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Elementary Education

Dr. Curtis R. Dietrich  
Superintendent NPSD  
401 East Hancock Street  
Lansdale, PA 19446-3960

November 14, 2013

Dear Dr. Dietrich,

Enclosed please find the charter application for the Collaborative North Penn Charter School (CNPCS). CNPCS will be a replication of the educational model at the Souderton Charter School Collaborative (SCSC), a K-8 school located in the Souderton Area School District. SCSC has been in operation since 2000. Over the past thirteen years, the school leadership and the faculty have created a highly successful model of inclusive/individualized and experiential learning.

This year, SCSC was named an exemplary high-performing 2013 Blue Ribbon School by the United States Department of Education. In spring of 2013, SCSC was selected by Eastern University, through a grant from PDE, to become an Instructional Coaching Certification school. In February of 2012, SCSC was named a PA Don Eichhorn Schools to Watch. This was awarded to SCSC by state leaders for its academic excellence, its responsiveness to the needs and interests of young adolescents, and its commitment to helping all students achieve at high levels. The Pennsylvania Department Education, in a 2010 federal Charter School Program grant for State Educational Agencies, promoted SCSC as a charter school model in Pennsylvania worthy of replication.

Thank you in advance for the time that you and your Board of Trustees will take in reviewing our charter school application.

We look forward to meeting with you in the future.

Sincerely,

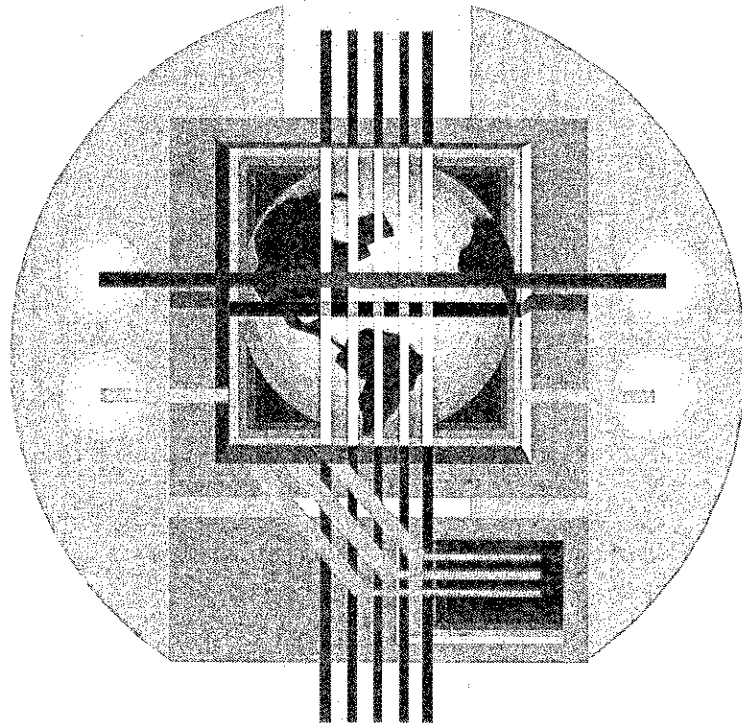
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Department of Education  
Charter School Application 2013**



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## 2013 CHARTER SCHOOL REQUIREMENTS AND APPLICATION

### *Introduction*

This application format serves as a tool for a charter applicants and school boards. Charter School applications are due to the district school board on November 15 of the year preceding the anticipated opening. A review of charter school research and literature and the practices of the states that have charter schools, reveals that planning for charter schools should have the following components:

- I. School Design**
- II. Needs Assessment**
- III. Description of Founding/Management Team**
- IV. Finance and Facility**
- V. Implementation and Administration**
- VI. Charter Template**

Your response to the six components may serve as the charter school's plan as you develop your model. Act 22 of 1997 outlines the following 17 specific points that the charter application must address. To fulfill all requirements, please complete all items in each section. Keep these points in mind as you address the six broad components of the charter school plan.

### *Application Requirements*

#### **Section 1719-A:**

1. The identification of the charter applicant.
2. The name of the proposed charter school.
3. The grade or age levels served by the school.
4. The proposed governance structure of the charter school, including a description and method for the appointment or election of the Board of Trustees.
5. The mission and measurable education goals of the charter school, the curriculum to be offered, and the methods of assessing whether students are meeting educational goals. Charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students. (Chap. 4, Academic Standards and Assessment)
6. The admission policy and criteria for evaluating student admission, which shall comply with the requirements of the Charter School Law.
7. The procedures that will be used regarding the suspension or expulsion of pupils. Said procedures shall comply with Section 1318 of the Public School Code.
8. The information on the manner in which community groups will be involved in the charter school planning process.
9. The financial plan for the charter school and the provisions that will be made for auditing the school under provisions of Section 437 of the Public School Code.
10. The procedures that shall be established to review complaints of parents regarding the operation of the charter school.
11. A description and an address for the physical facility in which the charter school will be

- located and the ownership thereof and any lease arrangements.
12. The proposed school calendar for the charter school, including the length of the school day and school year consistent with the provisions of Section 1502 of the Public School Code.
  13. The proposed faculty and a professional development plan for the faculty of a charter school.
  14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district. No school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: provided that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity.
  15. A report of criminal history record, pursuant to Section 111 of the Public School Code, for all individuals who shall have direct contact with students.
  16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Chapter 63, Subchapter C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.
  17. How the charter school, the employees and the Board of Trustees will be insured.

