Day 3](#)
- [Lesson 16: Our Market's Inventory](#)

Suggested Centers

- [Capture Squares](#)- Stage 1
- [Capture Squares](#)- Stage 2
- [Capture Square](#)- Stage 3
- [Capture Squares](#)- Stage 4
- [Five in a Row: Addition and Subtraction](#)- Stage 5
- [Five in a Row: Addition and Subtraction](#)- Stage 6
- [Target Numbers](#)- Stage 4
- [Target Numbers](#)- Stage 5
- [Shake and Spill](#)- Stage 5
- [Math Stories](#)- Stage 4
- [Math Stories](#)- Stage 5

Unit 2: Adding and Subtracting within 100

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Supporting Students with IEPs/504s	Supporting English Language Learners
<ul style="list-style-type: none"> • Provide choice • Chunk tasks into manageable parts • check in with students to provide feedback and encouragement often • Provide feedback on whether or not they are using the tools strategically and the efficiency of their strategies • Have students explain their thinking orally, using connecting cubes or base-ten blocks • Have students identify which details they think are important to remember and most useful from each strategy • Provide students access to a chart that shows an example of a completed tape diagram so that students can refer to it as they work • Provide students access to base-ten blocks • Have students plan a strategy, including the tools they will use, to solve the problem and share their strategy with a partner 	<ul style="list-style-type: none"> • Ask students to restate what they heard using precise mathematical language and their own words • Three reads of story problems • Display sentence frames to support students with preparing to explain their thinking in the whole-class discussion • Revoice student ideas to demonstrate and amplify mathematical language use • Display words and phrases of mathematical language and direct students to borrow language from the display as needed • Think aloud and use gestures to act out the scenario • Clarify questions about context and discuss the meaning of any unfamiliar terms in story problems

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> • connecting cubes in towers of 10 and singles 	
2	<ul style="list-style-type: none"> • Base-ten blocks • Connecting cubes 	
3	<ul style="list-style-type: none"> • Base-ten blocks • connecting cubes 	

Unit 2: Adding and Subtracting within 100

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Lesson #	Materials to Gather	Materials to Copy
4	<ul style="list-style-type: none">Colored pencils or crayonsNumber cards 0-10Paper clipstwo-color counters	<ul style="list-style-type: none">Capture squares Stage 3 Gameboard (groups of 2)Capture Square Stage 3 Spinner (groups of 2)Five in a Row: Addition and Subtraction Stage 6 Gameboard (groups of 2)
5	<ul style="list-style-type: none">Base-ten blocksConnecting Cubes	
6	<ul style="list-style-type: none">Base-ten blocksNumber cards 0-10	<ul style="list-style-type: none">Target Numbers Stage 4 Recording Sheet (groups of 1)
7	<ul style="list-style-type: none">Base-ten blocksConnecting cubes	<ul style="list-style-type: none">Using blocks to take away (groups of 4)
8	<ul style="list-style-type: none">Base-ten blocks	
9	<ul style="list-style-type: none">Base-ten blocks	<ul style="list-style-type: none">Sort and find the value (groups of 2)
10	<ul style="list-style-type: none">base-ten blocksmaterials from previous centersnumber cubes	<ul style="list-style-type: none">Target Number stage 5 recording sheet (groups of 1)
11	<ul style="list-style-type: none">base-ten blocksconnecting cubes	

Unit 2: Adding and Subtracting within 100

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Lesson #	Materials to Gather	Materials to Copy
12	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">Story problem and diagram cards (groups of 2)
13	<ul style="list-style-type: none">base-ten blocksmaterials from a previous lesson	<ul style="list-style-type: none">equations for different types of word problems (groups of 2)
14	<ul style="list-style-type: none">base-ten blocksconnecting cubestools for creating a visual display	
15	<ul style="list-style-type: none">materials from a previous lesson	<ul style="list-style-type: none">math stories stage 5 recording sheet (groups of 1)math stories stage 5 tape diagrams (groups of 2)
16	<ul style="list-style-type: none">materials from a previous activitynumber cubes	

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.MD.A2.MD.A.12.MD.A.32.MD.A.42.MD.B.52.MD.B.62.NBT.A.22.NBT.B.5
- 2.OA.A.12.OA.B.22.MD.A.22.OA.A2.MD.D.92.OA2.OA.B2.NBT2.NBT.A
- 2.NBT.B2.MD2.MD.B2.MD.D

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1MA.K-12.2MA.K-12.3MA.K-12.4MA.K-12.5MA.K-12.8MA.K-12.7
- MA.K-12.6

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students measure and estimate lengths in standard units and solve measurement story problems within 100. This unit introduces students to standard units of lengths in the metric and customary systems. Students learn about standard units of length: centimeters, meters, inches and feet. They examine how different measuring tools represent length units, learn how to use the tools, and gain experience in measuring and estimating the lengths of objects. Along the way, students notice that the length of the same object can be described with different measurements and relate this to difference in the size of the unit used to measure. Throughout the unit, students solve one- and two-step story problems involving addition and subtraction of lengths. To make sense of and solve these problems, they previously learned strategies for adding and subtracting within 100, including strategies based on place-value. To close the unit, students learn that line plots can be used to represent numerical data. They create and interpret line plots that show measurement data and use them to answer questions about the data. Students relate the structure of the line plot to the tools they used to measure lengths.

Transfer

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

- measure length in centimeters and meters
- represent and solve one-step story problems within 100
- measure length in feet and inches
- represent and solve one- and two-step story problems within 100
- represent numerical data on a line plot

Meaning

Big Ideas & Understandings

Students will understand that...

- there are standard units of measurement: feet, inches, centimeters and meters
- line plots are another way data can be organized and represented
- we can use diagrams and models to represent and solve story problems

Essential Questions

Students will keep considering...

- How do we know what units and tools to use to measure something?
 - Which tool was easier to use to measure?
 - Which tool did you use to measure ____?
 - Why did you use that tool?
 - Would you want to measure a large object using you 10-centimeter ruler?
 - Why are our measurements different?

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	<p>(different units, incorrectly lining up the ruler)</p> <ul style="list-style-type: none">• How can we organize and represent data using a line plot?<ul style="list-style-type: none">◦ What does each x on the line plot represent?◦ How many measurements did we collect for our line plot? Explain how you see the data.◦ Why is it important to keep the Xs the same size and in rows?• How do we use addition and subtraction to solve story problems involving lengths?<ul style="list-style-type: none">◦ Which measurements are important to pay attention to in the story?◦ What are different ways we could represent this problem?◦ Did you add or subtract to find the length of the other reptile? How did your diagram help you?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the standard units of length are centimeters, meters, feet and inches• objects can be measured using different units• the same object can have different lengths when measured using different units because the units are different sizes• line plots are another way to organize and represent data	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• using rulers and other measuring tools• measuring using meters and centimeters• measuring using feet and inches• solving one- and two-step story problems involving lengths• organizing and representing data using line plots

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">Section Checkpoint Teacher Guides	Performance Task(s): <ul style="list-style-type: none">Section A CheckpointSection B CheckpointSection C CheckpointEnd-of-Unit AssessmentDaily Lesson Cool Downs/Exit Tickets
	Other Evidence:

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Standard Units of Measure](#)

[Lesson 2: Measure in Centimeters](#)

[Lesson 3: Create and Use a Ruler](#)

[Lesson 4: Measure and Estimate in Centimeters](#)

[Lesson 5: Measure in Meters](#)

[Lesson 6: Compare Reptile Lengths in Story Problems](#)

[Lesson 7: Center Day 1](#)

[Lesson 8: What is an Inch?](#)

[Lesson 9: From Feet to Inches](#)

[Lesson 10: Measure with a Torn Tape](#)

[Lesson 11: Saree Silk Stories: Necklaces and Bracelets](#)

[Lesson 12: Saree Silk Stories: Friendship Bracelets](#)

[Lesson 13: Center Day 2](#)

[Lesson 14: What is a Line Plot?](#)

[Lesson 15: Create Line Plots](#)

[Lesson 16: Interpret Measurement Data](#)

[Lesson 17: Center Day 3](#)

[Lesson 18: Make a Yard Stick](#)

Suggested Centers:

- [Target Numbers](#)- Stage 5
- [Five in a Row: Addition and Subtraction](#)- Stage 6
- [Estimate and Measure](#)- Stage 1
- [Capture Squares](#)- Stage 4
- [Math Stories](#)- Stage 5
- [Number Puzzles](#)- Stage 4
- [Target Measurements](#)- Stage 1

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none"> • have students identify which details were important to solve the problem or use the strategy • check for understanding by having student rephrase directions in their own words • support students with organization of materials • have students verbalize their strategy before they begin • Provide students with alternatives to writing on paper (white boards, chart paper) • use multiple examples and non-examples to reinforce the importance of lining the objects up with zero appropriately • emphasize the importance of accuracy • have students plan a strategy, including the tools they will use, for measuring items • give students access to inch tiles • demonstrate actions in story problems to help students visualize the problem • provide access to a completed tape diagram for students to refer to as they work on story problems • provide choice and autonomy • give students access to grid paper when creating line plots to keep data organized and neat 	<ul style="list-style-type: none"> • give students 2-3 minutes to make sure both partners can share out and give time to rehearse what they will share with the whole class • display words and phrases such as: ruler, edge, measure, length, centimeter, estimate, longer, shorter, feet, inches • invite students to borrow language from the display and add language to the display as you progress through lessons and learn new mathematical vocabulary • three reads of story problems • provide sentence frames • remind students what words they should be using in partner talks • have students chorally repeat phrases that include mathematical language in context

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> • centimeter cubes • connecting cubes • straws • string 	

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
2	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">bearded dragons (groups of 3)reptile length (groups of 1)
3	<ul style="list-style-type: none">base-ten blocksmaterials from a previous activityscissors	<ul style="list-style-type: none">centimeter ruler template (groups of 1)
4	<ul style="list-style-type: none">materials from a previous activityobjects of various lengthscentimeter rulers	
5	<ul style="list-style-type: none">base-ten blocksmeterstickscentimeter rulerstape (painter's or masking)	
6	<ul style="list-style-type: none">base-ten blocks	
7	<ul style="list-style-type: none">materials from previous centersmetersticksobjects of various lengthscentimeter rulers	<ul style="list-style-type: none">estimate and measure stage 2 recording sheets (groups of 1)
8	<ul style="list-style-type: none">inch tilesobjects of various lengthsinch rulers	
9	<ul style="list-style-type: none">inch tiles	

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
	<ul style="list-style-type: none">• measuring tapes• objects of various lengths• inch rulers• tape (painter's or masking)	
10	<ul style="list-style-type: none">• objects of various lengths• inch rulers	
11	<ul style="list-style-type: none">• base-ten blocks	
12		
13	<ul style="list-style-type: none">• materials from previous centers• centimeter rulers• inch rulers• straightedges	<ul style="list-style-type: none">• target measurement stage 1 recording sheets (groups of 2)• number puzzles addition stage 4 gameboard (groups of 2)• number puzzles digit cards (groups of 2)
14	<ul style="list-style-type: none">• inch rulers• sticky notes	
15	<ul style="list-style-type: none">• objects of various lengths• centimeter rulers	<ul style="list-style-type: none">• line plot template (groups of 1)
16		<ul style="list-style-type: none">• line plot template (groups of 1)
17	<ul style="list-style-type: none">• materials from previous centers• objects of various lengths• centimeter rulers	<ul style="list-style-type: none">• creating line plots stage 1 recording sheet (groups of 1)

Unit 3: Measuring Length

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
	<ul style="list-style-type: none">• inch rulers	
18	<ul style="list-style-type: none">• chart paper• index cards• materials from a previous activity• sticky notes• tape	

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.MD.B.6
- 2.NBT.A.2
- 2.NBT.B.5
- 2.MD.B.5
- 2.OA.A.1
- 2.OA
- 2.OA.A
- 2.NBT
- 2.NBT.A
- 2.NBT.B
- 2.MD
- 2.MD.B

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.6
- MA.K-12.4
- MA.K-12.5
- MA.K-12.7
- MA.K-12.8

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students learn about the structure of the number line and use it to represent numbers within 100. They also relate addition and subtraction to length and represent the operations on the number line. In this unit, students are introduced to the number line, an essential representation that will be used throughout students' K-12 mathematical experience. They learn to use the number line to represent whole numbers, sums, and differences. They see the tick marks and numbers on the number line are like those on a ruler, both show equally spaced numbers that represent lengths from 0. Students use this understanding of structure to locate and compare numbers on the number line, as well as to estimate numbers represented by the points on the number line. Students then learn conventions for representing addition and subtraction on the number line: using arrows pointing to the right for adding and arrows pointing to the left for subtracting. Students also use the number line to represent addition and subtraction methods discussed in Number Talks, such as counting on, counting back by place, and decomposing a number to get to a ten. The reasoning here deepens students' understanding of the relationship between addition and subtraction. The number lines in this unit show a tick mark for every whole number in the given range, though not all may be labeled with the numeral. As students become more comfortable with this representation, they may draw number lines to show only the numbers needed to solve the problems, which is acceptable.

Transfer

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

- represent whole numbers within 100 as lengths from 0 on a number line
- understand the structure of a number line
- represent sums and differences on a number line

Meaning

Big Ideas & Understandings

Students will understand that...

- numbers on a number line represent the length from 0
- number lines can be used to solve addition and subtraction problems
- addition and subtraction are opposite operations

Essential Questions

Students will keep considering...

- How can number lines be used to solve addition and subtraction problems?
 - How many spaces do we need to move on the number line?
 - How do you know which direction to move on the number line?
 - How do you know if the arrow shows addition or subtraction?

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	<ul style="list-style-type: none">• What strategies can be used to solve addition and subtraction problems?<ul style="list-style-type: none">◦ Which strategy shows subtraction as taking away?◦ Which strategy shows subtraction as finding an unknown addend?◦ How can we break down the jumps on the number line instead of doing one big jump? (jumping by tens and ones, getting to a ten)• How do we ensure precision when creating number lines?<ul style="list-style-type: none">◦ How did you decide where to place your number on the number line?◦ What final revisions could be made to make our number line more precise?◦ How do you know your point is the right distance from 0?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• numbers on a number line show the length from 0• moving to the right on a number line shows addition• moving to the left on a number line shows subtraction• number lines can be used to represent addition and subtraction equations	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• creating a number line• finding missing numbers on a number line• adding on a number line• subtracting on a number• matching a number line representation with an equation

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">Teacher assessment guides	<p>Performance Task(s):</p> <ul style="list-style-type: none">Section A CheckpointSection B CheckpointEnd-of-Unit AssessmentDaily Lesson Cool Downs/Exit Tickets
	<p>Other Evidence:</p>

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Whole Numbers on a Number Line](#)

[Lesson 2: Features of a Number Line](#)

[Lesson 3: Unlabeled Tick Marks](#)

[Lesson 4: Compare Numbers on a Number Line](#)

[Lesson 5: Estimate on a Number Line](#)

[Lesson 6: Center Day 1](#)

[Lesson 7: Addition and Subtraction on the Number Line](#)

[Lesson 8: Equations on a Number Line](#)

[Lesson 9: The Difference Between Numbers](#)

[Lesson 10: Place Value and the Number Line](#)

[Lesson 11: Different Ways to Add and Subtract](#)

[Lesson 12: Equations with Unknowns](#)

[Lesson 13: Represent Story Problems](#)

[Lesson 14: Center Day 2:](#)

[Lesson 15: Riddles](#)

Suggested Centers:

- [Five in a Row: Addition and Subtraction](#) -Stage 6
- [How Close?](#)- Stage 3
- [Number Puzzles: Addition and Subtraction](#)- Stage 4
- [Number Line Scoot](#)- Stage 1
- [Jump the Line](#)- Stage 1

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Supporting Student with IEPs/504s	Supporting English Language Learners
<ul style="list-style-type: none"> activate prior knowledge connecting number lines to measuring tools provide access to a blank number line with equally spaced tick marks to support organization give students access to two colors of connecting cubes. Build a number line that changes color back and forth at intervals of 5. This provides a concrete visual for intervals of 5. provide context for abstract problems (frogs jumping, rabbits, hopping) let the counters represent the animal hopping on the number line have students represent jumping forward on the top of the number line and jumping backward on the bottom of the line in another color write the equation that matches the work shown provide opportunities for kinesthetic learning, create a large number line on the floor and invite students to do the problem by hopping on the number line have students act out the problem by drawing a large number line on the white board and have the students move forward or backward to act out the problem check for understanding frequently 	<ul style="list-style-type: none"> display sentence frames create a display with key mathematical vocabulary for this unit: number line, distance from zero, in order, interval, spaces, tick mark, point, pattern. Add to the display throughout the unit encourage students to borrow vocabulary from the display as needed amplify student language that correctly uses mathematical vocabulary illustrate the connection between the equations and the directions of the arrows by following along and pointing to the relevant parts of the images have students turn to a partner and restate what they heard using precise mathematical language provide students with an opportunity to rehearse what they are going to say with a partner before they share out with the whole class

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> objects of various lengths 	
2	<ul style="list-style-type: none"> string 	<ul style="list-style-type: none"> class number line cards (0-30) (groups of 30)

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
3		
4	<ul style="list-style-type: none"> counters dry erase markers materials from a previous lesson number cubes sheet protectors 	<div> <ul style="list-style-type: none"> number line to 100 (groups of 1) </div>
5	<ul style="list-style-type: none"> chart paper markers 	<ul style="list-style-type: none"> order numbers on the number line cards (groups of 12)
6	<ul style="list-style-type: none"> centimeter cubes materials from previous centers paper clips 	<ul style="list-style-type: none"> number line scoot stage 1 directions (groups of 2) number line scoot stage 1 gameboard (groups of 2) number line scoot stage 1 spinner (groups of 2)
7	<ul style="list-style-type: none"> glue scissors 	
8		
9	<ul style="list-style-type: none"> base-ten blocks 	<ul style="list-style-type: none"> number line to 100 (groups of 1)
10	<ul style="list-style-type: none"> base-ten blocks 	
11	<ul style="list-style-type: none"> base-ten blocks 	<ul style="list-style-type: none"> number line to 100 (groups of

Unit 4: Addition and Subtraction on the Number Line

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
	<ul style="list-style-type: none">tools for creating a visual display	1)
12		<ul style="list-style-type: none">number line to 100 (groups of 1)
13		<ul style="list-style-type: none">story problems card sort (stories, equations, number lines, diagrams) (groups of 3)number line to 100 (groups of 1)
14	<ul style="list-style-type: none">dry erase markersmaterials from previous centerspaper clipssheet protectors	<ul style="list-style-type: none">jump the line stage 1 gameboard (groups of 2)jump the line stage 1 spinners (groups of 2)
15		<ul style="list-style-type: none">number line to 100 (groups of 1)

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.MD.B.6
- 2.NBT.A
- 2.NBT.A.1
- 2.NBT.A.1.a
- 2.NBT.A.1.b
- 2.NBT.A.2
- 2.NBT.A.3
- 2.NBT.B.5
- 2.OA.B.2
- 2.NBT.A.4
- 2.NBT.B.8
- 2.OA
- 2.OA.B
- 2.NBT
- 2.NBT.B
- 2.MD
- 2.MD.B

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.5
- MA.K-12.6
- MA.K-12.7
- MA.K-12.8

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students extend place value understanding to three-digit numbers. In grade 1, students learned that a ten is made up of 10 ones and two-digit numbers are formed using tens and ones. Here, they learn that a hundred is a unit made up of 10 tens, three-digit numbers are formed using units of hundreds, tens, and ones. To make sense of numbers in different ways and to build flexibility in reasoning with them, students work with a variety of representations: base-ten blocks, base-ten drawings or diagrams, number lines, expressions and equations. At the start of the unit, students express a quantity in terms of the number of units represented by base-ten blocks (3 hundreds, 14 tens, 22 ones). They practice composing larger units from smaller units and representing the value using the fewest number of each unit (4 hundreds, 6 tens, 2 ones). They connect the number of units to three-digit numerals (462). Next, students make sense of three-digit numbers on the number line. In a previous unit, students learned about the structure of the number line by representing whole numbers within 100 as lengths from zero. Here, they get a sense of the relative distance of whole numbers within 1,000 from zero. Students learn to count to 1,000 by skip-counting by 10 and 100. They also locate, compare, and order three-digit numbers on a number line.

Transfer

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

- read, write and represent three-digit numbers using base-ten numerals and expanded form
- use place value understanding to compose and decompose three-digit numbers
- compare and order three-digit numbers using place value understanding and the relative position of numbers on a number line
- represent whole numbers up to 1,000 as lengths from 0 on a number line

Meaning

Big Ideas & Understandings

Students will understand that...

- numbers are written using the smallest amount of each unit by making tens and hundreds from ones and tens
- when we get 10 in one place value, we move it to the next greater place value
- numbers 21-98 are written by joining two number words

Essential Questions

Students will keep considering...