## CHARTER SCHOOL APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name (Must Include "Charter School" in the Title)  
Collaborative North Penn Charter School

Proposed Charter School Location (Address, City/Town and Zip Code)  
900 Forty Foot Road, Kulpsville Pa. 19443 (Towamencin Township)

County Montgomery

Intermediate Unit #23

Proposed Start Date 9/2/2014

Federal Employer Identification Number

Souderton Charter School Collaborative: 23-2883517

**Contact Person:**

First Jennifer Middle \_\_\_\_\_ Last Arevalo

Organization Souderton Charter School Collaborative

City Souderton State PA Zip Code 18964

Telephone 215-721-4560 Fax Number 215-721-4071 E-mail sesc4kids@hotmail.com

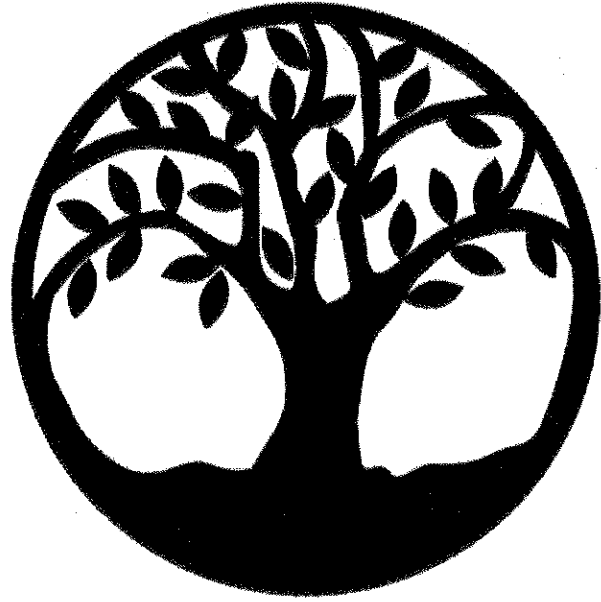
Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents _____	Elementary <u>K-6</u>	1 <sup>st</sup> Year <u>106</u>
Teachers _____	Secondary <u>7-8</u>	2 <sup>nd</sup> Year <u>142</u>
Business Partners _____	Age of Kindergarten <u>5</u>	3 <sup>rd</sup> Year <u>180</u>
Community Based Orgs. _____	Age of Beginners <u>5</u>	4 <sup>th</sup> Year <u>204</u>
Museums _____	Circle Appropriate Grade(s) <u>K 1 2 3 4 5 6 7 8</u> 9 10 11 12	5 <sup>th</sup> Year <u>228</u>
Higher Education _____	Kindergarten: <u>Full Day</u> or Half Day?	Total Number of Teachers <u>Year #5 = 17.5</u>
Other Group (Identify) <u>8 - Souderton Charter School Collaborative</u>		

Does the charter applicant have an existing retirement system? Yes \_\_\_\_\_ No X

Does the applicant group presently have access to a facility suitable for the charter school?  
 Yes X No \_\_\_\_\_

**School Focus:** In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school. (Use additional page if needed).

The mission of CNPCS is to have all students leave performing at a proficient or higher level in all academic areas. CNPCS intends to replicate the Blue Ribbon school of excellence, the Souderton Charter School Collaborative. CNPCS's mission is to create an environment that will foster both learning and a commitment to lifelong learning, a learning center in which students, professional staff, parents, and community members are engaged in both their own learning and the learning of others. In this learning environment all children will be valued and each child's unique qualities will be appreciated and developed. As a concrete expression of this philosophy, home base for all children will be the general education classroom and everyone involved with the learning center, children and adults alike, will have an individualized education plan or individualized learning plan (IEP/ILP). The Collaborative North Penn Charter School is a learning environment that values and nurtures every child as an individual. Together, parents and faculty are developing an individualized learning program to fully develop each child's potential. Parents, community members and professionals are encouraged to interact with and learn from one another.



**Collaborative North Penn Charter School**

November 15, 2013

**A Complete Charter School Application**



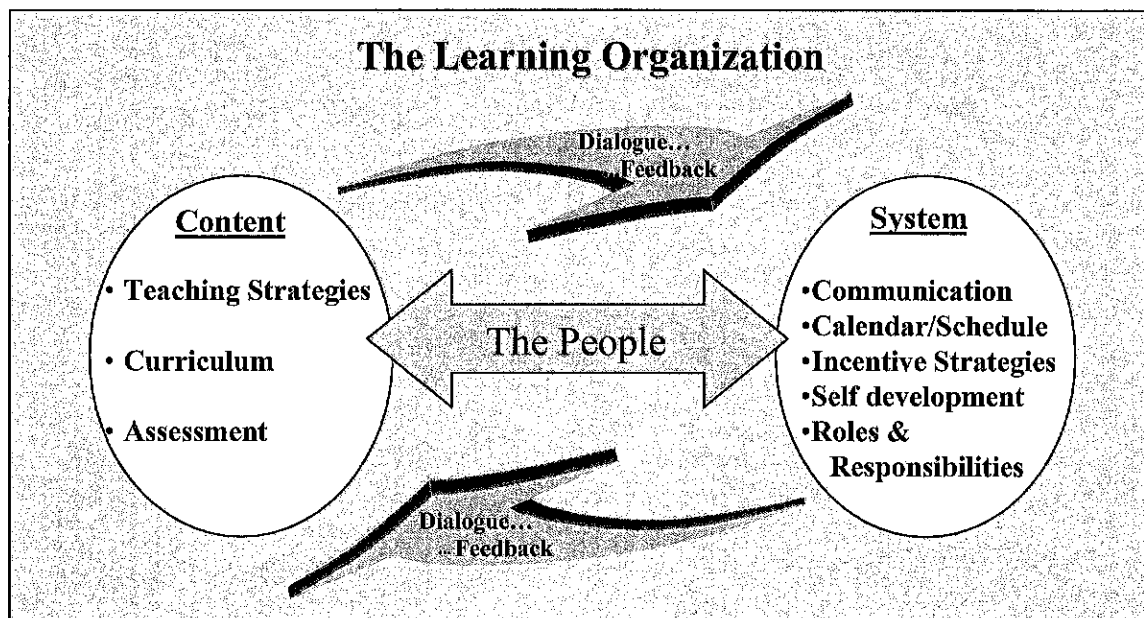
## *The Collaborative North Penn Charter School Overview*