- What number patterns are helpful in naming, reading, and writing numbers to 1,000?
 - What did you notice about the number of hundreds, tens, and ones when naming the number?
 - How would you represent the number ____ with base-ten blocks? Explain how you

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
<ul style="list-style-type: none">• numbers 100-999 are written by joining number word that describe the numbers of hundreds, tens, and ones• we use place value to compare and order number, looking at the greatest place value first	<p>know.</p> <ul style="list-style-type: none">◦ Do you notice a pattern in the digits?• How can we use place value understanding to compose and decompose three-digit numbers?<ul style="list-style-type: none">◦ What if Andre wanted the greatest amount of blocks to show this number? What would he do?◦ Is there a way to represent the same number without using any ones?◦ How do you know that you have used the fewest number of blocks possible?• What strategies can be used to compare numbers up to 1,000?<ul style="list-style-type: none">◦ Whose method made it easier to see that 371 is greater than 317? Explain.◦ How did you decide which number was greater?◦ How does the expanded form of these numbers help you decide which is greater?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• 10 tens make a hundred• place value is used to compare and order numbers• a number line shows the lengths from 0 with larger numbers being farther from 0• a number line can be used to compare and order numbers• when we have 10 units it one place value, we	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• reading, writing, and naming numbers to 1,000• using place value to compose and decompose numbers• comparing and ordering three-digit numbers using different strategies<ul style="list-style-type: none">◦ diagrams◦ number lines◦ expanded form

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

Acquisition	
move it to the next larger place value	<ul style="list-style-type: none">• placing three-digit numbers on a number line• writing three-digit numbers in expanded form

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">• Assessment/Checklist Teacher Guides	Performance Task(s): <ul style="list-style-type: none">• Section A Checkpoint• Section B Checkpoint• End-of-Unit Assessment• Daily Lesson Cool Downs/Exit Tickets
	Other Evidence:

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: How Do We Compose a Hundred?](#)

[Lesson 2: Make Hundreds](#)

[Lesson 3: Compose Three-Digit Numbers](#)

[Lesson 4: Write Three-Digit Numbers](#)

[Lesson 5: Expanded Form of Numbers](#)

[Lesson 6: Represent Numbers in Different Ways](#)

[Lesson 7: Center Day 1](#)

[Lesson 8: Three-Digit Numbers](#)

[Lesson 9: Compare Numbers on the Number Line](#)

[Lesson 10: Place Value Comparison \(Part 1\)](#)

[Lesson 11: Place Value Comparison \(Part 2\)](#)

[Lesson 12: Order Numbers](#)

[Lesson 13: Center Day 2](#)

[Lesson 14: Hundreds of Objects](#)

Suggested Centers:

- [Greatest of Them All](#)- Stage 1
- [Greatest of Them All](#)- Stage 2
- [Mystery Number](#)- Stage 1
- [Mystery Number](#)- Stage 2
- [Get Your Numbers in Order](#)- Stage 1
- [Get Your Numbers in Order](#)- Stage 2
- [Jump the Line](#)- Stage 1

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none"> • activate prior knowledge • check for understanding by having students rephrase what was said • chunk tasks into more manageable parts • provide feedback and encouragement often • Provide choice • check in and provide feedback that encourages collaboration and community • have students label tick marks on number lines that do not have all tick marks labeled • have students act out problems before solving • represent comparisons in multiple ways (number lines, diagrams, blocks, expanded form) • have students physically act out problems by putting a large number line on the board or the floor and have students find their place on the large number line • provide students with a graphic organizer to organize groups of ten and hundred 	<ul style="list-style-type: none"> • display sentence frames • have students rehearse what they are going to say with a partner before sharing with the group • provide all students with an opportunity to use mathematical language by having them chorally repeat key vocabulary • amplify student language that uses mathematical language • have students repeat their reasoning using mathematical language (can you say that again using the word ___?) • display key mathematical language, direct student to look at and use words from the display

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> • base-ten blocks 	
2	<ul style="list-style-type: none"> • base-ten blocks 	
3	<ul style="list-style-type: none"> • base-ten blocks • tools for creating a visual display 	
4	<ul style="list-style-type: none"> • base-ten blocks 	

Unit 5: Numbers to 1,000

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
5	<ul style="list-style-type: none">• base-ten blocks• number cubes	
6	<ul style="list-style-type: none">• base-ten blocks• chart paper• tools for creating a visual display	
7	<ul style="list-style-type: none">• materials from previous center• number cards 0-10	<ul style="list-style-type: none">• mystery number stage 2 directions (groups of 2)
8		
9		
10		
11	<ul style="list-style-type: none">• number cards 0-10	<ul style="list-style-type: none">• greatest of them all stage 2 recording sheet (groups of 1)
12		
13	<ul style="list-style-type: none">• dry erase markers• materials from previous centers• number cards 0-10• sheet protectors	<ul style="list-style-type: none">• get your numbers in order stage 2 gameboard (groups of 2)
14	<ul style="list-style-type: none">• collections of objects• sticky notes	

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.G.A.12.MD.A.12.NBT.A.32.NBT.B.52.G.A.32.NBT.A.12.G.A2.MD.C.7
- 2.NBT.A.22.NBT.B.62.MD.C.82.NBT.B.82.OA.A.12.G2.OA2.OA.A2.NBT
- 2.NBT.A2.NBT.B2.MD2.MD.A2.MD.C

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1MA.K-12.2MA.K-12.3MA.K-12.4MA.K-12.5MA.K-12.6MA.K-12.7
- MA.K-12.8

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students reason with shapes and their attributes and partition shapes into equal shares, building a foundation for fractions. They relate halves, fourths, and skip-counting by 5 to tell time, and solve story problems involving the values of coins and dollars. In grade 1, students distinguished between defining and non-defining attributes of shapes, including triangles, rectangles, trapezoids, and circles. Here they continue to look at attributes of a variety of shapes and see that shapes can be identified by the number of sides and vertices. Students then study three-dimensional shapes, and identify the two-dimensional shapes that make up the faces of these solid shapes. Next, students look at ways to partition shapes and create equal shares. They extend their knowledge of halves and fourths (or quarters) from grade 1 to now include thirds. Students compose larger shapes from smaller equal-size shapes and partition shapes into two, three, and four equal pieces. As they develop the language of fractions, students also recognize that a whole can be described as 2 halves, 3 thirds, or 4 fourths, and that equal-size pieces of the same whole need not have the same shape. Later, students use their understanding of halves and fourths to tell time. They use "quarter past" and "quarter til" to describe time, and skip count to tell time in 5-minute intervals. They also learn to associate the notation "a.m." and "p.m." with their daily activities. To continue to build fluency with addition and subtraction within 100, students conclude the unit with money context. They skip-count on from the largest value, and group like coins, and then add or subtract to find the value of a set of coins. Students also solve one- and two-step story problems involving sets of dollars and different coins, and use the symbols \$ and c.

Transfer

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

- identify triangles, quadrilaterals, pentagons, hexagons, and cubes
- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces
- partition rectangles and circles into halves, thirds, and fourths and name the pieces
- recognize 2 halves, 3 thirds, and 4 fourths as one whole
- understand that equal pieces do not need to be the same shape
- tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- find the value of a group of bills and coins
- use addition and subtraction within 100 to solve one- and two-step word problems

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that...	Students will keep considering...

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

Meaning

- | Meaning | |
|---|---|
| <ul style="list-style-type: none">• a shape can be identified by the number of sides, vertices, or angles• rectangles and circles can be partitioned into equal parts• equal sized pieces have the same area, but do not need to be the same shape• time can be recorded to the nearest five-minute interval by skip-counting by 5• specific coins and bills have unique value and the size of the coin or bill does not indicate its value | <ul style="list-style-type: none">• How can shapes and solids be recognized and drawn using specified attributes?<ul style="list-style-type: none">◦ How did you sort these shapes?◦ What could you name each of your groups?◦ What are some vocabulary words you have learned to describe this shape?• How can circles and rectangles be divided into equal sized-parts and how do we name those parts?<ul style="list-style-type: none">◦ How can you fold this to make two equal pieces?◦ What is something you did to try to make the pieces equal when you partitioned shapes by drawing lines?◦ What do you think each of these pieces might be called?• What are good strategies for telling time to the nearest five-minute interval?<ul style="list-style-type: none">◦ How did you know how many minutes the clock shows?◦ How did __ know you could start counting at 30? Why does this work?◦ How could you use what you know about half past __ to count on to find the time?• What strategies can be used to count money?<ul style="list-style-type: none">◦ How did you organize the coins to find the total value? Why did you choose to organize them this way?◦ When we have a group of coins with different values, what are some methods you use to find the total?◦ Is there a way you could swap out a group of your coins for 1 coin that's worth the same amount?◦ How could you say how much money that is |

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	using dollars and cents?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the identifying attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes• 2 halves, 3 thirds, and 4 fourths are one whole• that equal pieces do not need to be the same shape• each number on the clock is equal to 5 minutes• a.m. and p.m. are different time periods• the value of bills and coins• the size of the coin does not indicate its value• strategies for counting groups of bills and coins• the same amount of money can be represented in different ways	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• identifying triangles, quadrilaterals, pentagons, hexagons and cubes by their specified attributes• recognizing and drawing shapes having specified attributes• partitioning rectangles and circles into halves, thirds, and fourths• telling and writing time from analog and digital clocks to the nearest five minutes• finding the value of a group of bills and coins• using addition and subtraction to solve one- and two-step story problems

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">Assessment Teacher Guides	<p>Performance Task(s):</p> <ul style="list-style-type: none">Section A CheckpointSection B CheckpointSection C CheckpointSection D CheckpointEnd-of-Unit AssessmentDaily Lesson Coll Downs/Exit Tickets
	<p>Other Evidence:</p>

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Identify and Sort Shapes](#)

[Lesson 2: Draw Shapes](#)

[Lesson 3: Specific Side Lengths](#)

[Lesson 4: Solid Shapes](#)

[Lesson 5: Center Day 1](#)

[Lesson 6: Compose and Decompose Shapes](#)

[Lesson 7: Make Halves, Thirds, and Fourths](#)

[Lesson 8: Are All Pieces Created Equal?](#)

[Lesson 9: You Ate the Whole Thing](#)

[Lesson 10: Center Day 2](#)

[Lesson 11: Tell Time with Halves and Quarters](#)

[Lesson 12: Count by 5 to Tell Time](#)

[Lesson 13: Is It a.m. or p.m.?](#)

[Lesson 14: Center Day 3](#)

[Lesson 15: Identify Pennies, Nickels, and Dimes](#)

[Lesson 16: Identify Quarters](#)

[Lesson 17: Let's Make a Dollar](#)

[Lesson 18: Money Problems](#)

[Lesson 19: More Money Problems](#)

[Lesson 20: Center Day 4](#)

[Lesson 21: Pattern Block Puzzles](#)

Suggested Centers:

- [Can You Draw It](#)- Stage 1
- [Can You Draw It](#)- Stage 2
- [Which One?](#)- Stage 2
- [Which One?](#)- Stage 3
- [How Are They the Same?](#)- Stage 2
- [Picture Books](#)- Stage 3
- [Would You Rather](#)- Stage 1

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none">• Maintain a visible display to record new vocabulary• activate or supply background knowledge• have students verbalize their strategy before they begin working• Provide students with a sorting mat and one possible category to get started• provide students with access to the definitions of the shapes that they will be using so that they can have conversations using the correct vocabulary• when making equal pieces, relate the paper to food items to cut and share with multiple people and relate the name of the pieces to the number of people that will be sharing the pieces• maintain a visible display with different ways to make halves, thirds, and fourths to reiterate that fractions have equal parts and can be made in certain ways• use different colored markers for the hour hand and minute hand to consistently show the difference between the two hands and focus on their length• provide students with a clock that is partially marked with the minutes, either by 15 minute or 5 minutes, that they can use as a reference when telling times• check for understanding by having students verbally name each coin and write the value above the coins• keep a display of the coin poster available as a reference• chunk tasks into more manageable pieces, check in after each chunk• look for students using a strategy and ask them to	<ul style="list-style-type: none">• direct attention to visual display for vocabulary• have students borrow language from the display with mathematical vocabulary• have students begin partner interactions by restating the question• have students chorally repeat the names of shapes• remind students to use the name of the shape and not the color of the block• create a visual display for fractions, annotate the display• display sentence frames• take turns finding a match and explaining reasoning with a partner• direct attention to words, values, and images of coins from the coin poster• have students rehearse what they are going to say with a partner before sharing with the class• have students prepare a visual display that shows the strategy they used to solve the story problem, encourage students to include details that will help other interpret their display (labels, notes, diagrams)

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

<p>verbalize their solution to ensure they are on the right track</p> <ul style="list-style-type: none">• provide choice• provide access to plastic or actual coins to represent the money• provide access to base-ten blocks to add and subtract with a concrete manipulative if needed• have students identify important information in a story problem and verbalize a plan before they begin to solve• provide access to a completed tape diagram as a reference for completing story problems	
--	--

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none">• materials from a previous activity	<ul style="list-style-type: none">• shape cards grade 2 (groups of 2)
2		
3	<ul style="list-style-type: none">• rulers	
4	<ul style="list-style-type: none">• geoblocks• scissors• tape• tools for creating a visual display	<ul style="list-style-type: none">• cube pattern (groups of 2)• shape design card sort (groups of 2)
5	<ul style="list-style-type: none">• materials from a previous activity• materials from a previous lesson	<ul style="list-style-type: none">• centimeter dot paper-standard (groups of 1)

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
6	<ul style="list-style-type: none">• pattern blocks	<ul style="list-style-type: none">• compose a butterfly(groups of 2)• centimeter dot paper-standard (groups of 1)• isometric dot paper-standard (groups of 1)
7	<ul style="list-style-type: none">• construction paper• scissors• rulers	
8		
9	<ul style="list-style-type: none">• colored pencils	
10	<ul style="list-style-type: none">• materials from a previous lesson• materials from previous centers• paper	<ul style="list-style-type: none">• shape cards grade 2 (groups of 2)
11	<ul style="list-style-type: none">• chart paper	<ul style="list-style-type: none">• halves and quarters clock sort (groups of 2)
12		<ul style="list-style-type: none">• count on the clock card sort (groups of 2)
13	<ul style="list-style-type: none">• glue• scissors	<ul style="list-style-type: none">• hours in a day timeline (groups of 1)
14	<ul style="list-style-type: none">• materials from a previous	<ul style="list-style-type: none">• picture books stage 3 recording

Unit 6: Geometry, Time, and Money

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
	center • picture books	sheet (groups of 1)
15	• scissors	• money poster images (groups of 0) • coins to cut and count (groups of 1)
16		• coins to cut and count (groups of 1)
17		
18		
19		
20	• materials from previous centers	• would you rather stage 1 recording sheet (groups of 2) • would you rather stage 1 spinner (groups of 2)
21	• card stock • pattern blocks	

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.NBT.A
- 2.NBT.A.2
- 2.NBT.A.4
- 2.NBT.B.5
- 2.NBT.B.7
- 2.NBT.B.8
- 2.NBT.B.9
- 2.NBT.B.6
- 2.MD.D.10
- 2.NBT.A.1
- 2.NBT.A.3
- 2.NBT
- 2.NBT.B
- 2.MD
- 2.MD.D

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.5
- MA.K-12.6
- MA.K-12.7
- MA.K-12.8

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students use place value understanding and the relationship between addition and subtraction, and properties of operations to add and subtract within 1,000. Previously, students added and subtracted within 100 using methods such as counting on, counting back, and composing or decomposing a ten. Here, they apply the methods they know and their understanding of place value and three-digit numbers to find sums and difference within 1,000. Initially, students add and subtract without composing or decomposing a ten or hundred. Instead, they rely on methods based on the relationship between addition and subtraction and the properties of operations. They make sense of sums and differences using counting sequences, number relationships, and representations (number line, base-ten blocks, base-ten diagrams, and equations). As the unit progresses, students work with numbers that prompt the, to compose and decompose one or more units, eliciting strategies based on place value. When adding and subtracting by place, students first compose or decompose only a ten, then either a ten or a hundred, and finally both a ten and a hundred. They also make sense and connect different ways to represent place value strategies. For example, students make sense of a written method of subtracting by comparing it to a base-ten diagram and their experiences with base-ten blocks. Students learn to recognize when composition or decomposition is a useful strategy when adding or subtracting by place. In the later half of the unit, they encounter lessons that encourage them to think flexibly and use strategies that make sense to them based on number relationships, properties or operations, and the relationship between addition and subtraction.

Transfer

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

- use place value understanding, the relationship between addition and subtractions, and properties of operations to add and subtract within 1,000
- add and subtract numbers within 1,000 without composition or decomposition, and use strategies based on the relationship between addition and subtraction and the properties of operations
- add numbers within 1,000 using strategies based on place value understanding, including composing a ten or hundred
- subtract numbers within 1,000 using strategies based on place value understanding, including decomposing a ten or hundred

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that...	Students will keep considering...

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

Meaning

- | | |
|---|---|
| <ul style="list-style-type: none">• addition and subtraction are opposite operations• they can use different methods to solve addition and subtraction problems• composing a ten or hundred must be done when the two numbers in the tens/hundreds place add up to more than ten• decomposing a ten or hundred must be done when subtracting a larger ten/hundred from a smaller ten/hundred• they cannot switch the order of subtraction problems to avoid decomposing a ten/hundred | <ul style="list-style-type: none">• How can you use strategies based on the relationship between addition and subtraction and properties of operations to add and subtract within 1,000?<ul style="list-style-type: none">◦ What did you notice when you located the numbers on the number line? How could that help you think about finding the difference?◦ How could you think about this difference as an unknown addend equation?◦ Do you notice any patterns when you add or subtract hundreds and hundreds? Tens and tens?• How can you use place value understanding to add within 1,000 when composing a ten or hundred is needed?<ul style="list-style-type: none">◦ How can you use a number line or base-ten blocks to show your thinking?◦ How could you tell when you could compose a ten or hundred?◦ Without a diagram, how can you tell if you need to compose a ten or hundred?• How can you use place value understanding to subtract within 1,000 when decomposing a ten or hundred is needed?<ul style="list-style-type: none">◦ How could you use the base-ten blocks to show that you decomposed a ten?◦ How did you know if you had to decompose a ten/hundred?◦ What is another way you could represent the value of the digits and show subtracting by place? |
|---|---|

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• addition and subtraction strategies based on the relationship between addition and subtraction• addition and subtraction strategies based on properties of operations• when to compose or decompose a ten or hundred when adding and subtracting• place value strategies for adding and subtracting within 1,000	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• using strategies based on the relationship between operations and properties of operations to add and subtract within 1,000• using place value strategies to add and subtract within 1,000• composing tens and hundreds to add within 1,000• decomposing tens and hundreds to subtract within 1,000

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Assessment and Checkpoint Teacher Guides	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Section A Checkpoint• Section B Checkpoint• Section C Checkpoint• End-of-Unit Assessment• Daily Lesson Cool Downs/Exit Tickets
	<p>Other Evidence:</p>

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Compare, Count On, and Count Back](#)

[Lesson 2: Add and Subtract with Tens and Hundreds](#)

[Lesson 3: Count On or Count Back to Subtract](#)

[Lesson 4: Add and Subtract Three-Digit Numbers in Different Ways](#)

[Lesson 5: Center Day 1](#)

[Lesson 6: Use a Ten to Add Within 1,000](#)

[Lesson 7: Compose a Larger Unit](#)

[Lesson 8: Compose Tens and Hundreds to Add](#)

[Lesson 9: Add Three-Digit Numbers](#)

[Lesson 10: Add Within 1,000](#)

[Lesson 11: Center Day 2](#)

[Lesson 12: Decompose to Subtract](#)

[Lesson 13: Decompose Tens or Hundreds](#)

[Lesson 14: Think Before You Subtract](#)

[Lesson 15: Decompose a Ten and a Hundred to Subtract](#)

[Lesson 16: Subtract Within 1,000](#)

[Lesson 17: Center Day 3](#)

[Lesson 18: Paint Splattered Bar Graph](#)

Suggested Centers:

- [Jump the Line](#)- Stage 1
- [Number Line Scoot](#)- Stage 1
- [Five in a Row: Addition and Subtraction](#)- Stage 6
- [Five in a Row: Addition and Subtraction](#)- Stage 7
- [Five in a Row: Addition and Subtraction](#)- Stage 8
- [How Close?](#)-Stage 3
- [How Close?](#)- Stage 4
- [Number Puzzles: Addition and Subtraction](#)- Stage 4
- [Target Numbers](#)- Stage 5
- [Target Numbers](#)- Stage 6
- [Target Numbers](#)- Stage 7

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none"> • have students show jumps on the number line by using an animal cutout • have students act out scenarios of giving and taking hundreds on a number line • differentiate the degree of difficulty or complexity • begin with a more accessible problem and then increase the difficulty • make connections between concrete methods and abstract methods • identify connections between different methods that result in the same outcome • show a side by side comparison of different methods of representing problems to make connections between the methods • have students plan a strategy by thinking aloud with a partner • provide choice • check for understanding by having students repeat directions in their own words • provide alternatives to writing on paper • connect problems to students 	<ul style="list-style-type: none"> • have students begin partner interactions by repeating the question • give students extra time when discussing with a partner to make sure that both partners are able to provide • visibly display and record mathematical words and phrases and update as needed • have students borrow words from the visual display as needed • provide sentence frames • have students restate what they heard using mathematical terms

Lesson #	Materials to Gather	Materials to Copy
1		
2	<ul style="list-style-type: none"> • base-ten blocks • number cubes 	
3	<ul style="list-style-type: none"> • base-ten blocks 	
4	<ul style="list-style-type: none"> • base-ten blocks 	

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
5	<ul style="list-style-type: none">materials from previous centerspaper clipstwo-color counters	<ul style="list-style-type: none">five in a row addition and subtraction stage 7 gameboard (groups of 2)
6	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">card sort perfect 10 (groups of 3)
7	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">walk about and add cards (groups of 24)
8	<ul style="list-style-type: none">base-ten blocks	
9	<ul style="list-style-type: none">base-ten blocks	
10	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">how did you do that? addition card sort game (groups of 1)
11	<ul style="list-style-type: none">materials from previous centersnumber cards 0-10paper clipstwo-color counters	<ul style="list-style-type: none">how close? stage 4 recording sheet (groups of 1)five in a row addition and subtraction stage 8 gameboards (groups of 2)
12	<ul style="list-style-type: none">base-ten blocks	
13	<ul style="list-style-type: none">base-ten blocks	
14	<ul style="list-style-type: none">base-ten blocks	

Unit 7: Adding and Subtracting within 1,000

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
15	<ul style="list-style-type: none">base-ten blocks	<ul style="list-style-type: none">walk about and subtract cards (groups of 24)
16	<ul style="list-style-type: none">base-ten blocks	
17	<ul style="list-style-type: none">materials from previous centersnumber cubes	<ul style="list-style-type: none">target numbers stage 6 recording sheet (groups of 1)
18		

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.NBT.A.2
- 2.NBT.B.7
- 2.NBT.B.8
- 2.OA.B.2
- 2.OA.C
- 2.OA.C.3
- 2.G.A.2
- 2.OA.C.4
- 2.OA
- 2.OA.B
- 2.NBT
- 2.NBT.A
- 2.NBT.B
- 2.G
- 2.G.A

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.5
- MA.K-12.6
- MA.K-12.7
- MA.K-12.8

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students work with equal groups of objects to gain foundations for multiplication. Students develop an understanding of equal groups, building on their experiences with skip-counting and with finding the sums of equal addends. The work here serves as the foundation for multiplication and division in grade 3 and beyond. Students begin by analyzing even and odd numbers of objects. They learn that any even number can be split into 2 equal groups or into groups of 2, with no objects left over. Students use visual patterns to identify whether numbers of objects are even or odd. Next, students learn about rectangular arrays. They describe arrays using mathematical terms (rows and columns). Students see the total number of objects as a sum of the objects in each row and as a sum of the objects in each column, which they express by writing equations with equal addends. They also recognize that there are many ways of seeing equal groups in an array. Later, students transition from working with arrays containing discrete objects to equal-size squares within a rectangle. They build rectangular arrays using inch tiles and partition rectangles into rows and columns of equal-size squares. The work here sets the stage for the concept of area in grade 3.

Transfer

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

- determine whether a group of objects (up to 20) has an even or odd number of members
- write an equation to express an even number as a sum of two equal addends
- find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns using addition
- partition rectangles into rows and columns of equal-size squares and count to find the total number of squares
- represent the total number of objects in an array as a sum of equal addends

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• even numbers can be split into two equal groups or groups of two with none left over• odd numbers will have one left over when making two equal groups• skip counting and writing equations can be used to find the total of an array	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How do you tell if a number (up to 20) is even or odd?<ul style="list-style-type: none">◦ How could you arrange your counters to show pairs?◦ What do you notice about even and odd numbers?