*"... the most widely discussed and proposed reforms ... will not be enough. As crucial as these reforms are they will prove disappointing in their impact because they will not change teaching practices unless at the same time we change school culture and redefine schooling."*

*(Tharp & Gallimore, 1988).*

Educational reform is futile without making fundamental changes to what goes on inside the classroom and, more importantly, the organizational system that supports the activities within the classroom. It is essential that reform integrate change across all components of the educational institution. Until now, most reform has been implemented by making disconnected and incremental changes to what goes on inside the classroom i.e. *the content* including curriculum and pedagogy without, at the same time, analyzing the supporting organizational system and making necessary changes to it. Furthermore, strategic changes to the system, in turn, must encourage and support ongoing improvements to the content. "Building a learning organization is not an individual task. It demands a shift that goes all the way to core of our culture" (Kofman & Senge, 1997).

A true learning institution must foster continual growth and learning among everyone because every day new information and complex challenges that cannot be anticipated entirely present themselves. Every part of the system must encourage adults to practice and model the same learning behaviors we want our children to learn. The mission of the Collaborative North Penn Charter School (CNPCS) is to refine and improve continually school content by reinventing **the system** that surrounds and supports the content, ensuring the result is ongoing educational reform. *The Collaborative North Penn Charter School will offer community members the opportunity to choose a fundamentally different educational system distinct in the following two ways: (a) the school will be a true learning organization for everyone involved and (b) schooling will mirror real life and be experiential in nature.*



Foremost, the Collaborative North Penn Charter School will embrace the concepts of a true learning organization. Corporate America is making continual progress towards creating organizations that can learn continually and adapt to a rapidly changing world because corporate systems present many opportunities for continual learning on the part of all participants. In fact, an important part of a company's success depends on its ability to learn and innovate because, without growth and change, it will go out of business. The same is not true in today's educational system. However, unlike the educational environment, corporate America has the resources necessary to encourage and support a learning environment. For example, there is *time* for business colleagues to dialogue and collaborate, to discuss issues and to generate ideas. The culture of our school will embody these same ideals. "If the United States is serious about wanting an improved educational system, we will evaluate the time needed for teachers and administrators to interact as professionals in learning new skills. We must bring teachers out of the individuals boxes and provide them with the time for collegial study and dialogue" (Erickson, 1995).

To this end, we have examined and reinvented crucial components of the overall organizational system, such as professional roles and responsibilities. For example, a key role of the Principal will be that of instructional leader. Many traditional responsibilities of the Principal eventually will be shifted to that of Director of Organizational Development. Indeed, the key role of the director will be to foster a learning organization for all adults involved with the School. Additionally, we have designed changes into the school calendar and schedule, community partnerships, and incentive strategies.

Within this fundamentally different educational system, schooling also must be reinvented. The School will expect and nurture the skills most people believe are critical for success in life, skills such as collaboration and responsible citizenship, life-long learning, critical thinking, metacognition, and information processing and multimedia literacy. It will embrace an experiential approach to learning, experiences that will have meaning to the learner's life. Meaningful experiences allow everyone to become involved emotionally in the learning process; emotional involvement is required in order for deep learning to occur (Jensen, 1996). These experiences will include a wide variety of community service projects that suggest no arbitrary distinction between school and the real world. Furthermore, experiential learning provides active roles for children with diverse skills and levels of abilities thus becoming the leveler for all children to be active and valued members of the school community.

The School's experiential learning environment will look and sound like real life, indeed school interactions will mirror home and community interactions. The School will encourage and create an environment where learning is occurring more spontaneously; the learning environment will be more active than the traditional classroom, providing each child with opportunities to focus on *individual learning experiences*. Children and adults will be questioning, talking, experimenting and moving throughout the school and community much like we do in our every day lives. In the traditional classroom, all children typically complete the *same activity at the same time as directed by the teacher*. This School's learning environment will shift from the traditional, distinct, and adult directed environment to a more flexible and emerging environment.

In order to create the intended learning environment and to encourage/support continual learning among the children *and* among all adults, a new definition for the concept *student* is required. Every member of the school community will be a student. Most of us have been involved with a joint effort that resulted in something bigger than could have been produced by individual effort and we understand the energizing feeling and deep learning that occur from such

an accomplishment. Learning such as this requires the need for ongoing and bi-directional dialogue among everyone involved (adult to adult, adult to child, child to adult, child to child). Ongoing dialogue represents a shift from traditional schooling in two ways.

First, in today's educational institutions teachers are considered experts who disseminate factual information and test children for recall. For dialogue to be meaningful, the topic of discussion must shift from factual information and topics, where there are apparent right and wrong answers, to concepts, essential understanding and connections, where answers are more complex and elusive. For example, one topic in Social Studies is the Revolutionary War; students traditionally learn facts such as who signed the Declaration of Independence. Some of the complex concepts behind this topic are collaboration, perspective, and freedom. Understanding these concepts requires meaningful dialogue among children and their teachers.

Second, most teachers virtually are isolated in their classrooms with children and given little opportunity to spend quality time in dialogue with colleagues. The same shift we want for our children i.e. from learning facts to learning concepts must hold true for the adults. For adults to identify and embody concepts relevant to a learning organization they also must engage in meaningful dialogue with each other.