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
<ul style="list-style-type: none">the total number of objects in an array can be represented by writing an expression of the sum of equal addends	<ul style="list-style-type: none">What expression can you write to show that this is an even number?What strategies can you use to find the total amount in an array?<ul style="list-style-type: none">How many columns are in the array?How can you find the total number of objects in this array?Why did you count by ___ to find how many objects are in this array?How can we write expressions for arrays?<ul style="list-style-type: none">How do the addends in your equation match your array?How does the number of addends in your expression match your array?Does the sum of your equation match the total number of counters?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">even numbers can be put into two equal groups, or groups of two with none left overodd numbers will have one left over when put in two equal groupsarrays contain objects arranged into rows and columns with the same number of objects in each row and the same number in each column	<p>Students will be skilled at...</p> <ul style="list-style-type: none">identifying if a number is even or oddskip-counting by twowriting an addition expression for an even number as the sum of two equal addendsfinding the total number of objects in an array by skip countingpartitioning rectangles into equal size rows and columnsrepresenting the total number of objects in an array as a sum of equal addends

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">Checkpoint/Assessment Teacher Guides	Performance Task(s): <ul style="list-style-type: none">Section A CheckpointSection B CheckpointEnd of Unit AssessmentDaily Lesson Cool Downs/Exit Tickets
	Other Evidence:

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Can You Share?](#)

[Lesson 2: Partners Make Pairs](#)

[Lesson 3: Is it Odd or Even?](#)

[Lesson 4: Decompose Even and Odd Numbers](#)

[Lesson 5: Patterns with Even and Odd Numbers](#)

[Lesson 6: Center Day 1](#)

[Lesson 7: What is an Array](#)

[Lesson 8: Count Columns and Objects in Columns](#)

[Lesson 9: A Sum of Equal Addends](#)

[Lesson 10: Write Expressions and Equations to Represent Arrays](#)

[Lesson 11: Arrays and Rectangles](#)

[Lesson 12: Partition Rectangles into Squares](#)

[Lesson 13: Center Day 2](#)

Suggested Centers:

- [Target Numbers](#)- Stage 7
- [Five in a Row: Addition and Subtraction](#)- Stage 8
- [How Close?](#)- Stage 4
- [Write Numbers](#)- Stage 4

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none"> • give students access to 10-frames • provide students an opportunity to self-assess and reflect on their own progress • check for understanding by having students rephrase in their own words • provide students with a graphic organizer for organizing objects into two groups • represent the problem in multiple ways to support understanding of the situation • help students relate arrays to the real world • act out creating arrays by putting the students in rows and columns • allow access to counters • use paper to cover unused rows and columns when writing expression, reveal one row/column at a time then write it in the expression • activate background knowledge • give students 1-inch grid paper when creating their arrays, then have them transfer their image to the open rectangle • allow access to inch tiles 	<ul style="list-style-type: none"> • remind students to use mathematical language • display sentence frames • display mathematical language on a visual display and invite students to borrow words from the display as needed • give students appropriate time to make sure the whole group can explain before sharing with the class • have students rehearse what they are going to say with a partner before sharing out

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none"> • connecting cubes or counters 	
2	<ul style="list-style-type: none"> • chart paper • connecting cubes • counters 	
3	<ul style="list-style-type: none"> • counters 	<ul style="list-style-type: none"> • even and odd card sort (groups)

Unit 8: Equal Groups

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
	<ul style="list-style-type: none"> • crayon 	of 1)
4	<ul style="list-style-type: none"> • counters 	
5	<ul style="list-style-type: none"> • counters 	<ul style="list-style-type: none"> • presto chango recording sheet (groups of 1)
6	<ul style="list-style-type: none"> • dry erase markers • materials from previous centers • sheet protectors 	<ul style="list-style-type: none"> • write the number stage 4 gameboard
7	<ul style="list-style-type: none"> • counters 	
8	<ul style="list-style-type: none"> • counters 	
9	<ul style="list-style-type: none"> • counters 	<ul style="list-style-type: none"> • match arrays to expressions card sort (groups of 2)
10	<ul style="list-style-type: none"> • counters 	
11	<ul style="list-style-type: none"> • colored pencils or crayon • inch tiles • rulers 	
12	<ul style="list-style-type: none"> • inch tiles • rulers 	
13	<ul style="list-style-type: none"> • materials from previous centers 	

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

- 2.MD.A.1
- 2.MD.A.4
- 2.MD.B.5
- 2.MD.D
- 2.MD.D.9
- 2.NBT.B.5
- 2.OA.B.2
- 2.NBT.A
- 2.NBT.A.1
- 2.NBT.A.3
- 2.NBT.B.7
- 2.NBT.B.9
- 2.OA.A.1
- 2.OA
- 2.OA.A
- 2.OA.B
- 2.NBT
- 2.NBT.B
- 2.MD
- 2.MD.A
- 2.MD.B

New Jersey (NJSLS) - K-12 - Math Practice Standards (2020)

- MA.K-12.1
- MA.K-12.2
- MA.K-12.3
- MA.K-12.4
- MA.K-12.5
- MA.K-12.6
- MA.K-12.7
- MA.K-12.8

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

DESIRED RESULTS

Established Goals

Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade. Section A gives students a chance to solidify their fluency with addition and subtraction within 20. In section B, students apply methods they used with smaller numbers to add and subtract numbers within 100. They also revisit numbers within 1,000: composing and decomposing three-digit numbers in different ways, and using methods based on place value to find their sums and differences. In the final section, students interpret, solve, and write story problems involving numbers within 100, which further develop their fluency with addition and subtraction of two-digit numbers. They work with all problem types with the unknown number in all positions. The goal of this unit 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...

- fluently add and subtract within 20
- add and subtract within 1,000 using strategies based on place value and the properties of operations
- fluently add and subtract within 100
- represent and solve one- and two-step story problems within 100

Meaning

Big Ideas & Understandings

Students will understand that...

- they can use mental strategies to add and subtract fluently within 20
- they can compose and decompose numbers to add and subtract within 1,000
- tape diagrams, addition and subtraction can be used to solve one- and two-step story problems

Essential Questions

Students will keep considering...

- What strategies can be used to fluently add and subtract within 20?
 - How can you remember the sum for that expression?
 - What did you do when you didn't know the unknown number?
 - What other methods did you use to find the unknown number?
- How can you compose and decompose numbers to add and subtract within 1,000?
 - What are different ways we could represent

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

Meaning	
	<p>this number?</p> <ul style="list-style-type: none">◦ What methods from previous lessons could you use to find the value?◦ How did you know when you had to compose or decompose to find the value of an expression?• What strategies can be used to solve one- and two-step story problems?<ul style="list-style-type: none">◦ How are the methods the same? How are they different?◦ What are other ways you made sense of story problems that had more than one step?◦ How does your tape diagram represent the story problem? Which parts of the diagram go with which parts of the story?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• many strategies for addition and subtraction within 1,000• how to represent story problems	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• using mental strategies to fluently add and subtract within 20• using strategies based on place value to add and subtract within 1,000• using strategies based on properties of operations to add and subtract within 1,000• fluently add and subtract within 100• creating tape diagrams or one- and two-step story problems• using addition and subtraction within 100 to solve one- and two-step story problems

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <ul style="list-style-type: none">Assessment Teacher Guide	Performance Task(s): <ul style="list-style-type: none">End of Course AssessmentDaily Lesson Cool Downs/Exit Tickets
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Lesson 1: Sums and Differences Within 20](#)

[Lesson 2: Fluency Flip](#)

[Lesson 3: Measure on a Map](#)

[Lesson 4: Measure and Plot](#)

[Lesson 5: Compose and Decompose Numbers Within 1,000](#)

[Lesson 6: Represent Numbers with Expressions](#)

[Lesson 7: Add and Subtract Within 1,000](#)

[Lesson 8: Add and Subtract Within 100](#)

[Lesson 9: Sort the Story Problems](#)

[Lesson 10: What's the Question?](#)

[Lesson 11: All About Tape Diagrams](#)

[Lesson 12: What's the Story?](#)

[Lesson 13: Let's Solve Our Story Problems](#)

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Support for Students with IEPs/504s	Support for English Language Learners
<ul style="list-style-type: none">• give students access to a number line or a number bond mat with base-ten blocks• allow students to recreate problems in a concrete way• give feedback on partner relationships and how students are able to work together• chunk tasks into more manageable parts• provide feedback and encouragement often• discuss strategy efficiency and accuracy• give access to base-ten blocks or connecting cubes to represent numbers they will add• remind and encourage students to build a ten when they can• check for understanding by having students explain in their own words• provide choice• remind students of strategies they have learned for addition and subtraction• have students act out story problems using manipulatives• provide a completed tape diagram for students to reference when completing problems• have students talk through their strategy before working• provide students with alternatives to writing on paper• provide examples of appropriate comments and ways to agree or disagree before the gallery walk• be sure students are ready for whole class discussion before beginning	<ul style="list-style-type: none">• lead a discussion comparing, contrasting, and connecting different approaches• create a visual display with mathematical language and encourage students to borrow language from the display as needed• display sentence frames• display sentence starters• have students begin partner interactions by repeating the question• have students explain their reasoning to a partner• provide students with the opportunity to rehearse what they will say with a partner before sharing with the whole class

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
1	<ul style="list-style-type: none">• paper clips	<ul style="list-style-type: none">• spin and find the missing number spinners (groups of 2)
2	<ul style="list-style-type: none">• materials from a previous activity	<ul style="list-style-type: none">• number cards 0-19 (groups of 2)• number mix up (groups of 1)
3	<ul style="list-style-type: none">• centimeter rulers	<ul style="list-style-type: none">• measurement map (groups of 1)
4	<ul style="list-style-type: none">• pencils• centimeter rulers	
5	<ul style="list-style-type: none">• base-ten blocks• tools for creating a visual display	
6	<ul style="list-style-type: none">• base-ten blocks	<ul style="list-style-type: none">• match expression cards 2.9 (groups of 2)
7		
8	<ul style="list-style-type: none">• materials from a previous activity• materials from previous centers	<ul style="list-style-type: none">• heads up- add and subtract within 100 number cards (groups of 2)
9		<ul style="list-style-type: none">• card sort story problems (groups of 1)
10		

Unit 9: Putting It All Together

Grade 2 Math - Last Updated on August 21, 2023

Lesson #	Materials to Gather	Materials to Copy
11		<ul style="list-style-type: none">• represent story problem cards (groups of 2)
12	<ul style="list-style-type: none">• connecting cubes• materials from a previous lesson	<ul style="list-style-type: none">• story photos (groups of 2)
13	<ul style="list-style-type: none">• chart paper• colored pencils, crayons, or markers• sticky notes	

Grade 2 REVISED UNITS OF STUDY Reading

Link Community Charter School

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Big Kid Readers Remember to Do All They have Learned	22 lessons
<div></div> Unit 2: Becoming Experts	22 lessons
<div></div> Unit 3: Tackling Longer Words and Longer Books	22 lessons
<div></div> Unit 4: Stepping Into the World of the Story	22 lessons
<div></div> Unit 5: Growing Knowledge Together	22 lessons

Unit 1: Big Kid Readers Remember to Do All They have Learned

Grade 2 REVISED UNITS OF STUDY Reading - Last Updated on October 3, 2023

STANDARDS ADDRESSED

DESIRED RESULTS

Established Goals

Transfer

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

Meaning

Big Ideas & Understandings

Students will understand that...

-

Essential Questions

Students will keep considering...

-

Acquisition

Knowledge

Students will know...

-

-

Skills

Students will be skilled at...

-

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 1: Big Kid Readers Remember to Do All They have Learned

Grade 2 REVISED UNITS OF STUDY Reading - *Last Updated on October 3, 2023*

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Summary of Key Learning Events and Instruction:

[Unit 1 Big Kid Readers](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 2: Becoming Experts

Grade 2 REVISED UNITS OF STUDY Reading - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 3: Tackling Longer Words and Longer Books

Grade 2 REVISED UNITS OF STUDY Reading - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Stepping Into the World of the Story

Grade 2 REVISED UNITS OF STUDY Reading - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 5: Growing Knowledge Together

Grade 2 REVISED UNITS OF STUDY Reading - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Grade 2 Science

Link Community Charter School

UNITS (3/3 SELECTED)		SUGGESTED DURATION
 Unit 1: Solids and Liquids		<i>55 lessons</i>
 Unit 2: Insects and Plants		<i>55 lessons</i>
 Unit 3: Pebbles, Sand and Silt		<i>40 lessons</i>

Unit 1: Solids and Liquids

Grade 2 Science - Last Updated on December 13, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 2 - Science (2020)

2-PS1-1

2-ESS2-3

Unit 1: Solids and Liquids

Grade 2 Science - Last Updated on December 13, 2023

DESIRED RESULTS

Established Goals

In second grade science, students will be studying two FOSS units and three Project Lead the Way Launch Units. In the first unit, Matter and its interactions, students will learn about the structures, properties and states of matter. The corresponding Launch Unit, Properties of Matter, students will analyze data from materials testing and designing an insulating cover. The second Launch Unit, Grids and Games, students will explore how mathematics is used in animation by using addition and subtraction to move characters on a number grid. The third unit, in Foss, is Insects and Plants. Students will see the life cycle of insects unfold. Students observe butterflies change from larvae to pupa to adult. The fourth Launch unit, Form and Function, students learn about pollination, seed dispersal by animals and seed germination. Students create a pollinator

Transfer

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

engage with the structures, properties and states of matter. Students will also learn the properties of matter, and analyze data from materials testing and designing an insulating cover.

Meaning

Big Ideas & Understandings

Students will understand that...

- 1. Matter can be described and classified by its observable properties. Different properties are suited for different purposes.
- 2. Living things have predictable and observable stages in their life cycle.
- 3. Plants depend on water and light to grow and animals for pollination or to move their seeds around. The stability and shape of plants and seeds are related to their function and needs.
- 4. People control computers to help them do things that they could not do without a computer.
- 5. Animals disperse seeds and pollinate plants in a

Essential Questions

Students will keep considering...

- How do properties of materials influence their uses?
- 2. Why can some changes caused by heating or cooling not be reversed?
- 3. How do humans use computers to solve problems?
- 4. How does the function of an object influence its form?
- 5. What are the behaviors of insects at different stages of their life cycle?
- 6. How does nature influence design

Unit 1: Solids and Liquids

Grade 2 Science - Last Updated on December 13, 2023

Meaning	
variety of ways.	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Students can apply the scientific process to evaluate investigations or the design process to create design solutions to solve a problem. (Skill/Product)• Students can organize and communicate information. (Skill)• Students can develop and interpret models.• Students can support a claim with evidence. (Skill/Product/Reasoning)	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• applying the scientific process to evaluate investigations or to the design process to create design solutions• Organizing and communicating information. (Skill)• Developing and interpreting models.• supporting a claim with evidence. (Skill/Product/Reasoning)

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:

Unit 1: Solids and Liquids

Grade 2 Science - Last Updated on December 13, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 2: Insects and Plants

Grade 2 Science - Last Updated on December 13, 2023

STANDARDS ADDRESSED

Unit 2: Insects and Plants

Grade 2 Science - Last Updated on December 13, 2023

DESIRED RESULTS

Established Goals

The Foss Insects and Plants Module provides students with life science core ideas dealing with structure and function of living things, growth and development of plants and animals, interactions of organisms with their environment, and biodiversity of organisms on land and in water. Students build on the science concepts of growth and development of plants and animals from grades K–1 by observing new organisms over time.

Transfer

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

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 2: Insects and Plants

Grade 2 Science - Last Updated on December 13, 2023

Acquisition	
<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 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 Skill #1• Acquired Skill #2• Acquired Skill #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

Unit 3: Pebbles, Sand and Silt

Grade 2 Science - Last Updated on December 3, 2023

STANDARDS ADDRESSED

Unit 3: Pebbles, Sand and Silt

Grade 2 Science - Last Updated on December 3, 2023

DESIRED RESULTS

Established Goals

In this module, students observe the properties of rocks and soil, study the results of weathering and erosion, locate natural sources of water, and determine how to represent the shapes and kinds of land and bodies of water on Earth. They use simple tools to observe, describe, analyze, and sort solid earth materials and learn how the properties of the materials are suited to different purposes. Students explore how wind and water change the shape of the land and compare ways to slow the process of erosion. The investigations complement the students' experiences in the Solids and Liquids Module with a focus on earth materials and the influence of engineering and science on society and the natural world.

Transfer

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

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">•	Students will keep considering... Investigation 1: First Rocks <ul style="list-style-type: none">• What are properties of rocks and how do they change?• What happens when rocks rub together?• What happens when rocks are placed in water?<ul style="list-style-type: none">• How are river rocks the same?• What are the properties of schoolyard rocks?• How many ways can rocks be sorted? Investigation 2: River Rocks <ul style="list-style-type: none">• How are small pieces of rock made and moved to change landforms?<ul style="list-style-type: none">• How can rocks be separated by size?• How else can rocks be sorted by size?• Is there an earth material smaller than sand?• What earth material is smaller than silt?• How does water and wind change landforms? Investigation 3: Using Rocks • <ul style="list-style-type: none">• How are different sizes of rock used as resources

Unit 3: Pebbles, Sand and Silt

Grade 2 Science - Last Updated on December 3, 2023

Meaning	
	<p>to make useful objects?</p> <ul style="list-style-type: none">• How do people use earth materials?• What does sand do for sandpaper?• How can we make a sand sculpture?• What makes clay useful in making objects like beads?• How are bricks made?• Investigation 4: Heating Earth• How can we apply what we know about the ways that land and water interact?• What is soil?• How do soils differ?• Where is water found in our community?• How can soil erosion be reduced?

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none">•	Students will be skilled at... <ul style="list-style-type: none">•

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Grade 2 Social Studies

Link Community Charter School

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Communities Change Over Time	20 lessons
<div></div> Unit 2: Celebrating Hispanic Culture Month	20 lessons
<div></div> Unit 3: Let's Learn about Celebrations!	12 lessons
<div></div> Unit 4: Kindness	20 lessons
<div></div> Unit 5: Celebrating Black History: Harlem Renaissance	20 lessons
<div></div> Unit 6: Color and Colorism	24 lessons
<div></div> Unit 7: Economics	24 lessons
<div></div> Unit 8: Juneteenth Jamboree	10 lessons

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

- 6.1.2.CivicsPI.1:
- 6.1.2.CivicsPI.2:
- 6.1.2.CivicsPI.3:
- 6.1.2.CivicsPI.4:
- 6.1.2.CivicsPI.5:
- 6.1.2.CivicsPI.6:
- 6.1.2.CivicsPD.1:
- 6.1.2.CivicsPD.2:
- 6.1.2.CivicsPR.4:
- 6.1.2.CivicsCM.1:

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

DESIRED RESULTS

Established Goals

In this 6-week unit, learners will explore changes in communities over time. Students learn about communities formed by women from Gee's Bend, Alabama. Students also partner-read articles about memory quilts. Students will also engage and respond to prompts about the text.

At the end of the unit, children will create a quilt square, telling the story of a family experience or tradition. The squares will be pieced together as a classroom quilt.

Transfer

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

get a firsthand feel for how communities change as they grow and develop by reading poems that span over time.

Meaning

Big Ideas & Understandings

Students will understand:

- That communities change as they grow
- The importance of quilting as a form of art and activism
- Cultural traditions are passed down through generations
- And explore the connections between the civil rights movement and Gee's Bend, Alabama
- that communities in Alabama have experienced voter rights suppression

Essential Questions

Students will keep considering...

- Why do communities grow and change?
- What was significant about the women from Gee's Bend Alabama?
- What were some positive changes that were taking place in Gee's Bend Alabama?
- What are traditions and why are they important?
- How do traditions carry on from generation to generation?
- How do quilts tell stories?
- How can art portray love and beauty?

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

Acquisition	
Knowledge	Skills
Students will: <ul style="list-style-type: none">• Develop an awareness of how communities change.• Recognize changes in a model community.• Make decisions on how a community might change.• Identify positive and negative changes that have taken place in a community	Students will be skilled at... <ul style="list-style-type: none">• developing an awareness of how communities change.• recognizing changes in a model community.• making decisions on how a community might change.• identifying positive and negative changes that have taken place in a community

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: https://www.soulsgrowndeeep.org/gees-bend-quiltmakers	Performance Task(s): Create a square of a quilt telling the story of you and your family, traditions, state origin/country, etc. We will put the squares together to create a class quilt for display.
	Other Evidence:

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1 [Click Here for the Weekly Lesson Materials](#)

Week 2 [Click Here for the Weekly Lesson Materials](#)

Week 3 [Click Here for the Weekly Lesson Materials](#)

Week 4 [Click Here for the Weekly Lesson Materials](#)

Week 5 [Click Here for the Weekly Lesson Materials](#)

Week 6 [Click here for the Project Based Learning Project](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Global Oneness Project](#)

[Stitchin and Pullin: Patricia McKissak](#)

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.1:

6.1.2.CivicsPI.4:

6.1.2.CivicsPI.5:

6.1.2.CivicsPD.1:

6.1.2.CivicsPR.1:

6.1.2.CivicsPR.4:

6.1.2.CivicsCM.2:

6.1.2.CivicsCM.3:

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

DESIRED RESULTS

Established Goals

During this 3 week unit on Hispanic culture, children will celebrate diversity and appreciate the differences that make everyone unique. During our unit, we will experience stories, folktales, food, celebrations and contributions of Hispanic people all over the world. Hispanic Heritage Month (HHM) takes place September 15 to October 15 every year as a time to recognize and celebrate the many contributions, diverse cultures, and extensive histories of the American Latino community. Learning about different cultural aspects offers new experiences for children. It also helps them realize that we're all humans, despite differences in how we look or dress, or what we eat or celebrate.

Transfer

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

appreciate other cultures and increase global awareness, build essential tools like critical thinking and problem solving, and foster a deep understanding of cultures that make up our school and global community.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• learning about other cultures will lead to critical thinking skills• Hispanics have made tremendous contributions• learning another language can lead to greater understanding, and problem solving.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Why is Hispanic Culture Month so important?• How can I be proud of who I am while also celebrating others and their cultures?• What are the many contributions Hispanics have contributed to in Art, Music, History, food and culture?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• that Hispanic refers to a person with ancestry from a country whose primary language is Spanish.• Latinos refer to a person with origins from anywhere in Latin America: Mexico, South and Central America and the Caribbean.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• locating and identifying Hispanic and Latino countries on a map/ globe• knowing the contributions of Cesar Chavez and Dolores Huerta and their impact.• locating Mexico on a map, and identifying specific

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

Acquisition

<ul style="list-style-type: none">Team Clemente and Team Huerta are named for 2 important people in Hispanic HeritageHow to locate Mexico on a map of the world	cultural contributions of Mexico and its people to our culture
--	--

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Draft-publishing I am From Poem Hispanic Culture Celebration! Songs, Dances and schoolwide performance
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Book: Side By Side [Click Here for the Weekly Lesson Materials](#)

Week 2: Next Stop Mexico [Click Here for the Weekly Lesson Materials](#)

Week 3: Off We Go To Mexico [Click Here for the Weekly Lesson Materials](#)

Week 4: Travel Brochure [Click Here for the Weekly Lesson Materials](#)

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Additional Resources:

<https://ny.pbslearningmedia.org/resource/luna-mexicocity/learn-about-mexico-city-lets-go-luna/>

United Farm Workers <http://www.ufw.org/> Dolores Huerta Foundation <http://www.doloreshuerta.org/> Cesar Chavez

Foundation <http://www.cesarechavezfoundation.org/>

<https://emediava.org//1718>

<https://kids.nationalgeographic.com/geography/countries/article/costa-rica>

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsCM.3:

6.1.2.HistoryUP.2:

6.1.2.HistorySE.1:

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

DESIRED RESULTS

Established Goals

In this 2.5 week unit, students will build upon their knowledge from their Kindergarten unit on Holidays and cultural celebrations. We will learn about Kwanzaa, Diwali, Hanukkah and Eid in addition to discussing holidays and traditions that our students celebrate. Students will also study Chinese New Year celebration. Students will compare and contrast the different traditions and religions celebrated around the world. They will engage in a presentation of each celebration and have an opportunity to share learning from this unit with peers.

Transfer

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

Discover and explore similarities and differences between holiday, customs and traditions in a variety of cultures. In addition, students will gain an understanding of various cultures in our communities and around the world.

Meaning

Big Ideas & Understandings

Students will understand that...

- All people around the world, celebrate and engage in traditions with family and friends and in school
- We share similarities and differences with people all over the world.

Essential Questions

Students will keep considering...

- Why is it important to learn about other cultures in addition to our own?
- Where in the world are these holidays celebrated?
- How can learning about other cultures provide more of a global view of the world and others?

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">◦ <i>That learning about other cultures around the world and in our communities will lead to greater understanding of others.</i>	<p>Student will be skilled at:</p> <ul style="list-style-type: none">• Identifying the continent/country where this holiday is celebrated.• Discussing various aspects of holidays and traditions celebrated around the world• Comparing and contrasting various holidays

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Create informational books on a particular holiday studied in this unit.</p> <p>4 page booklet:</p> <ul style="list-style-type: none">• Cover- Name of Holiday and illustrations• Page 1: Why it is celebrated• Page 2: Where in the world is this holiday celebrated?• Page 3: Who celebrates this holiday?• Page 4: How is this holiday celebrated?
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Hannukkah, Kwanzaa, Eid and Diwali

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsDP.2:6.1.2.CivicsCM.3:6.1.2.HistoryUP.3:

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

DESIRED RESULTS

Established Goals

Students will learn how prejudice and fairness shape characters in the texts we read. The Kindness unit focuses primarily on helping students show kindness and respect for themselves, for others, and for their learning environment. Children will engage in lessons on respectful listening, on respectful communication, and on working together in teams.

Transfer

Students will be able to independently use their learning to...
learn about kindness, friendship and fairness by reading short fiction, a fable, a folktale, an article, and two picture books.
Specifically, students learn how prejudice and fairness shape characters.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.• examples from the past and present describe how stereotyping and prejudice can lead to conflict.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What is prejudice?• What is fairness?• What is kindness?• How do we know we are being fair to ourselves and others?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• relevant and specific vocabulary from this unit,• definitions from the unit and use these new words in their conversation and in writing.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• using vocabulary and definitions from this unit.• finding the theme in texts related to kindness, fairness and prejudice.

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence				
Rubrics/Checklists:	<div>Performance Task(s):<table><tr><th>Evaluation Criteria</th><th>Assessment Evidence</th></tr><tr><td>Rubrics/Checklists: I Am From Poem</td><td></td></tr></table></div>	Evaluation Criteria	Assessment Evidence	Rubrics/Checklists: I Am From Poem	
Evaluation Criteria	Assessment Evidence				
Rubrics/Checklists: I Am From Poem					
	Other Evidence:				

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Text: Each Kindness [Click Here for the Weekly Lesson Materials](#)

Week 2: Text: The Other Side [Click Here for the Weekly Lesson Materials](#)

Week 3: Text: The Gardener [Click Here for the Weekly Lesson Materials](#)

Week 4: [Click Here for the Weekly Lesson Materials](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.1:

6.1.2.CivicsPI.5:

6.1.2.CivicsDP.2:

6.1.2.CivicsPR.2:

6.1.2.CivicsCM.1:

6.1.2.CivicsCM.3:

6.1.2.HistoryCC.1:

6.1.2.HistoryCC.2:

6.1.2.HistoryCC.3:

6.1.2.HistoryUP.3:

6.1.2.HistorySE.1:

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

DESIRED RESULTS

Established Goals

In this 4 week unit on the Harlem Renaissance children will learn about the period U.S. history marked by a burst of creativity within the African American community in the areas of art, music and literature. Centered within New York City's Harlem, the Harlem Renaissance began roughly with the end of World War I in 1918 and continued into the mid-1930s.

Transfer

Students will be able to independently use their learning to...
experience the new spirit of self determination and pride, social consciousness and a new commitment to political activism that the Harlem Renaissance instilled in African Americans across the country.

Meaning

Big Ideas & Understandings

- Students will understand
- Harlem became a major cultural center during the Harlem Renaissance.
 - The Harlem Renaissance was a significant social and cultural movement which took place in the 1920s and 1930s following the Great Migration during which thousands of African-Americans left the South and moved north and west
 - The artistic, literary and musical contributions of Harlem Renaissance artists continue to serve as an inspiration for today's artists.
 - the real-life journeys of the historical figures of the Harlem Renaissance

Essential Questions

- Students will keep considering...
- What Was the Harlem Renaissance?
 - How did Harlem become a major African American Cultural center?
 - What branches of thought and entertainment were included in the Harlem Renaissance?
 - How did African-American fashion change during the Harlem Renaissance?
 - How did the Harlem Renaissance change the perception of African-Americans in the United States?

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• where the city of Harlem is located and identify it on a map.• about the vibrant music, art, and literature of the Harlem Renaissance• about the "The Great Migration"• that the Harlem Renaissance showcased the collaboration and culture of Black Americans• that the Harlem Renaissance was moment in time	<p>Students will be skilled at</p> <ul style="list-style-type: none">• describing the Great Migration• identifying the major artists, musicians, poets and writers of the Harlem Renaissance.• describing the events that led to the Harlem Renaissance in the 1920's and 30's.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Host a tribute to the Apollo during which students can recite their original poems or poems they have studied as part of this lesson, display their artwork, sing songs popularized at the Apollo or perform live music made famous by Harlem Renaissance musicians.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 6: Color and Colorism

Grade 2 Social Studies - Last Updated on July 16, 2023

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPD.1:

6.1.2.CivicsDP.2:

6.1.2.CivicsPR.4:

6.1.2.CivicsCM.3:

6.1.2.HistoryUP.2:

6.1.2.HistoryUP.3:

DESIRED RESULTS

Established Goals

In this 4 week unit, students learn how chemicals within the body combine to create different skin tones. Students also learn about the effects of colorism. Alice Walker coined the term “colorism” in 1982 to mean the “prejudicial or preferential treatment of same-race people based solely on their color.”

Transfer

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

Meaning

Big Ideas & Understandings

Students will understand that...

-

Essential Questions

Students will keep considering...

-

Acquisition

Knowledge

Students will know...

-

Skills

Students will be skilled at...

-

Unit 6: Color and Colorism

Grade 2 Social Studies - Last Updated on July 16, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1:

Week 2

Week 3

Week 4

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Color and Colorism](#)

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.Geo.GI.1:

6.1.2.Geo.HE.4:

6.1.2.EconET.1:

6.1.2.EconET.2:

6.1.2.EconEM.1:

6.1.2.EconEM.2:

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

DESIRED RESULTS

Established Goals

In this unit, we will be teaching about several aspects of economics. The unit covers essential components of economics such as goods and services, producers and consumers, and supply and demand. In addition, this unit also covers two social injustices that are factors of economics: poverty and financial inequality. The lessons use pedagogies that engage the students, help them make real world connections, and provide experiences to build their economics schema.

Transfer

Students will be able to independently use their learning to...
understand as they learn how they can participate in their community. Students are consumers, and they need to be educated about how the economy they are participating in works and how they affect it. It is important for them to be aware of social injustices related to economy as well. Being aware of these issues enables them to find ways to serve people in their community and help ease the burden of these social injustices in their community.

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">	Students will keep considering... <ul style="list-style-type: none">"What is economics and how does it affect our community?"

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <h3>Business Bonanza</h3> <p>As a final assessment, students will participate in a classroom economy. Over the course of the unit, students will be assigned jobs in the classroom. Some examples of classroom jobs include teacher assistant, technology helper, custodian, door holder, police officer, etc. Each job has a specific weekly salary. Children will apply for the job that they would like. At the end of the unit, students will be assigned business partners. Each pair will decide on a good or service to sell at the Business Bonanza. They will use what they know about supply and demand to determine a price for their good or service. On the day of business bonanza, students will alternate being producers and consumers. For the first half, one business partner from each pair will remain at their booth as a producer, and the other partner will be a consumer. The consumers will use the salary they earned from their classroom jobs to purchase goods and services from their classmates.</p> <p>For the second half of the Business Bonanza, the business partners will switch producer/consumer rolls so that everyone gets to experience both. Students will be expected to use what they have learned about goods and services, producers and consumers, supply and demand, poverty, and financial inequality to participate in the Business Bonanza and deal with any problems that they face in during the Business Bonanza.</p>
	Other Evidence:

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

STANDARDS ADDRESSED				
New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)				
6.1.2.CivicsPI.1:	6.1.2.CivicsPI.5:	6.1.2.HistoryCC.3:	6.1.2.HistoryCC.2:	6.1.2.HistoryUP.3:

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

DESIRED RESULTS

Established Goals

In this 2 week unit on Juneteenth, children will build upon their knowledge from book studies, and Juneteenth Jamboree in Kindergarten and 1st grade. In second grade, children will explore the origin of Juneteenth, the celebratory nature of the holiday and plan and prepare for a Kindergarten-2nd grade schoolwide celebration.

Transfer

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

recall important facts related to the Juneteenth Jamboree, complete reading and writing activities related to the holiday and share knowledge with peers based on the June celebration.

Meaning

Big Ideas & Understandings

Students will understand that...

- The very first Juneteenth celebration took place on June 19, 1865 in Galveston, Texas, marking the end of the Civil War and slavery across Texas.
-

Essential Questions

Students will keep considering...

- What do we really celebrate on Juneteenth?
 - What is Juneteenth?
 - Why is Juneteenth an important date in American history?
 - How did Juneteenth become a nationally recognized holiday?
 - What does Juneteenth celebrate?
 - Why did it take so long for enslaved peoples in Texas to finally be free?

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

Transfer	
Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none">• Why we celebrate Juneteenth.• What the Emancipation Proclamation is.• When Juneteenth became a Legal holiday.• Who are the proponents for helping to make Juneteenth a holiday?	Students will be skilled at... <ul style="list-style-type: none">• reading various texts throughout the unit• creating artifacts highlighting special events that led to the freedom of enslaved people.• asking and answering questions based on the texts shared during this unit.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">• The very first Juneteenth celebration took place on June 19, 1865 in Galveston, Texas, marking the end of the Civil War and slavery across Texas.	Students will keep considering... <ul style="list-style-type: none">• What do we really celebrate on Juneteenth?<ul style="list-style-type: none">◦ What is Juneteenth?◦ Why is Juneteenth an important date in American history?◦ How did Juneteenth become a nationally recognized holiday?◦ What does Juneteenth celebrate?◦ Why did it take so long for enslaved peoples in Texas to finally be free?

Acquisition	
Knowledge	Skills

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

Acquisition

Students will know...

- - Why we celebrate Juneteenth.
 - What the Emancipation Proclamation is.
 - When Juneteenth became a Legal holiday.
 - Who are the proponents for helping to make Juneteenth a holiday?

Students will be skilled at...

- - reading various texts throughout the unit
 - creating artifacts highlighting special events that led to the freedom of enslaved people.
 - asking and answering questions based on the texts shared during this unit.





ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Grade 2 REVISED UNITS OF STUDY Writing

Link Community Charter School

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: Making Small Moments Big	<i>22 lessons</i>
	Unit 2: Chapter Book Writing Nonfiction from the Heart	<i>22 lessons</i>
	Unit 3: Finding Awesome Everywhere: Celebrating Through Opinion Writing	<i>22 lessons</i>
	Unit 4: Writing Research-Based Nonfiction	<i>22 lessons</i>

Unit 1: Making Small Moments Big

Grade 2 REVISED UNITS OF STUDY Writing - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 2: Chapter Book Writing Nonfiction from the Heart

Grade 2 REVISED UNITS OF STUDY Writing - Last Updated on November 19, 2023

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 3: Finding Awesome Everywhere: Celebrating Through Opinion Writing

Grade 2 REVISED UNITS OF STUDY Writing - *Last Updated on November 19, 2023*

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Writing Research-Based Nonfiction

Grade 2 REVISED UNITS OF STUDY Writing - Last Updated on November 19, 2023

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

K, 1 &2 Health and Physical Education

Link Community Charter School

UNITS (5/5 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: Fundamental Movement		50 lessons
<div></div> Unit 2: Low Organized Games & Activities		54 lessons
<div></div> Unit 3: Rhythmic Activities & Dance		36 lessons
<div></div> Unit 4: Ball Handling		30 lessons
<div></div> Unit 5: Individual and Dual Activities		26 lessons

Unit 1: Fundamental Movement

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Comprehensive Health and Physical Education (2020)

- 2.1.2.PGD.1:
- 2.1.2.PGD.2:
- 2.1.2.EH.2:
- 2.1.2.EH.3:
- 2.1.2.CHSS.5:
- 2.2.2.MSC.4:
- 2.2.2.MSC.7:
- 2.2.2.N.1:
- 2.2.2.N.2:
- 2.2.2.N.3:
- 2.3.2.PS.3:

Unit 1: Fundamental Movement

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

DESIRED RESULTS

Established Goals

Comprehensive Health & Physical Education focuses on preparing the students to lead an active and productive lifestyle. Physical Education is an essential and integral part of the total education program. Quality Physical Education programs promote the physical growth and development of all students contributing to their general health and wellness.

Transfer

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

- Maintain physical, social, and emotional health by practicing healthy behaviors and goalsetting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources
- become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences. Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding movement concepts, such as spatial awareness, helps improve performance
 - Understanding fitness concepts and skills and integrating them into everyday routines supports wellness.

Essential Questions

Students will keep considering...

- How can moving around help me be healthy?
 - How can I make movement more fun?
 - How can my movements affect someone else?
 - What is good sportsmanship?

Unit 1: Fundamental Movement

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

Meaning	
Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.<ul style="list-style-type: none">• Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.• Safety rules to use in an active environment• The importance of being active daily• Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.• Learners will be able to demonstrate the idea of directionality and laterality.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to demonstrate the idea of directionality and laterality in sequence.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.	<p>Students will be able to develop:</p> <ul style="list-style-type: none">• Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement• Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games• Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs• Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks• Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

Unit 1: Fundamental Movement

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none">● Student/Teacher Conference● Student demonstrations during activities <p>Summative:</p> <ul style="list-style-type: none">● Observation● Formative and summative assessment● Rubric
	<p>Other Evidence:</p> <p>Video: Little Kicks Fitness Workout for Kids</p> <p>YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)</p> <p>Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)</p> <p>Music: Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)</p>

Unit 1: Fundamental Movement

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs
- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

1ST GRADE:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (Programs) the mileage club, the president's challenge
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations
- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

2ND GRADE:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance

Unit 1: Fundamental Movement

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (Programs) the mileage club, the president's challenge

- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

Unit 1: Fundamental Movement

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 1: Fundamental Movement

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 2: Low Organized Games & Activities

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Comprehensive Health and Physical Education (2020)

- 2.2.2.MSC.3:
- 2.2.2.MSC.4:
- 2.2.2.MSC.5:
- 2.2.2.MSC.2:
- 2.1.2.CHSS.1:
- 2.1.2.SSH.8:
- 2.1.2.SSH.7:
- 2.1.2.SSH.5:
- 2.1.2.EH.3:

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

DESIRED RESULTS

Established Goals

In this unit,

Basic play skills such as following commands, touching lightly during tag games, and simply catching and throwing games. Safety rules to use in an active environment The importance of being active daily. Use listening skills and safety awareness skills while participating in both individual and group games and activities. Maintain their own personal space during activities. Follow rules when playing games and activities during class. State the importance of cooperating with others during games and play

Transfer

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

- Maintain physical, social, and emotional health by practicing healthy behaviors and goalsetting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources
- become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences. Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Meaning

Big Ideas & Understandings

Students will understand that...
health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Essential Questions

Students will keep considering...

- How can moving around help me be healthy?
- How can I make movement more fun?
 - What are rules I should follow when playing games in class?
 - Why is it important to cooperate

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

Meaning	
	with other students when playing games in class?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.<ul style="list-style-type: none">• Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.• Safety rules to use in an active environment• The importance of being active daily• Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.• Learners will be able to demonstrate the idea of directionality and laterality.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to demonstrate the idea of directionality and laterality in sequence.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both	<p>Students will be skilled at...</p> <ul style="list-style-type: none">◦ Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement• • Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games• Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs• Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks• Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

Acquisition	
individual and group games and activities.	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none">• Student/Teacher Conference• Student demonstrations during activities <p>Summative:</p> <ul style="list-style-type: none">• Action/Movement of the Day• Student "Wellness" Journal• Various Class Activities & Games
	Other Evidence:

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Tagging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change):
- Teacher calls out birthday months, numbers, or colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard. (Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.
- (Rollerball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone

starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes past you raise your edge.

- (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute. (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn
- . Scooter Games such as: Scooter-mania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships Listening
- Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs Bean Bag Games

FIRST GRADE:

- Tagging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard. (Cat and Mouse): Everyone holds the chute stretched out at about

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down. (Rollerball): Everyone holds the chute taut.

- Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.
 - (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.
 - (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.
 - Scooter Games such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
 - Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs Beanbag Games Relay
- SECOND GRADE:

- Chasing, Fleeing, and Dodging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it

down hard.

- (Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.
- (Roller ball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.
- (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.
- Scooter Games such as: Scootermania. Monsters, Inc.,
- Environmental Helpers, obstacle courses, Scooter Ships Ball Games: 3-Ball, Crab Soccer, Bridge Ball, Name-It
- Ball Mixed Activities: Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 2: Low Organized Games & Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 3: Rhythmic Activities & Dance

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

- 2.1.2.PGD.1:
- 2.1.2.PGD.4:
- 2.1.2.EH.4:
- 2.1.2.EH.3:
- 2.2.2.MSC.2:
- 2.2.2.MSC.5:
- 2.2.2.MSC.6:
- 2.2.2.PF.1:
- 2.2.2.PF.2:
- 2.3.2.PS.6:

Unit 3: Rhythmic Activities & Dance

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

DESIRED RESULTS

Established Goals

In this unit, children will respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style. Children will demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style. Children will also demonstrate a response to music using different apparatus. Demonstrate a line dance such as the Electric Slide.

Transfer

Students will be able to independently use their learning to... respond to music and movement, and varying beat and tempo.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Essential Questions

Students will keep considering...

- What are different ways you can move to different rhythms?

Acquisition

Knowledge

Students will know...

- To respond to music in terms of movement when

Skills

Students will be skilled at...

- responding to music in terms of movement when

Unit 3: Rhythmic Activities & Dance

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

Acquisition	
<p>there is a change in tempo, beat, rhythm, or musical style</p> <ul style="list-style-type: none">• How to demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style• How to demonstrate a response to music using different apparatus• the steps and directionality to a line dance such as the Electric Slide	<p>there is a change in tempo, beat, rhythm, or musical style</p> <ul style="list-style-type: none">• Demonstrating change in movement when there is a change in either tempo, beat, rhythm, or musical style• Demonstrating a response to music using different apparatus• Demonstrating a line dance such as the Electric Slide

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none">• Student/Teacher Conference• Student demonstrations during activities• Class discussion of Essential Questions <p>Summative:</p> <ul style="list-style-type: none">• Observation• Formative and summative assessment• Rubric
	Other Evidence:

Unit 3: Rhythmic Activities & Dance

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Basic Rhythm Movements: hand clapping, lummi sticks, balls, tapping
- Chants & Action Songs Singing Games
- Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids

FIRST GRADE:

- Basic Rhythm Movements: hand clapping, lummi sticks, balls, tapping
- Chants & Action Songs Singing Games
- Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids
- Marching

SECOND GRADE:

- Apparatus: hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls
- Singing Games & Action Songs Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids
- Rhythmic Exercises: marching, aerobics Simple Line Dances

Unit 3: Rhythmic Activities & Dance

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 3: Rhythmic Activities & Dance

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 4: Ball Handling

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

- 2.1.2.PGD.1:
- 2.1.2.EH.3:
- 2.2.2.MSC.2:
- 2.2.2.MSC.3:
- 2.2.2.MSC.4:
- 2.2.2.MSC.5:
- 2.2.2.MSC.8:
- 2.2.2.PF.1:
- 2.2.2.LF.4:
- 2.3.2.PS.3:

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

DESIRED RESULTS

Established Goals

In this unit, children will be exposed to ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball. Students will also demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball.

Transfer

Students will be able to independently use their learning to..
Develop and exhibit ball handling skills and strategies. Use various strategies and opportunities to develop ball handling strategies.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Essential Questions

Students will keep considering...

- What are different ways we can use a ball in physical activity?

Students will know...

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
 - Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.

Students will be skilled at...

- wellness activities such as yoga, animal stretches, breathing techniques,
- running, walking, skipping, leaping, galloping
- safety rules
- being active daily

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

<ul style="list-style-type: none">• Safety rules to use in an active environment• The importance of being active daily• Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.• Learners will be able to demonstrate the idea of directionality and laterality.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to demonstrate the idea of directionality and laterality in sequence.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.	<ul style="list-style-type: none">• demonstrating the idea of directionality and laterality• demonstrating good sportsmanship• performing locomotor and non locomotor movements.
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Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Teacher observation <ul style="list-style-type: none">• Student/Teacher Conference• Student demonstrations during activities• Class discussion of Essential Questions Summative: <ul style="list-style-type: none">• Observation• Formative and summative assessment• Rubric
	Other Evidence:

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Introduce

- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity Suggested Activities:

KINDERGARTEN:

- Kicking: stationary and moving ball
- Catching: self-thrown and tossed ball
- Throwing: overhand, underhand, and at a target
- Striking stationary objects
- Bouncing: one hand, two hand, stationary, with a partner, and by themselves
- Rolling

FIRST GRADE:

- Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets
- Catching: self-thrown and tossed ball, from a rebound, from a kick
- Throwing: overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw
- Striking stationary objects
- Bouncing: one hand, two hand, stationary, with a partner, and by themselves
- Rolling: bowling, between cones
- Tossing: underhand, toward a target, to self, to partner
- Participate in Low-Organized Games Learning Resources

SECOND GRADE:

- Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy
- Catching: self thrown and tossed ball, from a rebound, from a kick
- Throwing: overhand, underhand, and at a target, using various speeds, using

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

weight transfer and stepping to throw

- Striking: moving ball, ball in hand, with/without a rebound, using various body parts
- Dribbling: one hand, two hand, stationary, while on the move, continuously
- Rolling: bowling, between cones
- Tossing: turn and catch, vertically and horizontally to self and partner
- Participate in Low-Organized Games

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating

Unit 4: Ball Handling

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- Assign peer buddy
- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 5: Individual and Dual Activities

K, 1 &2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Comprehensive Health and Physical Education (2020)

- 2.1.2.PGD.1:
- 2.1.2.PGD.2:
- 2.1.2.PGD.4:
- 2.1.2.EH.4:
- 2.1.2.EH.5:
- 2.2.2.MSC.6:
- 2.2.2.MSC.7:
- 2.2.2.PF.3:
- 2.2.2.PF.4:
- 2.2.2.LF.1:
- 2.3.2.PS.5:

Unit 5: Individual and Dual Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

DESIRED RESULTS

Established Goals

In this unit,
We continue to develop the whole child by promoting good character through opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.