Only when we nurture a learning organization and redefine the very essence of schooling can we hope to bring about fundamental change to the educational institution that is required to set up *all* of our children for successful and productive adult lives. CNPCS's ultimate goal is that all of us continually learn how to learn and to cooperate with one another, thus becoming members of society who are confident not only in our abilities to adapt to a changing future, but in our abilities to guide and direct our future.

## I. School Design

### 1. Mission Statement:

#### A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The mission of the Collaborative North Penn Charter School is to create an environment that will foster both learning and a commitment to life long learning, a learning center in which students, professional staff, parents, and community members are engaged in both their own learning and the learning of others. In this learning environment all children will be valued completely and each child's unique qualities will be appreciated and developed. As a concrete expression of this philosophy, home base for all children will be the general education classroom and everyone involved with the learning center, children and adults alike, will have an individualized education plan or individualized learning plan (IEP/ILP).

Ultimately, the goal of CNPCS is that all of us learn how to learn and to work cooperatively with one another, thus, becoming members of society who are confident not only in our abilities to *adapt* to a changing future, but in our abilities to *guide and direct* our future.

#### B. What is your overarching vision of the school?

*Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance and consistency between mission and the educational programs. The plan should be articulated to achieve improved performance.*

The vision of the Collaborative North Penn Charter School is to foster a superb learning environment grounded in the following critical success factors:

- **1. School becomes a learning community in which parents, students, teachers and community members advance their own and each other's learning goals and competencies.**
  - Learning prospers when the child sees that everyone continues to learn and increase his/her skills. Having the school as a locus for adult learning, having teachers and students participate in the joint learning tasks, and having the children aid others, creates a community in which continual learning becomes an over-arching goal. The school will, in cooperation with other local educational institutions, will be an active center for adult education as well, training parents and volunteers to act more effectively in facilitating children's learning, training student teachers, and offering training in the school's methods to teachers in other schools in the district. The school will become a resource for all parents, teachers and community members who want to learn more about innovative teaching and learning methods.
- **2. Active engagement in real life and interesting experiences.**
  - These experiences will be designed to engage the child's interest and curiosity. Under the facilitation of the teacher, that interest will create a need for knowledge. That need will, in turn, motivate learning basic skills; language, mathematical, and social. Children will learn these skills through their application to "real life" experiences and their embodiment in competencies that the child perceives as useful.
- **3. Active child participation in decision making about experiences of interest to the child.**
  - The learning environment will be designed to encourage the child to ask questions. The teacher's role is to help the child find the answers and to suggest new questions. The teacher functions as a coach, for both the students and the parents, volunteers and aids that also working in the classroom or other learning sites. The premise of the educational method is that learning demands a real dialogue between teacher and child, child and child, and among adults. To create this dialogue, the child must be active in asking questions.

- **4. Children with diverse abilities participate fully as members of an inclusive school community.**
  - The learning environment will create active roles for children with diverse skills and levels of abilities and learning styles. This will be done by creating experiences that engage the widest range of skills and cognitive abilities, by empowering children to aid each other in the learning process, and by including parents and community members in the learning environment.
- **5. Substantive parent and community involvement viewed as crucial to providing a superb education.**
  - We wish to create an environment for learning that has no boundaries and that flows with no discontinuities into the community at large. We will have a diverse group of people come into the school to aid learning and import experience for learning. Also, we will have the children go out into the community to gather experience.
- **6. School becomes visible in the community through using opportunities for community service as learning experiences.**
  - There should be no arbitrary distinction between work and learning activities. Having the children participate in the activities that sustain the community gives them the opportunity to have a "real life" impact on their own environment. It also prepares them for participating in a broader range of activities that sustain the community and environment later in life.
- **7. Parents, to the extent of their abilities and energies, will be involved actively in the educational process.**
  - No one person or organization should do all of the work of educating a child. Parents should be aware of the school's methods so that they can make the home a supportive environment or engage community resources to continue their children's education outside of school. The school should be aware of the parents' valuable insights into the child. Both school and parents must collaborate to develop an accurate picture of the child's needs, competencies and aspirations for the future.
- **8. Education must involve understanding social systems.**
  - If children are to become active participants in their communities and understand the social systems that influence their lives, they must understand the social systems that organize their society. For young children this may be as simple as learning how milk gets from a cow to their school lunch counter. Understanding social systems is as important as learning how physiological and ecological systems function.
- **9. Learning is not an individual or a selfish process.**
  - Children and adults should appreciate and understand the role of cooperation in the learning process, in order to advance their individual strengths and talents. Just as they have the responsibility for sustaining their communities, they have a similar responsibility to actively facilitate each other's learning.

## **2. Measurable Goals and Objectives:**

### **A. What are the school's measurable academic goals and objectives to promote student learning?**

Academic goals for student learning will target basic skill development and application in the following curricular areas: (a) mathematics (b) language arts i.e. reading, writing, oral language, and spelling, (c) science, and (d) social studies. Students will master or exceed age appropriate skill development. Furthermore, students will apply these skills to accomplish personal goals. General learning objectives for each curricular area will be as follows:

- a. Mathematics:** to use mathematics to solve problems, to reason mathematically, to communicate mathematical concepts and processes, and to apply and extend mathematical concepts and processes;
- b. Language Arts:** to read with comprehension, to write with skill, and to communicate effectively and responsibly in a variety of ways/settings;

- c. **Science:** to use scientific concepts and principles, to conduct scientific investigations, and to know and apply core concepts/principles of social, physical, and life sciences through experiential learning; and
- d. **Social Studies** (history, geography, civics, and economics): to synthesize, analyze and interpret historical accounts and artifacts from multiple perspectives, to understand how social systems operate in order to live, learn, work, and play in increasingly complex social systems.

### **Goal: MATHEMATICS**

**Description:** At least 95% of students will perform at or above proficient level on state PSSA mathematics assessments.