Transfer

Students will be able to independently use their learning to...
engage in individual and dual activities and engage in competition throughout the unit. Learners will be able to demonstrate good sportsmanship throughout this unit.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the
- Essential Questions
- How can moving around help me be healthy?
 - How can I make movement more fun?
 - How can we engage in games with others and display sportsmanship?

Essential Questions

- Students will keep considering...
- How can moving around help me be healthy?
 - How can I make movement more fun?

Unit 5: Individual and Dual Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activityhow to participate in activities using various manipulatives and motor skills patterns.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">movement skills in a way that improves performanceparticipating in movement skills each day.Participating in activities using various manipulatives and motor skill patterns.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none">Student/Teacher ConferenceStudent demonstrations during activitiesClass discussion of Essential Questions <p>Summative:</p> <ul style="list-style-type: none">ObservationFormative and summative assessmentRubric
	Other Evidence:

Unit 5: Individual and Dual Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Obstacle Course, Jumping, rope, lines, half and full swing
- Scooter Games
- Hoop Game
- Bean bag Games
- Mimetics

FIRST GRADE:

- Obstacle Course, Jumping, rope, lines, half and full swing
- Scooter Games
- Hoop Games
- Bean bag Games

SECOND GRADE:

- Obstacle Course
- Jumping: rope, lines, half and full swing
- Scooter Games
- Hoop Games
- Bean bag Games

Unit 5: Individual and Dual Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 5: Individual and Dual Activities

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

***Link Community Charter School
Board of Trustees
Education Committee Report
Monday, December 18, 2023 @ 5:15pm***

ATTENDEES:

- Jeffrey Key
- Marcina Fox
- Hannah Kennedy

TOPIC 1. Staffing & Recruitment Updates

- **Check-In with Maria for board assistance with staff recruitment after the beginning of the year in future committee meetings.**
- **Build out of extended and formal onboarding process for all instructional positions (paraprofessionals, instructors, and full-time teachers);**
 - Helps to increase chances of success and adjustment for new staff members;
- Unique staffing patterns and challenges - notice and addressing issues (shift back into in-person work and building culture that looks different from even other charter/public schools)

TOPIC 2. Updates on Instruction & Professional Development for Teachers

- Completed a dress rehearsal for NJSLA testing, which is scheduled to take place during the first two weeks of May.
 - Due to current staffing, we may need to do a delayed opening to use FT staff for testing for those dates for proctoring/coverage.
- LinkIt is being used to create pre-assessment testing aligned with standards and NJSLA content. Test completed last week as a run-through to help teachers and students prepare for the real testing and address any issues with logistics and implementation.
- Increase in parent and family engagement in community activities - 47 families and 100+ attendees for the recent Festival of Lights event.
- K-2 cultural holiday celebrations taking place this week at LINK.
- Attendance workshops/seminars held for families - 16 out of 26 families able to attend.

TOPIC 3. Updates on Student and Teacher Spaces at Both Buildings

- Donors Choose List for Amazon Wish List for spaces in both buildings - board can help to share links and support needs for buying/donating furniture or other items.

UPCOMING SCHOOL EVENTS AND AREAS FOR BOARD SUPPORT

- Projects for Community Service Day - 215 sandwiches donated to YMCA Shelter and The Apostles House.
 - Collected in total over 1,000 cans of food - distributed to Apostles House, CFBNJ (Hillside location), and YMCA.
- Cards for Cards for Hope - over 100 cards collected and will be sent to youth in foster homes across the nation (birthday cards and encouragement) - very positive feedback from kids and parent volunteers.
- Establishing a list of events for the board to view and attend sporting and community events for 2024.

Link Community Charter School
Board of Trustees
Governance Committee Report
December 12, 2023

Attendees: M. Paradiso, J. Key, R. Marshall, S. Ebanks

- ❖ Parent Board Member
 - Maria has identified someone and will be reaching out to them.
- ❖ New Board Members
 - New board member will be sworn in at upcoming board meeting.
 - In January, Sharon will be conducting an on boarding session with the two new board members.
- ❖ Policies and Regulations
 - Discussed the amendment to the food service and admission policies. The admission policy now includes the Newark Common App.
- ❖ Monitoring
 - Link is undergoing federal monitoring review.
 - Lunch Program Audit- done every 5 years
 - Civil Rights Data Collection – done every two years
 - Fiscal Audit – Almost complete. Administration is working with accountant. Will be completed for the January meeting.
 - Worker's Comp Audit

POLICY GUIDE

OPERATIONS
8500/page 1 of 14
Food Services

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8500 FOOD SERVICES

The Board of Trustees shall make school lunch available to all students enrolled in a school in the district unless less than five percent of enrolled students in the school are Federally eligible for a free or reduced price lunch in accordance with N.J.S.A. 18A:33-4. School lunches made available pursuant to N.J.S.A. 18A:33-4 and this Policy shall meet minimum nutritional standards, established by the Department of Education.

Free or reduced price breakfast and lunch, as required, shall be offered, under a school lunch program, school breakfast program, or a breakfast after the bell program, to all enrolled students who are determined to be Federally eligible for free or reduced price meals. As provided by N.J.S.A. 18A:33-4.a.(3) and N.J.S.A. 18A:33-14a.a.(2), any student who is eligible for a reduced price lunch and breakfast, pursuant to Federal income eligibility standards and criteria, shall not be required to pay for such lunch or breakfast. Free lunch or breakfast shall also be offered to each enrolled student who is Federally ineligible for free or reduced price meals, but who has an annual household income that is not less than one hundred and eighty-six percent, and not more than one hundred ninety-nine percent, of the Federal poverty level, as determined pursuant to N.J.S.A. 18A:33-21b1.

- A. Breakfast Program – N.J.S.A. 18A:33-10; 18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.3; 18A:33-14a.

If twenty percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a school breakfast program in the school in accordance with the provisions of N.J.S.A. 18A:33-10.

Notwithstanding the provisions of N.J.S.A. 18A:33-10 to the contrary, if ten percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program the district shall establish a breakfast program in accordance with the provisions of N.J.S.A. 18A:33-10.1.



POLICY GUIDE

OPERATIONS
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Food Services

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a breakfast after the bell program pursuant to N.J.S.A. 18A:33-11.3.

In accordance with N.J.S.A. 18A:33-11, in implementing a school lunch program, pursuant to 18A:33-4 et seq., a school breakfast program, pursuant N.J.S.A. 18A:33-9 et seq., or N.J.S.A. 18A:33-10.1, or a breakfast after the bell program, pursuant to N.J.S.A. 18A:33-11.1 or N.J.S.A. 18A:33-11.3, the district shall:

1. Publicize, to parents and students, the availability of the respective school meals program, as well as the various ways in which a student may qualify to receive free or reduced price meals under the program, as provided by N.J.S.A. 18A:33-4 and N.J.S.A. 18A:33-14a;
2. Make every effort to ensure that subsidized students are not recognized as program participants, by the student body, faculty, or staff, in a manner that is different from the manner in which unsubsidized students are recognized as program participants. Such efforts shall include, but need not be limited to, the establishment of a neutral meal plan or voucher system that does not make a distinction between subsidized and unsubsidized students; and
3. Make every effort to:
 - a. Facilitate the prompt and accurate identification of categorically eligible students who may be certified to participate in the program, on a subsidized basis, without first submitting an application therefore, and, whenever an application is required to establish eligibility for subsidized meals, encourage students and their families to submit a subsidized school meals application for that purpose;



POLICY GUIDE

OPERATIONS
8500/page 3 of 14
Food Services

- b. Facilitate and expedite, to the greatest extent practicable, the subsidized school meals application and income-eligibility determination processes that are used, by the district, to certify a student for free or reduced price school meals on the basis of income, and assist parents in completing the school meals application; and
- c. Encourage students who are neither categorically eligible nor income-eligible for free or reduced price school meals to nonetheless participate, on a paid and unsubsidized basis, in the program.

If the district participates in the Federal School Breakfast Program, the district is encouraged to increase the number of students participating in the program by establishing a breakfast after the bell program that incorporates school breakfast into the first-period classroom or the first few minutes of the school day pursuant to N.J.S.A. 18A:33-11.1.

Pursuant to N.J.S.A. 18A:33-14a., school breakfasts made available to students under a school breakfast program or a breakfast after the bell program shall meet minimum nutritional standards, established by the New Jersey Department of Education.

The State of New Jersey shall provide funding to each school in the district if the school operates a School Breakfast Program or a breakfast after the bell program, as may be necessary to reimburse the costs associated with the school's provision of free breakfasts, pursuant to N.J.S.A. 18A:33-14a.b., to students who are Federally ineligible for free or reduced price meals.

- B. Summer Food Service Program – N.J.S.A. 18A:33-23; 18A:33-24; 18A:33-25; 18A:33-26

In accordance with N.J.S.A. 18A:33-24, if fifty percent or more of the students enrolled in the school district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall become a sponsor or site under the Federal Summer Food Service Program or apply for a waiver pursuant to N.J.S.A. 18A:33-26.



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In accordance with N.J.S.A. 18A:33-23, the district shall notify each student enrolled and the student's parent of the availability of, and criteria of eligibility for, the summer meals program and the locations in the district where the summer meals are available. The district shall provide this notification by distributing flyers provided by the New Jersey Department of Agriculture pursuant to subsection N.J.S.A. 18A:33-23.c. The district may also provide electronic notice of the information through the usual means by which the district communicates with parents and students electronically.

Pursuant to N.J.S.A. 18A:33-26.a., the New Jersey Department of Agriculture may grant a waiver of the requirements of N.J.S.A. 18A:33-24 et seq. To be granted a waiver, the district must show that it lacks the staff, facilities, or equipment to sponsor the Federal Summer Food Service Program, or the means to finance the hiring or acquisition of such staff, facilities, or equipment. The New Jersey Department of Agriculture also may grant a waiver for one year to the district if a different sponsor currently runs the Federal Summer Food Service Program within the district's community.

Pursuant to N.J.S.A. 18A:33-26.b., the district shall report to the New Jersey Department of Agriculture, in the manner prescribed by the New Jersey Department of Agriculture, its reasons for requesting a waiver of the requirements of N.J.S.A. 18A:33-24 et seq. The report shall include, but need not be limited to, a description of the specific impediments to implementing the program and actions that could be taken to remove those impediments or, where applicable, the identification of the sponsor that currently runs the program within the same community.

C. Information Provided to Parents Regarding the National School Lunch Program and the Federal School Breakfast Program – N.J.S.A. 18A:33-21b1

1. At the beginning of each school year, or upon initial enrollment, in the case of a student who enrolls during the school year, the school shall provide each student's parent with:
 - a. Information on the National School Lunch Program and the Federal School Breakfast Program, including, but not limited to, information on the availability of free or reduced price meals for eligible students, information on the



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application and determination processes that are used to certify eligible students for subsidized school meals, and information on the rights that are available to students and their families under N.J.S.A. 18A:33-21b1 and N.J.S.A.18A:33-21; and

- b. A school meals application form, as well as instructions for completing the application, and, as necessary, assistance in completing the application.
2. The school meals information and application provided to parents, pursuant to N.J.S.A. 18A:33-21b1.a. shall:
 - a. Be communicated in a language that the parent understands;
 - b. Specify the limited purposes for which collected personal data may be used, as provided by N.J.S.A. 18A:33-21b1.c.; and
 - c. Be submitted to the parent either in writing or electronically. In the latter case, the school district shall use the usual means by which it communicates with parents electronically.
3. A school meals application that is completed by a parent shall be confidential, and shall not be used or shared by the student's school or school district, except as may be necessary to:
 - a. Determine whether a student identified in the application is eligible for free or reduced price school meals;
 - b. Determine whether the school or school district is required, by N.J.S.A. 18A:33-11.3 or by N.J.S.A. 18A:33-24, to establish a breakfast after the bell program, or to participate as a sponsor or site in the Federal Summer Meals Service Program;



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- c. Ensure that the school receives appropriate reimbursement, from the State and Federal governments, for meals provided to eligible students, free of charge, through a school lunch program, a school breakfast program, a breakfast after the bell program, a summer meals program, or an emergency meals distribution program; and
- d. Facilitate school aid determinations under the “School Funding Reform Act of 2008,” N.J.S.A. 18A:7F-43 et seq.

D. Free or Reduced Price Meals’ Application Process – 7 CFR 245

School meals applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of receipt of the completed application pursuant to 7 CFR 245.6(c)(6). Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of their eligibility and shall continue to receive such meals during the pendency of any inquiry regarding their eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year’s eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

In accordance with 7 CFR 245.6(c)(1) and (2), eligibility for free or reduced price meals, as determined through an approved application or by direct certification, must remain in effect for the entire school year and for up to thirty operating days in the subsequent school year. Prior to the processing of an application or the completion of direct certification procedures for the current school year, children from households with approved applications or documentation of direct certification on file from the preceding year, shall be offered reimbursable free and reduced price meals, as appropriate.

In accordance with 7 CFR 245.6(c)(6)(iii), children from households that notify the local educational agency that they do not want free or reduced price benefits must have their benefits discontinued as soon as possible.



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Pursuant to 7 CFR 245.6(c)(7), if the district receives an incomplete school meals application or a school meals application that does not meet the eligibility criteria for free or reduced priced benefits, the school meals application must be denied. The district shall document and retain the denied school meals application and reasons for ineligibility for three years in accordance with 7 CFR 245.6(e).

In accordance with 7 CFR 245.6(c)(7), parents of students who are denied benefits must receive prompt, written notification of their denial. The notification may be provided by mail or e-mail to the individual who signed the school meals application. Posting the denial on the “notification” page of an online system does not meet this requirement. Likewise, informing the parent of denial via telephone does not meet this requirement. If the district uses an automated telephone information system to notify parents of denied benefits, the district must also provide the parents with written notification of the denial. The notification must provide the: reason for denial of benefits; right to appeal; instructions on how to appeal; and ability to reapply for free and reduced price benefits at any time during the school year.

In accordance with 7 CFR 245.6(e), the district shall record the eligibility determination and notification in an easily referenced format. The record shall include the: denial date; reason for denial; date the denial notice was sent; and signature or initials of the determining official (may be electronic, where applicable).

Any parents of students who have benefits that are to be reduced or terminated must be given ten calendar days’ written notice of the change prior to the date the change will go into effect pursuant to 7 CFR 245.6a(j). The first day of the advance notice period shall be the day the notice is sent. The notice of adverse action may be sent via mail or to the e-mail address of the parent. The district shall not notify the household of adverse action by phone only.

Pursuant to 7 CFR 245.6a(j), the notice of adverse action must advise the parents of: change in benefits; reasons for the change; an appeal must be filed within the ten calendar days advance notice period to ensure continued benefits while awaiting a hearing and decision; instructions on how to appeal; and the parents may reapply for benefits at any time during the school year.



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If the district participates in any National School Lunch Program, School Breakfast Program, or provides free milk under the Special Milk Program, the district shall submit to the New Jersey Department of Agriculture a free and reduced price policy statement pursuant to 7 CFR 245.10.

In accordance with 7 CFR 245.1(b), the district shall avoid any policy or practice leading to the overt identification of students receiving free or reduced price meal benefits. Overt identification is any action that may result in a child being recognized as potentially eligible for or certified for free or reduced price school meals. Unauthorized disclosure or overt identification of students receiving free and reduced price meal benefits is prohibited. The district shall ensure that a child's eligibility status is not disclosed at any point in the process of providing free and reduced price meals, including: notification of the availability of free and reduced price benefits; certification and notification of eligibility; provision of meals in the cafeteria; and the point of service. In addition, the district shall ensure students who receive free and reduced price benefits are not overtly identified when they are provided additional services under programs or activities available to low-income students based on their eligibility for free and reduced price meals.

Pursuant to 7 CFR 245.2, disclosure means revealing or using individual student's program eligibility information obtained through the free and reduced price meal or free milk eligibility process for a purpose other than the purpose for which the information was obtained. Disclosure includes, but is not limited to, access, release, or transfer of personal data about students by means of print, tape, microfilm, microfiche, electronic communication, or any other means. It includes eligibility information obtained through the school meals application or through direct certification.

If the district accepts both cash and electronic payments, the district shall ensure students are not overtly identified through the method of payment pursuant to 7 CFR 245.8(b). To the maximum extent practicable, the district must ensure the sale of non-program foods and the method of payment for non-program foods do not inadvertently result in students being identified by their peers as receiving free and reduced price benefits.

The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.



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E. Meal Charge Program – N.J.S.A. 18A:33-21

The Board of Trustees provides a meal charge program to permit unsubsidized students in the district to charge for breakfast or lunch. Collection of any payment for a meal charge program account that is in arrears shall be addressed in accordance with provisions of this Policy.

“Unsubsidized student” means a student who is neither categorically eligible nor income-eligible for free or reduced price school meals, and who is, consequently, required to pay for any such meals that are served to the student under the National School Lunch Program or the Federal School Breakfast Program.

The Board of Trustees recognizes a student may not have breakfast or lunch (meal), as applicable, or money to purchase a meal at school on a school day causing the student’s meal charge account to fall into arrears. The district shall contact the student’s parent to provide notice of the arrearage and shall provide the parent with a period of ten school days to pay the amount due. If the student’s parent has not made full payment by the end of the designated ten school day period, then the district shall again contact the student’s parent to provide notice of any action to be taken by the school district in response to the arrearage.

A parent who has received a second notice their child’s meal bill is in arrears and who has not made payment in full within one week from the date of the second notice may be requested to meet with the Principal or designee to discuss and resolve the matter.

A parent’s refusal to meet with the Principal or designee or take other steps to resolve the matter may be indicative of more serious issues in the family or household. However, when a parent’s routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child neglect, the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent’s meeting with the Principal or designee.

A school district shall report at least biannually to the New Jersey Department of Agriculture the number of students who are denied school



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breakfast or school lunch in accordance with N.J.S.A. 18A:33-21.a.(2) and this Policy.

Nothing in N.J.S.A. 18A:33-21 or this Policy shall be construed to require the district to deny or restrict the ability of an unsubsidized student to access school breakfast or school lunch when the student's school breakfast or school lunch bill is in arrears.

The school or school district shall not:

1. Publicly identify or stigmatize an unsubsidized student who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill is in arrears. (For example, by requiring the student to sit at a separate table or by requiring that the student wear a wristband, hand stamp, or identifying mark, or by serving the student an alternative meal);
2. Require an unsubsidized student, who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill is in arrears to do chores or other work to pay for the school breakfast or school lunch;
3. Require an unsubsidized student to discard a school breakfast or school lunch after it has been served because of the student's inability to pay for a school breakfast or school lunch or because money is owed for previously provided meals;
4. Prohibit an unsubsidized student, or sibling of such a student, from attending or participating in non-fee-based extracurricular activities, field trips, or school events, from receiving grades, official transcripts, or report cards, or from graduating or attending graduation events, solely because of the student's unresolved meal debt; or
5. Require the parent of an unsubsidized student to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

If an unsubsidized student owes money for the equivalent of five or more school meals, the Principal or designee shall:

1. Determine whether the student is categorically eligible or income-eligible for free or reduced price meals, by conducting a review of all available records related to the student, and by making at least two attempts, not including the initial attempt made pursuant to



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N.J.S.A. 18A:33-21.c.(2), to contact the student's parent and have the parent fill out a school meals application; and

2. Contact the parent of the unsubsidized student to offer assistance with respect to the completion of the school meals application; and to determine if there are other issues in the household that have caused the student to have insufficient funds to purchase a school breakfast or school lunch; and to offer any other appropriate assistance.

The school district shall direct communications about a student's school breakfast or school lunch bill being in arrears to the parent and not to the student. Nothing in N.J.S.A. 18A:33-21 shall prohibit the school district from sending a student home with a letter addressed to a parent.

Notwithstanding the provisions of N.J.S.A. 18A:33-21 and the provisions of any other law, rule, or regulation to the contrary, an unsubsidized student shall not be denied access to a school meal, regardless of the student's ability to pay or the status of the student's meal arrearages, during any period of time in which the school is making a determination, pursuant to N.J.S.A. 18A:33-21.c., as to whether the student is eligible for, and can be certified to receive, free or reduced price meals.

If the student's meal bill is in arrears, but the student has the money to purchase a meal on a subsequent school day, the student will be provided a meal with payment and the food service program will not use the student's payment to repay previously unpaid charges if the student intended to use the money to purchase that school day's meal.

Students receiving free meals will not be denied a meal even if they accrued a negative balance from other purchases in the cafeteria.

The school district may post this Policy on the school district's website provided there is a method in place to ensure this Policy reaches all households without access to a computer or the Internet.]

F. Provision of Meals to Homeless Children – N.J.S.A. 18A:33-21c.

The district's liaison for the education of homeless children shall coordinate with district personnel to ensure that a homeless student receives free school meals and is monitored according to district policies pursuant to N.J.S.A. 18A:33-21c.

G. Provision of School Meals During Period of School Closure – N.J.S.A. 18A:33-27.2



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In the event the Board is provided a written directive, by either the New Jersey Department of Health or the health officer of the jurisdiction, to institute a public health-related closure due to the COVID-19 epidemic, the district shall implement a program, during the period of the school closure, to provide school meals, at meal distribution sites designated pursuant to N.J.S.A. 18A:33-27.2.b., to all students enrolled in the district who are either categorically eligible or income-eligible for free or reduced price school meals.

In the event of an emergency closure, as described in N.J.S.A. 18A:33-27.2.a., the district shall identify one or more school meal distribution sites that are walkable and easily accessible to students in the district. The district shall collaborate with county and municipal government officials in identifying appropriate sites. A school meals distribution site may include, but need not be limited to: faith-based locations; community centers, such as YMCAs; and locations in the

district where meals are made available through a summer meals program. In a district that includes high density housing, the district shall make every effort to identify a school meal distribution site in that housing area.

The district shall identify students enrolled in the district who are categorically eligible or income-eligible for free or reduced price meals, and for whom a school meal distribution site, identified pursuant to N.J.S.A. 18A:33-27.2.b., is not within walking distance. In the case of these students, the district shall distribute the school meals to the student's residence or to the student's bus stop along an established bus route, provided that the student or the student's parent is present at the bus stop for the distribution. Food distributed pursuant to N.J.S.A. 18A:33-27.2.c. may include up to a total of three school days' worth of food per delivery.

The district may use school buses owned and operated by the district to distribute school meals pursuant to N.J.S.A. 18A:33-27.2. If the district does not own and operate its own buses, the district may contract for the distribution of school meals, and these contracts shall not be subject to the public bidding requirements established pursuant to the "Public School Contracts Law," N.J.S.A. 18A:18A-1 et seq.

The district shall collaborate, as feasible, with other districts and with local government units to implement the emergency meals distribution program, as required by N.J.S.A. 18A:33-27.2, in order to promote administrative and operational efficiencies and cost savings.