#### **Strategy: Monthly Math Maintenance**

**Description:** Monthly math maintenance exercises were woven into the weekly instructional day of students in grades 3-8. In the event of students who fail to make adequate gains, daily math maintenance exercises were completed, tracked and analyzed. Instruction was altered as a result of this data.

### **Goal: READING**

**Description:** At least 95% of students will perform at or above proficient level on state PSSA reading assessments.

#### **Strategy: Monthly Reading Assessments**

**Description:** Teachers used a variety of reading assessment tools on every student a minimum of three times a year. In the event of students who fail to make adequate progress, reading assessments were increased and the instructional team met to discuss the need for further interventions.

### **Goal: Writing**

**Description:** At least 95% of students will perform at or above proficient level on state PSSA writing assessments.

#### **Strategy: Develop Grade Level Samples of Proficient Student Writing in grades K-8**

**Description:** Advanced, Proficient and Basic writing samples were gathered for narrative, expository and informational pieces in grades 3-8. Narrative and informational pieces were gathered for grades K-2.

### **Goal: Science**

**Description:** At least 95% of students will perform at or above proficient level on state PSSA science assessments.

#### **Strategy: Increase hands-on science activities using the scientific method**

**Description:** Students in grades K-5 participate in 2+ Science It's Elementary units of study. In grades 6-8, hands-on and inquiry-based instruction is woven into all science curricular units.

## **Goal: Social Studies**

**Description:** Students in grades K-8 will participate in 4+ social studies units of study. In grades K-8, integrated and inquiry-based instruction will be woven into social studies curricular units.

### **Strategy: Increase integrated and inquiry-based social studies units**

B. What are the school's measurable non-academic goals and objectives to promote student performance?

*Explanation: Develop clear, **measurable** goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.*

Basic academic skills serve as a foundation on which to build an educational program that increases the likelihood of becoming life-long learners, responsible citizens, informed decision-makers, and individuals with competitive work skills. Above and beyond these outcomes, which are necessary to adapt to a changing future, we will instill the confidence necessary for all school participants to *guide and direct* their own futures as well as the future of their communities and world. To meet this challenge, the importance of fostering critical non-academic goals/objectives for student performance becomes obvious. (Please note that we use "non-academic goals and objectives" and "critical processes" interchangeably.) In fact, the lines between traditional academic and non-academic goals/critical processes become less distinct and highly integrated, a key aspect of this school's mission. The following non-academic competencies/critical processes are crucial to the educational process: (a) collaboration and responsible citizenship, (b) life-long learning, (c) critical thinking, (d) metacognition, and (e) information processing and multimedia literacy. A list of skill outcomes for each competency follows:

- a. **Collaboration/Responsible Citizen:** to work cooperatively, to resolve conflicts, to be self assertive, and to respect and value all aspects of human diversity;
- b. **Self-determination/Life-long Learning:** to set goals, to increase responsibility and autonomy for learning, to make informed decisions, and to take initiative;
- c. **Critical Thinking:** to think analytically, logically, and creatively, to integrate experience and knowledge, and to form reasoned judgments and solve problems;
- d. **Metacognition:** to think about thinking, to be aware of the problem-solving process, and to monitor and control one's own mental processing; and
- e. **Information Processing and Multimedia Literacy:** to engage in the research process, to access/use library and other information resources, and to use technology (e.g., communication, database, ethics, graphics, keyboarding, multimedia, network, presentation, research, spreadsheet, system, and writing/publishing).

## **Goal: Student Participation in State Assessments**

**Description:** At least 95% of eligible students will participate in required state-wide assessments

### **Strategy: Inclusion of PSSA Dates in School Calendar**

**Description:** All testing windows for PSSA math, reading, writing and science are included in the annual calendar and distributed to all families.

### **Goal: Student Attendance**

**Description:** Student attendance will meet a 90% threshold and/or show growth.

#### **Strategy: Track Daily Attendance**

**Description:** Attendance is tracked and recorded daily. Families are notified if and when absences exceed 10% of the completed school year.

### **Goal: Technology**

**Description:** Utilize technology to increase and improve learning, communication and collaboration between teachers, parents/guardians and students

#### **Strategy: Curricular use of technology**

**Description:** Utilize technology in meaningful instruction to increase student learning.

**Description:** Utilize technology to provide students with the opportunity to create and consume a broad array of information and learning experiences.

#### **Strategy: Design new communication strategies**

**Description:** Develop class and school website communication mechanism.

#### **Strategy: Improve student proficiency at use of digital media.**

**Description:** In K-T1, 100% of students will be exposed to computers weekly and will gain fundamental skills of using a mouse to complete tasks. In 1-2, 100% of students will use computers to learn basic research skills with teacher direction. In 3-5, 100% of students will learn the skills of word processing and build upon research skills learned in earlier grades by accessing search engines and information houses weekly with teacher monitoring. In 6-8, 100% of students will utilize computers in their daily life to word process, on-line educational programs and independent research. By graduation from 8th grade, 100% of students will view the use of computers as an effective tool for researching and communicating as well as understand its limitations.

### **3. Educational Program**

A. Describe the education program of the school, providing an overview of curriculum and content in all subject areas.

The School will encourage and create an environment where learning is occurring more spontaneously; the learning environment will be more active than the traditional classroom, providing each child with opportunities to focus on *individual learning experiences*. Children and adults will be questioning, talking, experimenting and moving throughout the school day. This aspect of the learning environment suggests that children within any given home class will be engaged in different activities within the school or community at any given moment. Living in the 21<sup>st</sup> century necessitates a shift from an adult-directed environment to a flexible and emerging environment.