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School lunches and breakfasts that are made available, through an emergency meals distribution program operating pursuant to N.J.S.A. 18A:33-27.2, shall be provided to eligible students, free of charge, in accordance with the provisions of N.J.S.A. 18A:33-4.a. and N.J.S.A. 18A:33-14a.

H. Statement of Compliance

All food service programs shall be operated pursuant to 7 CFR 245, as appropriate, and this Policy.

N.J.S.A. 18A:18A-42.1; 18A:33-4; 18A:33-5; 18A:33-10;
18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.2;
18A:33-11.3; 18A:33-14a.; 18A:33-21; 18A:33-21a.;
18A:33-21b1; 18A:33-21c.; 18A:33-23; 18A:33-24;
18A:33-25; 18A:33-26; 18A:33-27.2; 18A:58-7.1;
18A:58-7.2

N.J.A.C. 2:36

N.J.A.C. 6A:23-2.6 et seq.

N.J.A.C. 8:24-2.1 through 7.5

7 C.F.R. 210.1 et seq.

Adopted:



5111 ADMISSIONS (M)

The Link Community Charter School Board of Trustees utilizes the following process for student admissions and recruitment:

Admissions

Link Community Charter School participates in the Newark Common App, a centralized application, enrollment lottery, and waitlist system.

Families apply to Link Community Charter School through the Newark Common App process, which ensures that all students entering Kindergarten through Grade Eight from the school's region of residence will have equal access to enrollment, regardless of race, color, national origin, creed, sex, ethnicity and sexual orientation and with no prejudice based on "intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school, either by policy or any other means." The Newark Common App gives enrollment preference to families residing in Newark, East Orange, Orange, and Irvington, as well as siblings of currently enrolled students.

Families apply online at <https://newarkcommonapp.org/>. The application window is typically between December and March and families are notified of their acceptances in early April.

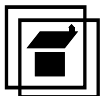
If all seats are filled, families desiring acceptance at Link Community Charter School are placed on a Waitlist, and additional acceptance offers are made if seats open up.

Families can visit <https://newarkcommonapp.org/> or contact Link Community Charter School for additional application information.

Recruitment

While Newark Common App provides some student recruitment, Link Community Charter School also has its own recruitment and marketing plan.

Link Community Charter School's recruitment and marketing plan reflects the school's mission to provide an outstanding education for students of all abilities in the school's region of residence, which includes Newark, East Orange, Orange, and Irvington. The school's recruitment plan has been designed to ensure that the school's population is representative of the communities it serves in terms of academic, racial, ethnic and socio-



economic backgrounds as well as including at-risk, special needs and English language learning students. Additionally, the plan has been developed with the intent to not only comply with Federal and State statutes and administrative codes regarding discrimination, but to eliminate local influences that might either prejudice the admissions/enrollment process or lead parents/guardians to believe there is limited opportunity of enrollment for their child.

To recruit a cross-section of the kindergarten through eight student population in the school's region of residence without discrimination and eliminating the potential for exclusion of applicants, Link Community Charter School will have a comprehensive marketing and information campaign in place. The campaign will use several strategies for reaching out to parents/guardians encouraging them to apply for their children and to help them make an informed choice about enrolling their child in the school.

Link Community Charter School's outreach campaign will include information packets, Open Houses, information sessions throughout the school's region of residence, direct mailings to residences in the four schools the school will serve, press releases and feature articles, advertisements (print and online media sources, public locations), and public service announcements on radio and cable television. Additionally, the school will use social media, the school's website as well as Facebook, for recruitment purposes. Each year Link Community Charter School will review the recruitment and marketing plan and adjust as needed.

Adopted: 10 June 2014
Revised: 14 March 2022





Finance & Facilities Committee Report

December 18, 2023

I. Financial Review

a. Treasurer's Report:

- i. As of November 30, 2023, total operating cash on hand \$631,050

Bank Accounts

- **General Fund \$421,598**
All school operations expenses paid from General Fund & Special Revenue fund; rent, utilities, salaries, employee benefits, insurance, supplies & Title 1
- **Charter Escrow \$75,000**
State mandated security account
- **Enterprise Fund \$29,265.93**
Food services expenses, includes payroll labor & food purchases. Funding includes NSLP subsidies.
- **Payroll \$43,843**
All salary expenses.
- **Payroll Agency \$48,557**
Employee contributions to benefit premiums, Pension, vision, dental & health insurances and flexible spending account
- **Student Activities \$12,953**
Student activities, aftercare
- **Unemployment \$25.00**

b. Secretary's Report:

- i. As of October 31, 2023
Expenditures include general operating and special revenue funds (federal, state and foundation grants)
 - \$3,229,543 in expenses have been paid.
 - \$4,174,447 in encumbrances are pending request for payment.
 - \$1,233,017 of the budget is currently unencumbered.

c. Charter School Grant

A final reimbursement submission will be submitted in January, There is a remaining grant balance available of \$104,990.

Special Funding

Esser & Title 1 Program funds available as of November \$670,127. A request for reimbursement for salaries and supply expenditures will be submitted for first quarter.

The Employee Tax Retention Credit reimbursement has not been received; IRS has heightened scrutiny of claims increasing processing times.

Operations

The 2022-23 audit is in progress, the CAFR submission due date to the state has been permanently moved to Feb 15th.

The meals program audit is also underway. It occurs every 5 years. The reviewer goes over, program accessibility and information for parents, production records, safety and sanitary procedures and financials.

The Workers Compensation audit is underway. Our staffing statuses and payroll records are reviewed annually. This can result in a reduction in the cost of our coverage if the cost of claims is less than was predicted when the cost of our coverage was proposed.

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS		
101 Cash in checking account	\$ 358,497.67	
102-106 Other cash equivalents	<u>\$ 75,000.00</u>	
Total cash		\$ 433,497.67
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 5,727,400.51
Accounts receivable		
132 Interfund	\$ 32,312.70	
141 Intergovernmental - state	\$ (1,316,929.64)	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 0.00	
153 Other Accounts Receivable	<u>\$ 0.00</u>	
		\$ (1,284,616.94)
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	<u>\$ 0.00</u>	
		\$ 0.00
199 Other current assets		\$ 0.00
RESOURCES		
301 Estimated revenues (from adjusted budget)	\$ 6,762,382.67	
302 Less: revenues collected or accrued	<u>\$ (6,604,566.92)</u>	
		\$ 157,815.75
TOTAL ASSETS AND RESOURCES		<u>\$ 5,034,096.99</u>

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		\$ (579,392.05)
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		\$ 0.00
481 Deferred revenues		\$ 0.00
499 Other current liabilities		\$ 0.00
Total liabilities		<u>\$ (579,392.05)</u>

FUND EQUITY				
Appropriated:				
753 Reserve for encumbrances - current year			\$ 3,902,491.71	
754 Reserve for encumbrances - prior year			\$ 0.00	
760 Other reserves			\$ 1,363,664.73	
771 Designated Fund Balance			\$ 0.00	
772 Designated Fund Balance - ARRA/SEMI			\$ 0.00	
601 Appropriations		\$ 6,974,181.44		
602 Less: expenditures	\$ 2,507,799.21			
603 Less: encumbrances	\$ 3,902,491.71	\$ (6,410,290.92)	\$ 563,890.52	
Appropriations less expenditures				\$ 5,830,046.96
Unappropriated:				
770 Fund Balance, July 1, 2023			\$ 0.00	
303 Less: budgeted fund balance			\$ (211,798.77)	
Unappropriated fund balance				\$ (211,798.77)
Total fund equity				\$ 5,618,248.19
TOTAL LIABILITIES AND FUND EQUITY				\$ 5,038,856.14
RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY				
	Budgeted	Actual	Variance	
Appropriations	\$ 6,974,181.44	\$ 6,410,290.92	\$ 563,890.52	
Less: Revenues	\$ (6,762,382.67)	\$ (6,604,566.92)	\$ (157,815.75)	
Subtotal	\$ 211,798.77	\$ (194,276.00)	\$ 406,074.77	
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00	
Total current year budgeted fund balance	\$ 211,798.77	\$ (194,276.00)	\$ 406,074.77	
Add: Unappropriated fund balance			\$ (211,798.77)	
Total of budgeted and unappropriated fund balance			\$ 194,276.00	

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	76,798.77	135,000.00	211,798.77	(194,276.00)	406,074.77
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	6,083,978.00	0.00	6,083,978.00	6,091,375.99	(7,397.99)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	678,404.67	0.00	678,404.67	513,190.93	165,213.74
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		6,839,181.44	135,000.00	6,974,181.44	6,410,290.92	563,890.52

Fund 11 (Current Expense Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Instructional Expense		3,389,967.68	(25,000.00)	3,364,967.68	987,862.44	2,191,387.50	185,717.74	0.00
Administrative		2,236,108.68	105,000.00	2,341,108.68	824,021.88	1,234,195.31	282,891.49	0.00
Support Services		1,150,605.08	0.00	1,150,605.08	586,309.32	469,222.65	95,073.11	0.00
Grand Totals for fund 11:		6,776,681.44	80,000.00	6,856,681.44	2,398,193.64	3,894,805.46	563,682.34	0.00

Fund 12 (Capital Outlay Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Capital Outlay		62,500.00	55,000.00	117,500.00	109,605.57	7,686.25	208.18	0.00
Grand Totals for fund 12:		62,500.00	55,000.00	117,500.00	109,605.57	7,686.25	208.18	0.00
Grand Totals for all Subfunds of Fund 10:		6,839,181.44	135,000.00	6,974,181.44	2,507,799.21	3,902,491.71	563,890.52	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	76,798.77	135,000.00	211,798.77	(194,276.00)	406,074.77
10-1200-000-011	Equalization/Lcl Lvy Aid-Local	836,110.00	0.00	836,110.00	836,110.00	0.00
10-1200-000-012	Equalization/Lcl Lvy Aid-State	0.00	0.00	0.00	5,247,868.00	(5,247,868.00)
10-1510-000-023	Interest	5,247,868.00	0.00	5,247,868.00	0.00	5,247,868.00
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	7,397.99	(7,397.99)
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	291,379.00	0.00	291,379.00	291,379.00	0.00
10-3177-000-016	Categorical Security Aid	174,039.00	0.00	174,039.00	174,039.00	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	212,986.67	0.00	212,986.67	47,772.93	165,213.74
10-4210-000-023	Federal Charter School Grant	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,839,181.44	135,000.00	6,974,181.44	6,410,290.92	563,890.52

Minimum Expense General Ledger Report

Fund 11 (Current Expense Fund)

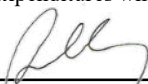
Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-110-100-101	Kindergarten - Sal of Teachers	467,220.41	0.00	467,220.41	58,844.53	408,375.88	0.00	0.00
11-120-100-101	Grade 5 Teacher	798,770.52	0.00	798,770.52	72,386.00	726,384.52	0.00	0.00
11-130-100-101	Grade 7-8 Teacher	974,264.41	0.00	974,264.41	397,181.59	577,082.82	0.00	0.00
11-190-100-320	Purch Prof Svcs	389,050.00	(105,000.00)	284,050.00	200,069.06	12,591.19	71,389.75	0.00
11-190-100-610	General Supplies	63,390.00	80,000.00	143,390.00	80,258.06	27,055.67	36,076.27	0.00
11-190-100-640	Textbooks	50,575.00	0.00	50,575.00	12,874.28	4,180.00	33,520.72	0.00
11-190-100-890	Miscellaneous Expense	54,000.00	0.00	54,000.00	5,990.50	3,278.50	44,731.00	0.00
11-200-100-101	Special Education Teacher	517,697.34	0.00	517,697.34	133,746.74	383,950.60	0.00	0.00
11-421-100-105	Stipends	75,000.00	0.00	75,000.00	26,511.68	48,488.32	0.00	0.00
Instructional Expense		3,389,967.68	(25,000.00)	3,364,967.68	987,862.44	2,191,387.50	185,717.74	0.00
11-000-230-100	Salaries	1,138,024.93	0.00	1,138,024.93	433,272.77	704,752.16	0.00	0.00
11-000-230-300	Purch Prof/Tech Svc	70,260.00	0.00	70,260.00	59,210.73	6,942.50	4,106.77	0.00
11-000-230-331	Judgements Against Charters	35,000.00	0.00	35,000.00	6,258.30	12,241.70	16,500.00	0.00
11-000-230-332	Audit Fees	25,000.00	0.00	25,000.00	12,500.00	12,500.00	0.00	0.00
11-000-230-530	Communications/Telephone	30,385.00	0.00	30,385.00	11,081.04	19,303.96	0.00	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	67,300.00	0.00	67,300.00	53,892.71	11,292.39	2,114.90	0.00
11-000-230-610	Supplies & Materials	7,000.00	0.00	7,000.00	1,378.21	121.79	5,500.00	0.00
11-000-230-890	Miscellaneous Expense	2,400.00	30,000.00	32,400.00	7,275.50	24,120.10	1,004.40	0.00
11-000-291-230	Benefits - SS & Medicare	328,862.00	0.00	328,862.00	66,775.87	213,105.33	48,980.80	0.00
11-000-291-232	Benefits - NJ State Pension	124,816.00	0.00	124,816.00	0.00	0.00	124,816.00	0.00
11-000-291-250	State Unemployment Ins	55,502.00	0.00	55,502.00	2,600.59	47,943.77	4,957.64	0.00
11-000-291-260	Benefits - Workman's Comp	33,915.00	0.00	33,915.00	14,563.00	18,087.00	1,265.00	0.00
11-000-291-270	Benefits - Health Insurance	314,343.75	0.00	314,343.75	154,507.04	90,034.67	69,802.04	0.00
11-000-291-290	Benefits - FlexSpending Fees	3,300.00	75,000.00	78,300.00	706.12	73,749.94	3,843.94	0.00
Administrative		2,236,108.68	105,000.00	2,341,108.68	824,021.88	1,234,195.31	282,891.49	0.00
11-000-216-320	Purch Prof Tech Svcs - P/OT	79,000.00	0.00	79,000.00	2,000.00	0.00	77,000.00	0.00
11-000-240-110	Supp Svcs - Salaries	327,875.08	0.00	327,875.08	165,847.42	162,027.66	0.00	0.00
11-000-240-500	Other Purchased Services (400-500 Series)	195,120.00	0.00	195,120.00	120,315.46	69,137.22	5,667.32	0.00
11-000-262-441	Rental of Land & Bldgs	352,000.00	0.00	352,000.00	200,000.22	151,999.78	0.00	0.00
11-000-262-520	Insurance	81,260.00	0.00	81,260.00	64,650.21	16,534.00	75.79	0.00
11-000-262-610	Supplies & Materials	23,800.00	0.00	23,800.00	1,875.57	14,124.43	7,800.00	0.00
11-000-262-620	Energy Costs	86,550.00	0.00	86,550.00	28,906.44	55,393.56	2,250.00	0.00
11-000-262-890	Miscellaneous Expense	5,000.00	0.00	5,000.00	2,714.00	6.00	2,280.00	0.00
Support Services		1,150,605.08	0.00	1,150,605.08	586,309.32	469,222.65	95,073.11	0.00
Grand Totals for fund 11:		6,776,681.44	80,000.00	6,856,681.44	2,398,193.64	3,894,805.46	563,682.34	0.00

Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
12-000-100-730	Instructional Equipment	62,500.00	0.00	62,500.00	62,359.22	0.00	140.78	0.00
12-000-300-730	Non-Instructional Equipment	0.00	55,000.00	55,000.00	47,246.35	7,686.25	67.40	0.00
Capital Outlay		62,500.00	55,000.00	117,500.00	109,605.57	7,686.25	208.18	0.00
Grand Totals for fund 12:		62,500.00	55,000.00	117,500.00	109,605.57	7,686.25	208.18	0.00

Grand Totals for all Subfunds of Fund 10:	6,839,181.44	135,000.00	6,974,181.44	2,507,799.21	3,902,491.71	563,890.52	0.00
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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).

	12/18/23
Bima Baje, Bus Adm/Bd Sec	Date

Interim Balance Sheet**ASSETS AND RESOURCES****ASSETS**

101 Cash in checking account	\$ 62,610.37	
102-106 Other cash equivalents	<u>\$ 0.00</u>	
Total cash		\$ 62,610.37
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 0.00
Accounts receivable		
132 Interfund	\$ 100,925.73	
141 Intergovernmental - state	\$ (8,297.00)	
142 Intergovernmental - federal	\$ (756,358.46)	
143 Intergovernmental - other	\$ 0.00	
153 Other Accounts Receivable	<u>\$ 0.00</u>	
		\$ (663,729.73)
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	<u>\$ 0.00</u>	
		\$ 0.00
199 Other current assets		\$ 0.00

RESOURCES

301 Estimated revenues (from adjusted budget)	\$ 0.00	
302 Less: revenues collected or accrued	<u>\$ (126,336.75)</u>	
		\$ (126,336.75)
TOTAL ASSETS AND RESOURCES		<u><u>\$ (727,456.11)</u></u>

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		\$ (5,713.38)
422 Judgments payable		\$ 0.00
430 Compensated absences payable		\$ 0.00
431 Contracts payable		\$ 0.00
451 Loans payable		\$ 0.00
481 Deferred revenues		\$ 0.00
499 Other current liabilities		\$ 0.00
Total liabilities		<u><u>\$ (5,713.38)</u></u>

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year			\$	271,949.93		
754 Reserve for encumbrances - prior year			\$	0.00		
760 Other reserves			\$	0.00		
771 Designated Fund Balance			\$	0.00		
601 Appropriations		\$	1,662,819.94			
602 Less: expenditures	\$	721,742.73				
603 Less: encumbrances	\$	271,949.93	\$	(993,692.66)	\$	669,127.28
Appropriations less expenditures					\$	941,077.21
Unappropriated:						
770 Fund Balance, July 1, 2023			\$	0.00		
303 Less: budgeted fund balance			\$	(1,662,819.94)		
Unappropriated fund balance					\$	(1,662,819.94)
Total fund equity					\$	(721,742.73)
TOTAL LIABILITIES AND FUND EQUITY					\$	(727,456.11)

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	1,662,819.94	0.00	1,662,819.94	867,355.91	795,464.03
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		1,662,819.94	0.00	1,662,819.94	993,692.66	669,127.28

Fund 20 (Special Revenue Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Ungrouped Accounts		40,000.00	0.00	40,000.00	39,637.50	362.50	0.00	0.00
Title IA - Improving Basic Pgms		262,047.00	0.00	262,047.00	186,222.46	48,414.34	27,410.20	0.00
IDEA Part B		91,160.00	0.00	91,160.00	25,435.60	29,564.40	36,160.00	0.00
ESSER II		0.00	0.00	0.00	0.00	39,238.54	(39,238.54)	0.00
American Rescue (ESSER III)		17,842.00	0.00	17,842.00	0.00	0.00	17,842.00	0.00
ARP ESSER		1,176,770.94	0.00	1,176,770.94	400,608.46	70,918.26	705,244.22	0.00
ARP ESSER-Accelerated Learning Coaching		0.00	0.00	0.00	0.00	83,275.00	(83,275.00)	0.00
Charter Grant		75,000.00	0.00	75,000.00	69,838.71	176.89	4,984.40	0.00
Grand Totals for fund 20:		1,662,819.94	0.00	1,662,819.94	721,742.73	271,949.93	669,127.28	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	1,662,819.94	0.00	1,662,819.94	867,355.91	795,464.03
20-3257-000-000	SDA Emerg. Needs & Cap. Maint.	0.00	0.00	0.00	0.00	0.00
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
20-4530-000-000	CARES Act	0.00	0.00	0.00	0.00	0.00
20-4531-000-000	Digital Divide	0.00	0.00	0.00	0.00	0.00
20-4534-000-000	CRRSA Act - ESSER II	0.00	0.00	0.00	0.00	0.00
20-4535-000-000	CRRSA Act - ESSER II	0.00	0.00	0.00	0.00	0.00
20-4536-000-000	CRRSA - Mental Health Grant	0.00	0.00	0.00	0.00	0.00
20-4537-000-000	ACSERS Program	0.00	0.00	0.00	0.00	0.00
20-4540-000-000	ARP-ESSER	0.00	0.00	0.00	0.00	0.00
20-4541-000-000	ESSER-Accel Lrn Coach&Ed Sup	0.00	0.00	0.00	0.00	0.00
20-4542-000-000	ESSER Summer Learn&Enrich Ac	0.00	0.00	0.00	0.00	0.00
20-4543-000-000	ESSER-Cmpr Beyond Sch Day Ac	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
20-6000-000-000	Charter School Grant	0.00	0.00	0.00	126,336.75	(126,336.75)
Grand Totals		1,662,819.94	0.00	1,662,819.94	993,692.66	669,127.28

Minimum Expense General Ledger Report**Fund 20 (Special Revenue Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
20-490-100-101	Instruction- Sal of Teacher	40,000.00	0.00	40,000.00	39,637.50	362.50	0.00	0.00
Ungrouped Accounts		40,000.00	0.00	40,000.00	39,637.50	362.50	0.00	0.00
20-231-100-100	Title I Sal for Inst	0.00	0.00	0.00	43,637.50	0.00	(43,637.50)	0.00
20-231-100-300	Purchased Services	200,000.00	0.00	200,000.00	126,765.66	48,234.34	25,000.00	0.00
20-231-100-600	Supplies	61,047.00	0.00	61,047.00	15,819.30	180.00	45,047.70	0.00
20-231-100-800	Other Objects-Instruction	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00	0.00
Title IA - Improving Basic Pgms		262,047.00	0.00	262,047.00	186,222.46	48,414.34	27,410.20	0.00
20-250-200-300	Professional Services	91,160.00	0.00	91,160.00	25,435.60	29,564.40	36,160.00	0.00
IDEA Part B		91,160.00	0.00	91,160.00	25,435.60	29,564.40	36,160.00	0.00
20-483-100-101	Instruction- Sal of Teacher	0.00	0.00	0.00	0.00	39,238.54	(39,238.54)	0.00
ESSER II		0.00	0.00	0.00	0.00	39,238.54	(39,238.54)	0.00
20-486-100-600	Instructional Supplies	17,842.00	0.00	17,842.00	0.00	0.00	17,842.00	0.00
American Rescue (ESSER III)		17,842.00	0.00	17,842.00	0.00	0.00	17,842.00	0.00
20-487-100-100	ARP-ESSER Grant Program	389,522.91	0.00	389,522.91	195,923.18	0.00	193,599.73	0.00
20-487-100-101	Instruction- Sal of Teacher	0.00	0.00	0.00	0.00	56,000.76	(56,000.76)	0.00
20-487-100-300	Purchased Services-Instruction	95,000.00	0.00	95,000.00	0.00	0.00	95,000.00	0.00
20-487-100-600	Instructional Supplies	23,806.69	0.00	23,806.69	9,652.50	14,917.50	(763.31)	0.00
20-487-200-100	ARP-ESSER Grant Program	77,500.00	0.00	77,500.00	76,249.94	0.00	1,250.06	0.00
20-487-200-200	ARP-ESSER Grant Program	193,500.00	0.00	193,500.00	118,782.84	0.00	74,717.16	0.00
20-487-200-300	ARP-ESSER Grant Program	1,264.68	0.00	1,264.68	0.00	0.00	1,264.68	0.00
20-487-200-600	ARP-ESSER Grant Program	34.66	0.00	34.66	0.00	0.00	34.66	0.00
20-487-400-720	ARP-ESSER Grant Program	396,142.00	0.00	396,142.00	0.00	0.00	396,142.00	0.00
ARP ESSER		1,176,770.94	0.00	1,176,770.94	400,608.46	70,918.26	705,244.22	0.00
20-488-100-101	Instruction- Sal of Teacher	0.00	0.00	0.00	0.00	83,275.00	(83,275.00)	0.00
ARP ESSER-Accelerated Learning Coaching		0.00	0.00	0.00	0.00	83,275.00	(83,275.00)	0.00
20-500-100-600	Supplies	0.00	0.00	0.00	51,191.42	176.89	(51,368.31)	0.00
20-500-200-300	Benefits	75,000.00	0.00	75,000.00	18,647.29	0.00	56,352.71	0.00
Charter Grant		75,000.00	0.00	75,000.00	69,838.71	176.89	4,984.40	0.00
Grand Totals for fund 20:		1,662,819.94	0.00	1,662,819.94	721,742.73	271,949.93	669,127.28	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

12/18/23

Date

**REPORT OF THE TREASURER
TO THE BOARD OF TRUSTEES
LINK COMMUNITY CHARTER SCHOOL
ALL FUNDS**

FOR THE MONTH ENDING NOVEMBER 30, 2023

		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	\$ 25,610.22	\$ 698,609.49	\$ 365,722.04	\$ 358,497.67
2	Charter Escrow	75,000.00	-	-	\$ 75,000.00
2	Special Revenue Fund - Fund 20	153,212.80	223,760.00	314,362.43	62,610.37
3	Total governmental funds (Lines 1 thru 2)	253,823.02	922,369.49	680,084.47	496,108.04
	ENTERPRISE FUND				
4	Food Service	29,265.93	300.00	-	29,565.93
	Total Enterprise funds (Lines 4)	29,265.93	-	-	29,565.93
	TRUST & AGENCY FUNDS				
5	Payroll Account	44,101.68	339,596.16	339,855.55	43,842.29
6	Payroll Agency	40,531.36	48,691.95	40,666.75	48,556.56
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)	97,610.64	388,288.11	380,522.30	105,376.45
10	Total All Funds (Lines 3, 4 and 9)	\$ 380,699.59	\$ 1,310,657.60	\$ 1,060,606.77	\$ 631,050.42

Prepared and Submitted By:

Leslie Baynes
Chief Operating Officer

12/18/23

Date

**LINK COMMUNITY CHARTER SCHOOL
RECONCILIATION OF BOARD SECRETARY'S REPORT (A-148)
AND TREASURER'S REPORT (A-149)
FOR THE MONTH ENDING NOVEMBER 30, 2023**

<u>Fund</u>		
10.101	General fund - Regular Account	\$ 358,497.67
10.106	Charter Escrow	75,000.00
20.101	Special Revenue Fund	62,610.37
60.101	Enterprise Fund	29,565.93
90.101	Payroll Account	43,842.29
90.103	Unemployment	25.00
91.101	Agency Account	48,556.56
95.101	Student Activity Account	12,952.60
		<hr/>
Total Board Secretary's Records - A-148		631,050.42
Total Funds per Treasurer's Report		<hr/>
		631,050.42
Difference		<hr/> <hr/>
		\$ -

LINK COMMUNITY CHARTER SCHOOL
TD Bank
OPERATING ACCOUNT - 430-2520237
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<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	\$ 653,964.08	\$ 25,610.22	\$ 153,212.80	\$ 178,823.02
<u>Additions</u>				
Deposits	922,369.49	698,609.49	223,760.00	922,369.49
Total Receipts	922,369.49	698,609.49	223,760.00	922,369.49
<u>Deductions</u>				
Cash Disbursements	471,185.25	365,722.04	314,362.43	680,084.47
Total Disbursements	471,185.25	365,722.04	314,362.43	680,084.47
<u>BALANCE END OF MONTH</u>	1,105,148.32			
<u>RECONCILIATION</u>				
Less--Outstanding checks	684,040.28			
Deposit in transit				
ADJUSTED BALANCE END OF MONTH	\$ 421,108.04	\$ 358,497.67	\$ 62,610.37	\$ 421,108.04

The following checks are outstanding after this statement period:

<u>Date</u>	<u>Check #</u>	<u>Vendor</u>	<u>Amount</u>	<u>Comment</u>
09/11/2020	03779	RESOURCES FOR EDUCATORS	\$0.00	Prior Year Check
01/07/2021	03897	City of Newark Division of Water	\$560.65	Prior Year Check
03/04/2021	03968	Gordon & Rees	\$1,537.00	Prior Year Check
05/10/2021	04061	Window Repair Systems, Inc.	\$8,610.00	Prior Year Check
02/23/2022	04472	E.A. Services Corporation	\$0.00	Prior Year Check
08/06/2021	04144	AT&T Mobility	\$7,992.97	Prior Year Check
03/14/2022	04470	La Hermosa Church	\$500.00	Prior Year Check
06/08/2022	04555	AT&T Mobility	\$7,682.19	Prior Year Check
08/16/2022	04660	Worrall Communications Newspapers, Inc.	\$53.84	Prior Year Check
01/09/2023	04880	Jessica Bloom	\$2,219.07	Prior Year Check
02/06/2023	04917	New Jersey Manufacturers Insurance Compa	\$3,169.00	Prior Year Check
05/08/2023	05060	US Postal Service	\$2,500.00	Prior Year Check
06/12/2023	05098	Gordon & Rees	\$5,684.46	Prior Year Check
06/12/2023	05105	Window Repair Systems, Inc.	\$19,780.00	Prior Year Check
06/30/2023	05153	Staples Advantage	\$59.42	Prior Year Check
06/30/2023	05154	PSE&G	\$2,911.79	Prior Year Check
06/30/2023	05156	AT&T Teleconference Services	\$73.58	Prior Year Check
06/30/2023	05157	School Mart	\$550.58	Prior Year Check
06/30/2023	05158	Fedex	\$21.31	Prior Year Check
06/30/2023	05159	Optimum	\$145.75	Prior Year Check
06/30/2023	05160	Verizon Fios	\$445.04	Prior Year Check
06/30/2023	05161	Maschio's Food Service Inc.	\$3,810.70	Prior Year Check
07/01/2023	05100	PowerSchool Group LLC	\$7,962.29	
07/17/2023	05153	Deanslist	\$3,278.50	
08/07/2023	05167	AT & T	\$593.85	
08/20/2023	05197	Amazon Capital Services	\$13,997.57	
08/21/2023	05214	State of New Jersey Divisions of Pensions	\$60.66	
09/07/2023	05227	Link High Technologies Inc.	\$5,400.25	
09/30/2023	05277	LINK EDUCATION PARTNERS, INC	\$6,849.09	
09/30/2023	05280	LINK EDUCATION PARTNERS, INC	\$12,977.68	
09/30/2023	05282	LINK EDUCATION PARTNERS, INC	\$6,141.36	
09/30/2023	05288	LINK EDUCATION PARTNERS, INC	\$6,865.94	
09/30/2023	05290	NEWARK SCHOOL OF THE ARTS	\$9,652.50	
09/30/2023	05294	Omintech Solutions, LLC	\$6,450.00	
10/15/2023	05297	Dr. Kia Grundy	\$4,000.00	
10/18/2023	05315	Cintas	\$457.14	
10/18/2023	05316	Scoot Education Inc.	\$14,281.00	
09/30/2023	05317	Digital Arts Imaging	\$1,965.00	
09/30/2023	05318	The Goodkind Group, LLC	\$7,500.00	
10/24/2023	05319	School Health Corp	\$848.15	
10/24/2023	05320	Maschio's Food Service Inc.	\$43,308.11	
10/24/2023	05321	Delta-T Group North Jersey, Inc.	\$41,528.40	
10/24/2023	05322	Fuel Education LLC	\$20,625.00	
10/24/2023	05323	The Goodkind Group, LLC	\$45,185.21	
10/31/2023	05324	Homecare Therapies, Inc LLC	\$867.00	
10/31/2023	05325	Waste Management of New Jersey, Inc.	\$2,055.47	
10/31/2023	05326	Western Pest Services	\$500.00	
10/31/2023	05327	Motivated Security Services, Inc.	\$23,590.09	
10/31/2023	05328	Staples Advantage	\$445.58	
10/31/2023	05329	Charles Nechtem Associates, Inc.	\$291.66	
11/02/2023	05331	Link High Technologies Inc.	\$5,400.25	
11/06/2023	05332	AAA Facility Solutions	\$12,577.60	
11/07/2023	05333	Worrall Communications Newspapers, Inc.	\$85.36	
11/07/2023	05334	Kyocera Document Solutions New York Met	\$282.43	
11/07/2023	05335	AT & T	\$123.38	
11/08/2023	05336	MACHADO LAW GROUP	\$640.00	
11/08/2023	05337	INVO HEALTHCARE ASSOCIATES	\$7,980.53	
11/13/2023	05339	Selective Insurance Company of America	\$7,729.00	
11/13/2023	05340	Quadient Finance USA, Inc.	\$1,200.00	
11/13/2023	05341	Cintas	\$298.74	
11/13/2023	05342	Omintech Solutions, LLC	\$858.00	
11/17/2023	05343	First Citizens Bank & Trust Co.	\$3,010.29	
11/17/2023	05344	Horizon BCBS	\$81,781.96	
11/17/2023	05345	Educational Service Commission of New Jer	\$11,400.00	
11/19/2023	05346	State of NJ Dept of Labor & Workforce Dev	\$42.36	

11/20/2023	05348	Net2Phone Global Services	\$396.89
11/20/2023	05349	New Jersey School Boards Association	\$2,500.00
11/20/2023	05350	Intersection Media LLC	\$3,400.00
11/20/2023	05351	Quadient, Inc.	\$73.41
11/20/2023	05352	Newark Common App LLC	\$2,712.00
11/20/2023	05353	Verizon	\$472.87
11/20/2023	05354	City of Newark Division of Water	\$658.87
11/20/2023	05355	State of New Jersey Department of Agricultu	\$2,220.08
11/20/2023	05356	Galleros Robinson	\$12,500.00
11/22/2023	05357	New Jersey Manufacturers Insurance Compa	\$2,967.00
11/22/2023	05358	Maschio's Food Service Inc.	\$40,686.71
11/27/2023	05359	The Goodkind Group, LLC	\$14,989.72
11/27/2023	05360	Delta-T Group North Jersey, Inc.	\$63,501.00
11/27/2023	05361	Motivated Security Services, Inc.	\$13,413.73
11/21/2023	05363	LINK EDUCATION PARTNERS, INC	\$33,333.37
11/29/2023	05364	Western Pest Services	\$819.88

The total of all checks outstanding this period: \$684,040.28

No Journal Entries remain outstanding after this period.



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E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
GENERAL FUND ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 6
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4302520237-719-E-***
Primary Account #: 430-2520237

TD Business Premier Checking

LINK COMMUNITY CHARTER SCHOOL INC

Account # 430-2520237

ACCOUNT SUMMARY

Beginning Balance	471,138.26	Average Collected Balance	560,984.14
Deposits	544,308.99	Interest Earned This Period	0.00
Electronic Deposits	378,060.50	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
Checks Paid	84,492.26	Days in Period	30
Electronic Payments	386,692.99		
Ending Balance	922,322.50		

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

Deposits

POSTING DATE	DESCRIPTION	AMOUNT
11/14	DEPOSIT	162,009.99
11/21	DEPOSIT	26,919.00
11/30	DEPOSIT	355,380.00
Subtotal:		544,308.99

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	14,603.20
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	8,815.57
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	1,958.58
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	619.85
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	477.05
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	450.90
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	377.20
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	316.20
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	197.60
11/03	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	147.60
11/07	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	4,408.00
11/07	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	1,252.00
11/08	CCD DEPOSIT, NEW JERSEY PUBLI RECEIVABLE 016QZZAVI359K2B	126,336.75

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

How to Balance your Account

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	922,322.50
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2	DOLLARS	CENTS
DEPOSITS NOT ON STATEMENT		
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**

America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC

Page: 3 of 6
 Statement Period: Nov 01 2023-Nov 30 2023
 Cust Ref #: 4302520237-719-E-***
 Primary Account #: 430-2520237

DAILY ACCOUNT ACTIVITY**Electronic Deposits (continued)**

POSTING DATE	DESCRIPTION	AMOUNT
11/22	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	133,696.00
11/22	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	77,850.00
11/22	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,554.00
Subtotal:		378,060.50

Checks Paid

No. Checks: 12

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
11/02	5269	739.98	11/15	5301*	228.60
11/01	5278*	5,628.38	11/02	5304*	33,333.37
11/01	5285*	3,903.13	11/01	5305	13,717.30
11/01	5286	5,167.80	11/02	5314*	4,605.00
11/01	5293*	1,662.75	11/30	5330*	8,942.04
11/01	5295*	6,055.07	11/29	5338*	508.84
Subtotal:					84,492.26

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
11/14	eTransfer Debit, Online Xfer Transfer to CK 4301373885	170,706.66
11/14	eTransfer Debit, Online Xfer Transfer to CK 4301373893	24,901.08
11/29	eTransfer Debit, Online Xfer Transfer to CK 4301373885	167,294.38
11/29	eTransfer Debit, Online Xfer Transfer to CK 4301373893	23,790.87
Subtotal:		386,692.99

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
10/31	471,138.26	11/14	522,688.23
11/01	435,003.83	11/15	522,459.63
11/02	396,325.48	11/21	549,378.63
11/03	424,289.23	11/22	767,478.63
11/07	429,949.23	11/29	575,884.54
11/08	556,285.98	11/30	922,322.50

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com



America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC

Page: 4 of 6
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4302520237-719-E-***
Primary Account #: 430-2520237

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

New Cash Deposit Pricing

- TD Business Premier Checking Accounts
 - o Cash deposit up to \$30,000: Free
 - o Cash deposit over \$30,000: **Increasing from \$0.25 to \$0.30 per \$100**
- All other TD Small Business Accounts
 - o Cash deposit up to \$5,000: Free
 - o Cash deposit over \$5,000: **Increasing from \$0.25 to \$0.30 per \$100**

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

Bank Deposits FDIC Insured | TD Bank, N.A. | Equal Housing Lender 

P.O. Box 1001
Iselin, NJ 08830-1001

Account Number 1127000464
Statement Date 11/30/2023
Statement Thru Date 11/30/2023
Check/Items Enclosed 0
Page 1

Address Service Requested

00009744 MPBNJDDA120123065848 01 000000000 0000000 002

LINK COMMUNITY CHARTER SCHOOL INC
23 PENNSYLVANIA AVE
NEWARK NJ 07114-2007

Customer Support



Contact us by Phone
800.448.7768



Visit Us Online
www.Provident.Bank

RELATIONSHIP SUMMARY AND CURRENT STATEMENT ACTIVITY

Account Type	Account Number	Balance
BUSINESSADVANTAGE CKNG	1127000464	\$182,825.82

BUSINESSADVANTAGE CKNG

Account Number: 1127000464

Account Owner(s): LINK COMMUNITY CHARTER SCHOOL INC

Balance Summary

Beginning Balance as of 11/01/2023	\$182,825.82
+ Deposits and Credits (0)	\$0.00
- Withdrawals and Debits (0)	\$0.00
Ending Balance as of 11/30/2023	\$182,825.82
Service Charges for Period	\$0.00
Average Balance for Period	\$182,825.00

PROMOTIONS AND OFFERS

**SPEND YOUR LUNCH BREAK
ACTUALLY EATING LUNCH.**

Provident.Bank | 800.448.7768 |  

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Securely deposit your business
checks from anywhere.

**SMALL BUSINESS LENDING.
BIG TIME EXPERIENCE.**

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SMALL BUSINESS
ADMINISTRATION LOANS

Fast financing to help you meet
your goals.

ELECTRONIC FUND TRANSFER ACT DISCLOSURES**IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS**

Telephone our Customer Contact Center at 1.800.448.PROV (7768) or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer listed on the statement or receipt. We must hear from you no later than sixty (60) days after we sent you the FIRST statement on which the problem or error appeared. When contacting us, please:

- (1) Tell us your name and account number (if any);
- (2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information;
- (3) Tell us the dollar amount of the suspected error.

If you tell us orally, we may require that you send us your complaint or question in writing within ten (10) business days.

We will determine whether an error occurred within ten (10) business days after we hear from you and will correct any error promptly. If we need more time, however, we may take up to forty-five (45) days to investigate your complaint or question. If we decide to do this, we will credit your account within ten (10) business days for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within ten (10) business days, we may not credit your account.

For errors involving new accounts, point-of-sale, or foreign-initiated transactions we may take up to ninety (90) days to investigate your complaint or question. For new accounts, we may take up to twenty (20) business days to credit your account for the amount you think is in error.

We will tell you the results within three (3) business days after completing our investigation. If we decide that there was no error, we will send you a written explanation. You may ask for copies of the documents that we used in our investigation.

PREAUTHORIZED TRANSFERS/CREDITS TO YOUR ACCOUNT

If you have arranged to have direct deposits or other preauthorized electronic transfers made to your account at least once every sixty (60) days from the same person or company, you can call us at 1.800.448.PROV (7768) to find out whether or not the deposit/transfer has been made.

PREAUTHORIZED TRANSFERS FROM YOUR ACCOUNT AND NOTICE OF VARYING AMOUNTS

Preauthorized electronic fund transfer from your account may be authorized only by a written request signed by you. If these regular preauthorized transfers vary in amount, the designated payee should provide you with a written notice of the amount and date the transfer is scheduled to be made at least ten (10) calendar days before the scheduled date of the transfer.

STOP PAYMENTS ORDERS AND LIABILITY FOR FAILURE TO STOP PAYMENTS

If you have told us in advance to make regular payments out of your account, you can stop payment on any of these payments. Here's how: Call us at 1.800.448.PROV (7768) for all stop payment requests or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. We must receive your request at least three (3) business days before the payment is scheduled to be made. The best way to stop a payment is by calling us first. If you call, we may also require you to confirm your request in writing at the address previously noted within fourteen (14) days after your call. We will charge you a fee for each stop-payment order. If you tell us to stop payment on a preauthorized transfer from your account in accordance with these procedures and we do not do so, we will be liable for any direct losses or damages you can prove.

TRUTH-IN-LENDING ACT DISCLOSURES**HOW WE DETERMINE THE BALANCE ON WHICH YOUR FINANCE CHARGE IS CALCULATED**

We figure the Finance Charge in your account by applying the DAILY PERIODIC RATE to the "Average Daily Balance" of your account, including current transactions. To get the "Average Daily Balance", we take the beginning balance of your account each day, add any new advances of credit, and then subtract any payments or credits. This gives us the daily balance. We then add up all the daily balances for the Billing Cycle and divide the total by the number of days in that same Billing Cycle. This gives us the "Average Daily Balance". Once the Average Daily balance is determined, we then calculate the Finance Charge on your account by: (i) multiplying the Average Daily Balance by the applicable DAILY PERIODIC RATE; and (ii) multiplying the results by the number of days in the Billing Cycle.

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 (on a separate sheet) at Provident Bank, P.O. Box 1002, Iselin, NJ 08830-1002 ATTN: Loan Servicing Dept. as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us at 1.800.448.PROV (7768), but doing so will not preserve your rights.

In your letter, give us the following information:

- (1) Your name and account number,
- (2) The dollar amount of the suspected error,
- (3) 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.

IMPORTANT INFORMATION FOR LINE OF CREDIT CUSTOMERS

Payments received at Provident Bank, P.O. Box 617, Newark, NJ 07101-0617 will be credited to your account on the day received. Payments presented at Provident branch locations will be credited promptly, but credit may be delayed for up to five (5) calendar days after receipt.

To Reconcile Your Account, Just Follow The Procedure Outlined Below:**List outstanding checks not charged to account**

- | | | |
|----|--|-------------------------|
| 1. | Enter: Ending Balance as shown on this statement | \$ _____ |
| 2. | Enter: Total deposits not credited to this statement period (if any). | \$ _____ |
| 3. | Add: Total of #1 and #2 above. | Total \$ _____ |
| 4. | Enter: Total outstanding checks from column at right. | \$ _____ |
| 5. | Subtract: Amount in #4 minus "Total" from #3 above. | Balance \$ _____ |
- Balance:** Should agree with checkbook after deducting service fees or other charges and/or adding interest earned

Check Number	Check Amount	
	Dollars	Cents
	\$	
Total	\$	



LINK COMMUNITY CHARTER SCHOOL
TD Bank
ACCOUNT #430-6745089
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<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>



America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4356745089-717-E-###
Primary Account #: 435-6745089

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	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

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	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 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:

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- 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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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**

America's Most Convenient Bank®

STATEMENT OF ACCOUNTLINK COMMUNITY CHARTER SCHOOL INC
CHARTER ESCROW ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4356745089-717-E-###
Primary Account #: 435-6745089

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

New Cash Deposit Pricing

- TD Business Premier Checking Accounts
 - o Cash deposit up to \$30,000: Free
 - o Cash deposit over \$30,000: **Increasing from \$0.25 to \$0.30 per \$100**
- All other TD Small Business Accounts
 - o Cash deposit up to \$5,000: Free
 - o Cash deposit over \$5,000: **Increasing from \$0.25 to \$0.30 per \$100**

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

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
ACCOUNT #430-1373900
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<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>



America's Most Convenient Bank®

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STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373900-717-E-***
Primary Account #: 430-1373900

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	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

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

How to Balance your Account

Page:

2 of 3

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:

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- Your name and account number.
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- The dollar amount and date of the suspected error.

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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:

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**Bank**

America's Most Convenient Bank®

STATEMENT OF ACCOUNTLINK COMMUNITY CHARTER SCHOOL INC
UNEMPLOYMENT TRUST ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373900-717-E-***
Primary Account #: 430-1373900

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

New Cash Deposit Pricing

- TD Business Premier Checking Accounts
 - o Cash deposit up to \$30,000: Free
 - o Cash deposit over \$30,000: **Increasing from \$0.25 to \$0.30 per \$100**
- All other TD Small Business Accounts
 - o Cash deposit up to \$5,000: Free
 - o Cash deposit over \$5,000: **Increasing from \$0.25 to \$0.30 per \$100**

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

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
ACCOUNT #430-1373918
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	\$ 29,265.93	\$ 29,265.93
RECEIPTS		
	300.00	300.00
Total Receipts	<u>300.00</u>	<u>300.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
Total Disbursements	<u>0.00</u>	<u>0.00</u>
BALANCE END OF MONTH	<u>\$ 29,565.93</u>	<u>\$ 29,565.93</u>
FUND 10 transfer		
Outstanding Check	-	
BALANCE PER BOOKS	<u>\$ 29,565.93</u>	<u>\$ 29,565.93</u>



America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
FOOD SERVICE FUND ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373918-717-E-###
Primary Account #: 430-1373918

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
FOOD SERVICE FUND ACCOUNT

Account # 430-1373918

ACCOUNT SUMMARY

Beginning Balance	29,265.93	Average Collected Balance	29,374.59
Electronic Deposits	300.00	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Ending Balance	29,565.93	Annual Percentage Yield Earned	0.00%
		Days in Period	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
11/17	CCD DEPOSIT, PAYMENTECH TRANSFER Titan0005022121	100.00
11/20	CCD DEPOSIT, PAYMENTECH TRANSFER Titan0005022121	50.00
11/22	CCD DEPOSIT, PAYMENTECH TRANSFER Titan0005022121	100.00
11/22	CCD DEPOSIT, PAYMENTECH TRANSFER Titan0005022121	30.00
11/24	CCD DEPOSIT, PAYMENTECH TRANSFER Titan0005022121	20.00
Subtotal:		300.00

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
10/31	29,265.93	11/22	29,545.93
11/17	29,365.93	11/24	29,565.93
11/20	29,415.93		

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

2 of 3

1	Ending Balance	29,565.93
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

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

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.