Engaging teaching and learning will be structured around real projects *because real skills require real experiences*. These experiences will stimulate the child's interest because of their relevance to his/her real world. The outcome of a project will be a performance of some kind,



joint and individual, which can be evaluated and itself becomes part of the child's world. For example, children might learn about plants by working in a community garden and the results of their project are visible to members of the community. To this end, curriculum and pedagogy will be experiential in nature as opposed to text-based, although texts will be used for reference.

At the core of a curriculum for the 21<sup>st</sup> century is not what you do but HOW you do something i.e. learning how to learn and understanding the process.

### ***Collaborative North Penn Charter School Curriculum***

CNPCS will utilize USDE Common Core Standards for English Language Arts and Mathematics and align with PDE's eligible content. (See Common Core Standards Documentation in Appendix A)

#### **Goals for Reading**

K-2: Students will exit with the ability to read at grade level.

3-5: Students will attain the skills to transfer from "learning to read" to "reading to learn".

6-8: Students will exit with the skills needed to access high school level texts.

#### **Goals for Writing**

K-2: Students will exit with the ability to write simple informational and narrative essays.

3-5: Students will expand their skills to write informational, narrative and persuasive essays.

6-8: Students will exit with the skills needed to assert and defend claims, show what they know about a subject and convey meaning.

#### **Goals for Mathematics**

K-2: Students will exit with foundational mathematical skills needed to complete 2-step word problems and functions.

3-5: Students will attain the skills needed to complete complex word problems and reason abstractly.

6-8: Students will exit with the skills needed to complete college prep Algebra or Geometry in high school.

## Collaborative North Penn Charter School Programs and Approaches

### K-8: Language Arts Reading

**1) 100 Book Challenge** is a comprehensive reading program that allows students to spend at least ½ of an hour in school reading at their independent level while providing the structure for teachers to individualize the instructional reading needs of each child through conferencing and small group work. Books are sent home every night so students read a total of at least 45 minutes each day.

**Instruction:** Dependent on the level of the reader, students are learning the variety of skills needed to be a *fluent reader*.

- In the earliest years, students learn sight words and basic decoding skills to navigate the written world.
- As students move towards becoming fluent readers, they are exposed to the skills needed to decode multi-syllable words, story structure, acquire new vocabulary and the many types of comprehension.
- In the upper grades, students acquire a written vocabulary and learn the more complex elements of story like foreshadowing, literacy devices and text analysis.

**Conferencing** is the mechanism for teachers to place, assess and instruct students' reading. The goal of the conference is also to increase student understanding of the skills needed to be a successful and lifetime reader. Additionally, students should gain insight into themselves as learners by understanding their strengths and weaknesses as well as the work they need to continue to improve and "move through the levels."

**Conferencing Schedule:** Creating a tight schedule that is followed is imperative to an effective Challenge Program. It is recommended that every child is seen once every two weeks; however the needs of every class will necessitate seeing certain students more often.

#### Guidelines:

- **Students with IEP's** should be read with every day.
- **Struggling Readers** (1/2 –1 year behind) should be read with twice a week.
- **On-Target Readers** once every two weeks or once a week in a small group.
- **Instruction:** By maintaining constant information on students, teachers are able to create an individual plan for reading improvement. Depending on student needs and level of books being read, teachers differentiate instruction. By knowing each student's strengths and weaknesses, teachers can create one-on-one or flexible grouping conferences where students are practicing particular skills.

## Readers Workshop should structure 100 Book Challenge Time.

- Mini-lesson (5 minutes)
- Independent practice (15-30 minutes) when teachers monitor student progress through conferences
- Sharing time (5 minutes)

**2) Making Meaning:** will be used to enrich the reading comprehension instruction in classes. The program uses read-aloud books, carefully chosen for nine specific comprehension strategies to be taught. Students develop social skills within their home base community as they listen to and discuss literature in pairs and as a class. The program is collaborative, interactive, and helps to create a classroom community of readers.

**Nine Comprehension Strategies:** The manual provides a script for each book that focuses on one aspect of comprehension thus, **guiding the teaching process.**

1. Retelling
2. Using Schema/Making Connections
3. Visualizing
4. Determining Important Ideas
5. Understanding Text Structures
6. Summarizing
7. Making Inferences
8. Synthesizing
9. Wondering/Questioning

**Developing social skills and community:** *Students listen to and discuss literature as a class and in pairs. They explore ethical issues and explicitly learn and practice social skills such as:*

- working together
- asking clarifying questions
- respecting one another's ideas
- disagreeing with someone in a caring way
- taking responsibility for their learning and behavior

## K-4: Language Arts Decoding and Phonological Awareness

### Basic Code

*Students are introduced to 25 sound pictures through word study.*

*C-V-C structure of words: (examples)*

- map, cot, bet, dig, vet, rug, mop, sit, job, zip, bun, fog

### Adjacent Consonants

Students receive continued practice with the same sound pictures introduced in the Pink Level with the word structure changing to:

*V-C-C structure of words: (examples)*

- elm, asp, and, elf, amp, ink, imp, aft

*C-V-C-C structure of words: (examples)*

- jump, damp, hand, bulb, bump, tent, bond, hunt

*C-C-V-C structure of words: (examples)*

- frog, stun, plus, drag, trot, plum, brass, dress, clap, flip

## Advanced Code

**Students work toward mastery of sound variations and code overlap of sounds in words. Consonant and vowel combinations are introduced:**

Vowel Sounds: a-e, ai, ea, igh, ay, ey, ei, e-e, ee, ie, igh, i-e, y, uy, o-e, oa, ow, ough, ou, u-e, ue, ew, iew, ui, oe, aw, au, oo, oi, oy