America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC
FOOD SERVICE FUND ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373918-717-E-###
Primary Account #: 430-1373918

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

New Cash Deposit Pricing

- TD Business Premier Checking Accounts
 - o Cash deposit up to \$30,000: Free
 - o Cash deposit over \$30,000: **Increasing from \$0.25 to \$0.30 per \$100**
- All other TD Small Business Accounts
 - o Cash deposit up to \$5,000: Free
 - o Cash deposit over \$5,000: **Increasing from \$0.25 to \$0.30 per \$100**

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

LINK COMMUNITY CHARTER SCHOOL
TD Bank
PAYROLL ACCOUNT -430-1373885
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	\$ 46,434.18	\$ 44,101.68
RECEIPTS		
Deposits	339,596.16	339,596.16
Total Receipts	<u>339,596.16</u>	<u>339,596.16</u>
Disbursements	339,855.55	339,855.55
Total Disbursements	<u>339,855.55</u>	<u>339,855.55</u>
Balance at End of Month	46,174.79	43,842.29
		0.00
Less: Outstanding Checks	<u>2,332.50</u>	<u>-</u>
ADJUSTED BALANCE END OF MONTH	<u>\$ 43,842.29</u>	<u>\$ 43,842.29</u>

Schedule of Outstanding Checks:

<u>Employee Name</u>	<u>Date</u>	<u>Check #</u>	<u>Amount</u>
		1179	100.00
		10527	500.00
		10528	1,732.50
			<u>2,332.50</u>



America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373885-717-E-###
Primary Account #: 430-1373885

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT

Account # 430-1373885

ACCOUNT SUMMARY

Beginning Balance	46,434.18	Average Collected Balance	46,607.97
Electronic Deposits	339,596.16	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Checks Paid	3,521.64	Annual Percentage Yield Earned	0.00%
Electronic Payments	1,149.91	Days in Period	30
Other Withdrawals	335,184.00		
Ending Balance	46,174.79		

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
11/14	eTransfer Credit, Online Xfer Transfer from CK 4302520237	170,706.66
11/20	CCD DEPOSIT, N7728 LINK COMMU FIX N7728	1,595.12
11/29	eTransfer Credit, Online Xfer Transfer from CK 4302520237	167,294.38
Subtotal:		339,596.16

Checks Paid

No. Checks: 2

*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT
11/22	1194	1,595.12
11/16	10539*	1,926.52
Subtotal:		3,521.64

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
11/15	CCD DEBIT, N7728 LINK COMMU BILLING N7728	692.32
11/30	CCD DEBIT, N7728 LINK COMMU BILLING N7728	457.59
Subtotal:		1,149.91

Other Withdrawals

POSTING DATE	DESCRIPTION	AMOUNT
11/14	WIRE TRANSFER OUTGOING, Paylocity Corporation	120,680.07
11/14	WIRE TRANSFER OUTGOING, PAYLOCITY CORPORATION	47,511.78
11/14	WIRE TRANSFER FEE	30.00

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Begin by adjusting your account register as follows:

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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	46,174.79
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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Maine 04243-1377**

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- 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.

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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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- 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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America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373885-717-E-###
Primary Account #: 430-1373885

DAILY ACCOUNT ACTIVITY

Other Withdrawals (continued)

POSTING DATE	DESCRIPTION	AMOUNT
11/14	WIRE TRANSFER FEE	30.00
11/29	WIRE TRANSFER OUTGOING, Paylocity Corporation	120,280.65
11/29	WIRE TRANSFER OUTGOING, PAYLOCITY CORPORATION	46,591.50
11/29	WIRE TRANSFER FEE	30.00
11/29	WIRE TRANSFER FEE	30.00
Subtotal:		335,184.00

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
10/31	46,434.18	11/20	47,865.27
11/14	48,888.99	11/22	46,270.15
11/15	48,196.67	11/29	46,632.38
11/16	46,270.15	11/30	46,174.79

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

New Cash Deposit Pricing

- TD Business Premier Checking Accounts
 - o Cash deposit up to \$30,000: Free
 - o Cash deposit over \$30,000: **Increasing from \$0.25 to \$0.30 per \$100**
- All other TD Small Business Accounts
 - o Cash deposit up to \$5,000: Free
 - o Cash deposit over \$5,000: **Increasing from \$0.25 to \$0.30 per \$100**

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to www.tdbank.com

LINK COMMUNITY CHARTER SCHOOL
TD Bank
Acct# 430-1373893
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<u>BANK</u>	<u>BOOKS</u>
<u>BALANCE BEG. OF MONTH</u>	<u>\$ 40,531.36</u>	<u>\$ 40,531.36</u>
<u>RECEIPTS</u>		
Deposits /Interests	48,691.95	48,691.95
 Total Receipts	 <u>48,691.95</u>	 <u>48,691.95</u>
-		
Cash Disbursements	27,167.48	40,666.75
 Balance at End of Month	 62,055.83	 48,556.56
Outstanding Checks	13,499.27	
 <u>ADJUSTED BALANCE END OF MONTH</u>	 <u>48,556.56</u>	 <u>\$ 48,556.56</u>



America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373893-713-E-###
Primary Account #: 430-1373893

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT

Account # 430-1373893

ACCOUNT SUMMARY

Beginning Balance	40,531.36	Average Collected Balance	36,039.01
Electronic Deposits	48,691.95	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Electronic Payments	27,167.48	Annual Percentage Yield Earned	0.00%
Ending Balance	62,055.83	Days in Period	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
11/14	eTransfer Credit, Online Xfer Transfer from CK 4302520237	24,901.08
11/29	eTransfer Credit, Online Xfer Transfer from CK 4302520237	23,790.87
Subtotal:		48,691.95

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
11/06	CCD DEBIT, BENEFLEX INC BT1103 000000245265491	145.93
11/07	CCD DEBIT, DIV OF PENS&BENE TEPS TPAF 000000031061287	12,958.13
11/07	CCD DEBIT, DIV OF PENS&BENE TEPS PERS 000000031061264	11,328.42
11/24	CCD DEBIT, BENEFLEX INC FUNDING BENLINK	2,735.00
Subtotal:		27,167.48

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
10/31	40,531.36	11/14	40,999.96
11/06	40,385.43	11/24	38,264.96
11/07	16,098.88	11/29	62,055.83

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	62,055.83
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.



America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC
PAYROLL AGENCY ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373893-713-E-###
Primary Account #: 430-1373893

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

Beginning January 2, 2024, cash deposit fees will follow the price structure outlined below.

- | | |
|---------------------------------|--|
| New Cash Deposit Pricing | <ul style="list-style-type: none">• TD Business Premier Checking Accounts<ul style="list-style-type: none">o Cash deposit up to \$30,000: Freeo Cash deposit over \$30,000: Increasing from \$0.25 to \$0.30 per \$100• All other TD Small Business Accounts<ul style="list-style-type: none">o Cash deposit up to \$5,000: Freeo Cash deposit over \$5,000: Increasing from \$0.25 to \$0.30 per \$100 |
|---------------------------------|--|

If you have any questions about your account, give us a call at **1-800-493-7562** or visit a TD Bank near you.

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LINK COMMUNITY CHARTER SCHOOL
TD Bank
STUDENT ACTIVITY FUND - 430-1373926
FOR THE MONTH ENDING NOVEMBER 30, 2023

	<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/>



America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT



LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT
23 PENNSYLVANIA AVE
NEWARK NJ 07114

Page: 1 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373926-713-E-###
Primary Account #: 430-1373926

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	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

No Transactions this Statement Period

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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	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

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America's Most Convenient Bank®

STATEMENT OF ACCOUNT

LINK COMMUNITY CHARTER SCHOOL INC
STUDENT ACTIVITY ACCOUNT

Page: 3 of 3
Statement Period: Nov 01 2023-Nov 30 2023
Cust Ref #: 4301373926-713-E-###
Primary Account #: 430-1373926

We're increasing cash deposit fees for all Small Business checking, savings, and money market accounts

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Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-101	CASH-CHECKING	0.00	3,578,719.47	3,220,221.80	358,497.67
10-103	PETTY CASH	0.00	0.00	0.00	0.00
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 REC/VBL	0.00	6,549,396.00	821,995.49	5,727,400.51
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	90,400.25	86,440.39	3,959.86
10-134	Interfund Payroll	0.00	(5,202.91)	0.00	(5,202.91)
10-135	Interfund-Payroll Agency	0.00	43,074.05	9,518.30	33,555.75
10-137	Student Activity	0.00	0.00	0.00	0.00
10-141	STATE A/R	0.00	0.00	1,316,929.64	(1,316,929.64)
10-142	FEDERAL A/R	0.00	0.00	0.00	0.00
10-143	OTHER A/R	0.00	0.00	0.00	0.00
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	0.00	0.00
10-301	EST REVENUES	6,762,382.67	0.00	0.00	6,762,382.67
10-302	REVENUES	0.00	0.00	6,604,566.92	6,604,566.92
10-303	BGTD FUND BAL	76,798.77	135,000.00	0.00	211,798.77
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 Bus Ad 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	579,392.05	0.00	(579,392.05)
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	COMP ABS PBLE	0.00	0.00	0.00	0.00
10-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
10-451	LOANS PAYABLE	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-461	Health Insurance Emp share	0.00	0.00	0.00	0.00
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
10-488	TPAF	0.00	4,759.15	0.00	(4,759.15)
10-489	PERS	0.00	0.00	0.00	0.00
10-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
10-601	APPROPRIATIONS	6,839,181.44	0.00	135,000.00	6,974,181.44
10-602	EXPENDITURES	0.00	2,507,799.21	0.00	2,507,799.21
10-603	ENCUMBRANCES	0.00	6,527,616.89	2,625,125.18	3,902,491.71
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. Bus Ad 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	2,625,125.18	6,527,616.89	3,902,491.71
10-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
10-755	Res Fund Bal Bus Ad 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	1,363,664.73	1,363,664.73
10-761	RES FB-CA RS AC	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
			22,711,079.34	22,711,079.34	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
20-101	CASH-CHECKING	0.00	890,992.21	828,381.84	62,610.37
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	100,925.73	0.00	100,925.73
20-141	STATE A/R	0.00	0.00	8,297.00	(8,297.00)
20-142	FEDERAL A/R	0.00	0.00	756,358.46	(756,358.46)
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	126,336.75	126,336.75
20-303	BGTD FUND BAL	1,662,819.94	0.00	0.00	1,662,819.94
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/G A/P - STATE	0.00	0.00	0.00	0.00
20-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
20-421	ACCTS PAYABLE	0.00	5,713.38	0.00	(5,713.38)
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	0.00	0.00
20-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
20-601	APPROPRIATIONS	1,662,819.94	0.00	0.00	1,662,819.94
20-602	EXPENDITURES	0.00	721,742.73	0.00	721,742.73
20-603	ENCUMBRANCES	0.00	876,112.49	604,162.56	271,949.93
20-604	INCR IN CAP RSV	0.00	0.00	0.00	0.00
20-753	RSV ENC CURR YR	0.00	604,162.56	876,112.49	271,949.93
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
			<hr/>	<hr/>	
			3,199,649.10	3,199,649.10	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
60-101	CASH-CHECKING	0.00	206,406.57	176,840.64	29,565.93
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	86,440.39	90,400.25	(3,959.86)
60-135	Interfund-Student Activity	0.00	0.00	0.00	0.00
60-141	STATE A/R	0.00	0.00	2,032.13	(2,032.13)
60-142	FEDERAL A/R	0.00	0.00	47,924.98	(47,924.98)
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	40,129.78	40,129.78
60-303	BGTD FUND BAL	300,000.00	0.00	0.00	300,000.00
60-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
60-412	I/G A/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	COMP ABS 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	300,000.00	0.00	0.00	300,000.00
60-602	EXPENDITURES	0.00	90,400.25	0.00	90,400.25
60-603	ENCUMBRANCES	0.00	202,720.08	90,400.25	112,319.83
60-753	RSV ENC CURR YR	0.00	90,400.25	202,720.08	112,319.83
60-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
60-760	OTHER RESERVES	0.00	0.00	25,919.43	25,919.43
60-770	CE SURPLUS	0.00	0.00	0.00	0.00
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			676,367.54	676,367.54	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-101	CASH-CHECKING	0.00	1,711,569.65	1,667,727.36	43,842.29
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	179,040.62	(179,040.62)
90-143	OTHER A/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 RECBL	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	1,667,727.36	1,532,529.03	(135,198.33)
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
90-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
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/>	
			3,379,297.01	3,379,297.01	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-101	CASH-CHECKING	0.00	201,759.57	153,203.01	48,556.56
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	4,759.15	3,324.65	1,434.50
91-133	Interdund	0.00	0.00	0.00	0.00
91-134	Interfund Payroll	0.00	0.00	124.60	(124.60)
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	COMP ABS 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	1,835.00	1,835.00
91-472	AXA	0.00	19,130.00	18,310.00	(820.00)
91-473	AFLAC	0.00	1,659.20	1,410.30	(248.90)
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	7,480.55	7,480.55
91-483	Withholding-TSA	0.00	0.00	0.00	0.00
91-484	vision	0.00	866.47	997.73	131.26
91-485	Dental	0.00	29,855.29	13,548.55	(16,306.74)
91-486	Dependent Care	0.00	0.00	1,982.85	1,982.85
91-487	Garnishment	0.00	11,279.87	0.00	(11,279.87)
91-488	TPAF Payable	0.00	55,636.30	69,095.73	13,459.43
91-489	PERS Payable	0.00	29,789.70	43,318.63	13,528.93
91-490	UNPDT	0.00	0.00	0.00	0.00
91-491	DCRP	0.00	0.00	1,737.72	1,737.72
91-499	OTHER CURR LIAB	0.00	0.00	38,366.23	38,366.23
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
			<hr/>	<hr/>	
			354,735.55	354,735.55	

Bank Account Code(s): A,B,D Only, Non-Checks Excluded

Check#	Date	Vendor (Payee)/Check Line Comments	Amount	PO or Bal Sht	Exp. Acct. or Balance Sheet Title
A:05357	11/22/23	New Jersey Manufacturers Insurance Company WC NOV 2023-24	2,967.00	P202400040	11-000-291-260-000-054
A:05358	11/22/23	Maschio's Food Service Inc. Meals Program	40,686.71	P202400058	60-910-310-600-000-000
A:05362	11/25/23	LINK EDUCATION PARTNERS, INC	**VOIDED**	Check voided on 11/27/2023	
A:05359	11/27/23	The Goodkind Group, LLC			
		Substitutes & Paraprofessionals	870.83	P202400124	20-231-100-300-000-096
		Substitutes & Paraprofessionals	8,376.20	P202400124	20-231-100-300-000-096
		Paraprofessionals & Substitutes	10,720.83	P202400124	20-231-100-300-000-096
		Substitutes & Paraprofessionals	992.25	P202400124	20-231-100-300-000-096
		Paraprofessionals & Substitutes	859.50	P202400124	20-231-100-300-000-096
		Paraprofessionals & Substitutes	7,624.50	P202400124	20-231-100-300-000-096
Total Check Amount:			29,444.11		
A:05360	11/27/23	Delta-T Group North Jersey, Inc.			
		Substitutes & Paraprofessionals	3,258.30	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	8,505.00	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	6,098.40	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	6,027.00	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	7,308.00	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	9,387.00	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	6,111.00	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	7,633.50	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	3,267.60	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	1,547.70	P202400123	20-231-100-300-000-096
		Substitutes & Paraprofessionals	4,357.50	P202400123	20-231-100-300-000-096
Total Check Amount:			63,501.00		
A:05361	11/27/23	Motivated Security Services, Inc.			
		Security Services 23-24	4,184.44	P202400020	11-000-240-500-000-068
		Security Services 23-24	2,352.20	P202400020	11-000-240-500-000-068
		Security Services 23-24	4,989.14	P202400020	11-000-240-500-000-068
		Security Services 23-24	1,887.95	P202400020	11-000-240-500-000-068
Total Check Amount:			13,413.73		
A:05364	11/29/23	Western Pest Services			
		Pest Control 2023-24	500.00	P202400022	11-000-262-620-000-074
		Pest Control 2023-24	300.00	P202400022	11-000-262-620-000-074
Total Check Amount:			800.00		
A:05365	12/5/23	INVO HEALTHCARE ASSOCIATES	7,929.86	P202400117	20-250-200-300-000-097
A:05368	12/5/23	Waste Management of New Jersey, Inc.			
		2023-24 Trash/Recycling Collection	1,356.42	P202400032	11-000-240-500-000-068
		2023-24 Trash/Recycling Collection	721.47	P202400032	11-000-240-500-000-068
Total Check Amount:			2,077.89		

Bank Account Code(s): A,B,D Only, Non-Checks Excluded

<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:05371	12/5/23	Verizon			
		FIOS 972 Broad Annual	154.10	P202400016	11-000-230-530-000-057
		FIOS Annual 23 Pennsylvania	319.01	P202400016	11-000-230-530-000-057
		FIOS 972 Broad Annual	48.96	P202400016	11-000-230-530-000-057
		Phone serv	297.39	P202400016	11-000-262-890-000-075
		Total Check Amount:	819.46		
A:05381	12/5/23	Charles Nechtem Associates, Inc.			
		Phone & Online Counseling Services 2023-24	291.66	P202400014	11-000-230-331-000-055
A:05382	12/5/23	Protective Measures Security & Fire Systems			
		Fire & Security System Monitoring Annual	376.50	P202400074	11-000-240-500-000-068
A:05383	12/5/23	Link High Technologies Inc.			
		Local Server Backup GSuite Annual	139.00	P202400011	11-000-230-300-000-055
		Datto Clout Backup July-Dec	561.25	P202400011	11-000-230-300-000-055
		Total Check Amount:	700.25		
A:05384	12/5/23	AT & T			
		Annual Phone acct# 0300326485001	68.05	P202400035	11-000-230-530-000-057
A:05372	12/6/23	AAA Facility Solutions			
		Janitorial Serv 2023-24	6,656.00	P202400029	11-000-240-500-000-068
		Janitorial Serv 2023-24	4,560.00	P202400029	11-000-240-500-000-068
		Total Check Amount:	11,216.00		
A:05373	12/6/23	MACHADO LAW GROUP			
		Legal Services 2023-24	3,520.00	P202400048	11-000-230-331-000-055
A:05374	12/17/23	LINK EDUCATION PARTNERS, INC			
		Rent 23 Pennsylvania Ave 2023-24 January	27,333.37	P202400004	11-000-262-441-000-069
		Rent 972 Broad St Jan 2023-24	4,000.00	P202400004	11-000-262-441-000-069
		Rent 23 Pennsylvania Ave Add'l space 2023-24	2,000.00	P202400004	11-000-262-441-000-069
		Total Check Amount:	33,333.37		
D:01254	12/17/23	AXA Equitable Equi-Vest			
		December 403b Contributions	3,890.00	90 - 472	AXA
D:01255	12/17/23	AFLAC			
		Liability Insurance December 2023	582.65	91 - 473	AFLAC
A:05366	12/18/23	Net2Phone Global Services			
		Phone serv 972 Halsey & 230 Pennsylvania	1,812.46	P202400120	11-000-230-530-000-057
A:05367	12/18/23	State of NJ Dept of Labor & Workforce Dev			
		Unemployment acct funding	3,578.27	P202400131	11-000-291-250-000-054
		Unemployment acct funding	506.44	P202400131	11-000-291-250-000-054
		Total Check Amount:	4,084.71		
A:05369	12/18/23	Horizon BCBS			
		Health Insurance 2023-24	19,885.74	P202400012	11-000-291-270-000-054

Bank Account Code(s): A,B,D Only, Non-Checks Excluded

<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:05370	12/18/23	City of Newark Division of Water Water November 2023 Acct# 3487925480	932.63	P202400023	11-000-262-620-000-074
A:05375	12/18/23	Scoot Education Inc.			
		Kindergarten Teachers/Longterm sub	921.00	P202400121	11-190-100-320-000-045
		Kindergarten Teachers/Longterm sub	1,535.00	P202400121	11-190-100-320-000-045
		Kindergarten Teachers/Longterm sub	1,535.00	P202400121	11-190-100-320-000-045
		Para services ESSER III	921.00	P202400121	20-487-100-100-000-000
		Para services ESSER III	1,535.00	P202400121	20-487-100-100-000-000
		Para services ESSER III	1,535.00	P202400121	20-487-100-100-000-000
Total Check Amount:			7,982.00		
A:05376	12/18/23	First Citizens Bank & Trust Co.			
		Copier Exp 23 Pennsylvania Ave	2,742.52	P202400083	11-190-100-890-000-049
		Copier Exp 23 Pennsylvania Ave	2,742.52	P202400083	11-190-100-890-000-049
		Copier Exp 23 Pennsylvania Ave	2,742.52	P202400083	11-190-100-890-000-049
		972 Broad Ave Copiers & Printers	413.28	P202400083	11-000-230-500-000-056
Total Check Amount:			8,640.84		
A:05377	12/18/23	PSE&G			
		Utilities 23 Pennsylvania Ave	5,330.68	P202400025	11-000-262-620-000-074
		Utilites 972 Broad St	156.52	P202400025	11-000-262-620-000-074
Total Check Amount:			5,487.20		
A:05378	12/18/23	Extra Space Storage Storage 2023-24	1,293.00	P202400005	11-000-230-500-000-056
A:05379	12/18/23	Amazon Capital Services Instructional Supplies	2,960.08	P202400130	11-190-100-610-000-047
A:05380	12/18/23	PowerSchool Group LLC SchoolMessenger Communicate	1,249.99	P202400009	11-000-230-500-000-056
D:01256	12/18/23	Horizon BCBS Acct # 168959384	2,411.58	91 - 485	Dental
D:01257	12/18/23	Horizon BCBS acct #553082153	291.64	91 - 484	vision
The Grand Total of all Checks from Fund 11 is:			119,921.56		
The Grand Total of all Checks from Fund 20 is:			104,865.97		
The Grand Total of all Checks from Fund 60 is:			40,686.71		
The Grand Total of all Checks from Fund 90 is:			3,890.00		
The Grand Total of all Checks from Fund 91 is:			3,285.87		
The Grand total of all checks for this period is:			272,650.11		