Consonant Sounds: ck, ch, tch, sh, ed, dd, mb, bb, ph, ff, gh, wr, er, re, rr, rh, al, el, le, il, gg, gn, kn, nn, pn, mm, mn, pp, k, qu, g (e,i,y), ge, dge, c (e,i,y), ce, se, st, sc, bt, pt, th (voiced and unvoiced) wh, ve, x, ze

## Multi-syllable Management

*Students learn the structure of multi-syllable words. The focus is on developing strategies of fluidly reading and spelling words comprised of multiple chunks or syllables. There is an emphasis on pronunciation and encoding of words containing Latin suffixes.*

Examples:	immersion	obnoxious	amnesia
	explanation	malicious	militia
	physician	conscious	facia
	nutritious	pleasure	gesture

## K-8: Language Arts Spelling and Vocabulary Development

**Spelling:** the curriculum is dictated by the age of the students and their particular needs.

- ***Developing Spellers:*** (K-2) Teachers use developmental scales to determine the level of each speller. (See handouts). The students' level is then analyzed using the different terms.
- ***Fluent Spellers:*** (3-5) Teachers integrate vocabulary into their spelling program. Lists of words are determined by the needs of the class but often are hybrids of conventional spelling lists (drawn from different spelling series) and wordlists from student writing or project work. Grammar conventions are woven into the overall program.
- ***Middle School Spellers:*** (6-8) Spelling is integrated into a larger grammar/vocabulary program. Students should have mastered conventional spelling in accordance with their reading level. Students should self correct their spelling using strategies like "try three", using dictionaries and spell check devices.

**Vocabulary:** (Grades 2-5) Through the 100 Book Challenge vocabulary lists (RR – Bronze levels), Making Meaning, Latin root work and project work, students in grades 2-5 receive vocabulary instruction. The emphasis is on placing vocabulary learning in the context of what students are studying. Teachers are familiar with the idea of Tier 1, 2 and 3 words and interweave these types of words throughout the school day. (Grades 6-8) In the middle school years, vocabulary becomes a dividing line. The acquisition of words needs to be a more discreetly taught than in the early years. Reading Achievement can be clearly measured by the depth and breadth of known vocabulary. In our middle school program, GET A CLUE computer program is utilized for vocabulary practice. This vocabulary tutorial enables the teacher to provide individualized work, as students are placed into different levels according to their present level of knowledge. Students are then able to work at their own pace as they complete units.

## K-8: Math

***Singapore Math:*** Singapore Math™ has adapted the curriculum used by the country of Singapore. Internationally, Singaporean students have ranked 1<sup>st</sup> on TIMSS (an international test of math and science skills). The workbooks and texts are used as a guide for pacing and activities. *Math is individualized in that each student participates in the grade-level math group based on his/her performance and ability.*

**Grades K-1:** Student instruction is often in small groups that are fluid and flexible. Students are instructed in stations and small group arrangements. This set-up allows the teachers to assess, extend and remediate student understanding daily. The teachers supplement the *Singapore Math Workbook* with activities from *Everyday Math*, *Marilyn Burns' Math By All Means Units* and *Math Their Way*. The goal of the primary years is to build a solid mathematical foundation where students learn through both a mental and hands-on approaches.

**Grades 2-5:** Student instruction is done in small or large group formats. These groups are fluid and flexible and change with the concepts taught. The classes have a pair of teachers who decide whether they will team-teach and plan or have one teacher lead and plan with the 2<sup>nd</sup> one assisting with students as needed. The goal of team teaching is to continue to individualize math instruction and provide for extension and remediation opportunities. The teachers supplement the *Singapore Math Workbook* with activities from *Everyday Math*, *Marilyn Burns' Math By All Means Units* and other teacher selected materials. The goal of the intermediate years is to help transition student understanding of math concepts from the concrete to the more abstract. Students will have opportunities to think about math and its impact on their lives. By fifth grade, using the Singapore Math Program, all students should have received a world-class instructional program.

**Grades 6-8:** Student instruction is done in large group formats with small groups or independent projects interspersed throughout the school year. By the middle years, students are placed into ability groups: pre-algebra, algebra, algebra accelerated and geometry are offered. Algebra II has been offered through a hybrid (on-line and school monitoring) format using Waterfront Learning – Allegheny Intermediate Unit. The goal of the middle school math years is to ensure that students are ready to perform high school math because they possess both a strong understanding of math concepts and necessary algorithms to perform increasingly abstract mathematical ideas.

## Project Approach Description

*Science and Social Studies curricula will be delivered using Project Approach*

**Purposes:** Creates a process for acquiring information/knowledge  
Opportunities for children to exercise choice in what they study  
Allows for different learning styles to be utilized to express learning  
Learn habits of learning and research and times to wonder and discover

**Goals:** Showcase what has been learned  
Ways to meet standards and aid children in making connections  
Children realize their skills and have opportunities to use them  
Aid children in creating meaningful questions  
Teach them to broaden and/or narrow the scope of their research  
Learn how to follow through on their checklists

**History/Philosophy:** Emilio Reggio, in Italy, worked with families after WWII to create preschools where children could build communities and be safe. In their schools, the Project Room is in the center of the building where the classes could follow in and do meaningful project work. Additionally, field research was done outside of the school.

## Science Essential Understandings

### Level 1 (Grades K-4)

- Properties define and compare living and non-living things.
- Measurement describes properties and events.
- Scale compares objects, living things, and events.
- Change and interaction describe the relationships within the environment.
- Natural processes and human activity cause change.
- Models organize and represent ideas about the world.
- Properties and characteristics organize materials, events, and organisms.
- Systems consist of organized groups of interactive and interdependent elements that form a whole.

### Level 2 (Grades 5-8)

- Qualities or quantities of properties characterize organisms, materials, events, and systems.
- Measurement expresses properties on a numerical scale.
- Scale allows comparison of objects, systems, or events by using a range of possible values for a measured property.
- Natural processes and human activity cause change over time.
- Models organize, represent, and communicate ideas about the world.
- Properties and characteristics organize materials, events, and organisms.
- Systems consist of organized groups of interactive and related elements that form a whole.
- Some systems change rapidly while others are fairly constant over time.

## Critical Content K-5 Science

### Grade Kindergarten (grade specific)

#### Observing Our World

##### Earth:

- Seasonal changes
- Weather

##### Life:

- Basic needs and characteristics of living things
- The five senses help us explore our environment
- Trees

##### Physical:

- Properties of wood and paper
- Properties of fabric

### Grades 1 and 2

#### YEAR 1

#### Discovering Patterns in Our World

##### Earth:

- Earth's changing surface: weathering, erosion, water
- Observing weather patterns

##### Life:

- Characteristics and habitats of plants and animals

##### Physical:

- Changes - States of matter: solids, liquids, gas

#### YEAR 2

#### Using Information About Our World

##### Earth:

- Soil

Life:

- Insect or Organisms – life cycle and adaptation

Physical:

- Properties of light
- Properties of balance and motion
- Comparing and Measuring

### **Grades 3 and 4**

#### **YEAR 1**

##### *Identifying Diversity in Our World*

Earth:

- Water and Landforms

Life:

- Structures of Life (plants)
- Animal Studies

Physical:

- Chemical Tests

#### **YEAR 2**

##### *Analyzing Our World*

Earth:

- Space

Life:

- Human Body
- Aquatic habitats

Physical:

- Electricity and sound
- Ideas and Inventions

#### **Grade 5 (grade specific)**

##### *Investigating Systems in Our World*

Earth:

- Environments

Life:

- Micro-worlds: classification

Physical:

- Floating and Sinking
- Levers and Pulleys

## **Social Studies Essential Understandings**

### **Level 1 (Grades K-4)**

- Natural and human designed environments characterize places.
- Environments provide resources for human needs and activities.
- Change affects people and physical environments.
- People adapt to, resist, or participate in change.
- Family units form the basis of all communities.
- Different languages and cultures create different communities.
- Rules establish order.
- With each right comes a responsibility.
- People cooperate with and depend on one another.
- People use different ways to learn and express ideas.
- People have interdependent relationships with their environments.
- Families relate to other systems in the community.
- Communities meet individual and group needs.

- People solve problems in different ways.
- People use goods and services to meet need and wants.
- The democratic process involves active participation of all individuals.

### **Level 2 (Grades 5-8)**

- Human and physical characteristics define regions.
- Natural, economic, technological, and social factors change society and environment.
- Some forces support continuity in societies.
- Individuals and societies can learn from the past.
- Groups, societies, and cultures address human needs and concerns in similar and different ways.
- Diverse environments and societies provide varying opportunities and limits for human activity.
- Self-identity and sense of family/community influence interactions with others.
- Individuals think, learn, work, and express themselves in different ways.
- Interdependence characterizes a community.
- Societies and environments for interdependent relationships.
- Systems help societies and natural communities function and survive.
- Ability to provide for the needs and wants of a society depends upon availability, management, and distribution of resources.
- People create governments with rules and laws to promote justice and provide order.
- Documents such as the Constitution, bill of rights, and Declaration of Independence define and support the U.S. representative democracy.

## **Critical Content Social Studies**

### **Grade Kindergarten (grade specific)**

#### *Sense of Self*

##### History:

- People, places, events related to self/family; personal timelines

##### Geography and Environment:

- My Community

##### Culture:

- All About Me

##### Civics:

- Rules and Community: responsibilities in home and classroom
- Democratic process: decision-making; conflict resolution

##### Economics:

- Get to Work: Jobs in the community

### **Grades 1 and 2**

#### **YEAR 1**

#### *Home and School Life*

##### History:

- Holidays around the world
- US/PA Important People and Timelines

##### Geography and Environment:

- PA Geography
- Mapping using legends

#### **YEAR 2**

#### *Local Community: People and Places*

##### History:

- People, places, chronological events related to school/neighborhood communities

##### Geography and Environment:

- Knowledge/care of home and local environments



- Mapping human/physical characteristics using legends
- Personal and classroom resource management

Culture:

- Life Over Time: early cultures, settlers and founders

Civics:

- Citizenship: rules/responsibilities in classroom/school
- Democratic process: decision making

### **Grades 3 and 4**

#### **YEAR 1**

##### *Diverse Communities*

History:

- Around the World: diverse cultural communities

Geography and Environment:

- Biomes

#### **YEAR 2**

##### *Regional Relationships*

History:

- Medieval Times: chronological events
- Renaissance

Geography and Environment:

- Europe
- Age of Explorers

Culture:

- Age of Encounters: Native American/colonial

### **Grade 5 (grade specific)**

##### *A Nation of Immigrants*

History:

- Early Man: chronology/relationship

Geography and Environment:

- Archaeology

Culture:

- Ancient Civilizations
- Mesopotamia

## Elementary School – Grades K-5 Science and Social Studies Overviews

### Kindergarten/Transitional 1<sup>st</sup>

<i>Social Studies</i>	<i>Science</i>
All About Me	Weather and Climate
Rules and Community	Wood and Paper
People, Places and Environment	Fabric
Get To Work	Trees

### 1<sup>st</sup> and 2<sup>nd</sup> Grade – Two-Year Rotation

<i>Science Year 1</i>	<i>Science Year 2</i>
Solids/Liquids SIE Kit	Weather SIE Kit
Balancing & Weighing SIE Kit	Comparing & Measuring SIE Kit
Changes – Properties of Matter	Soil SIE Kit
PA Animals – Characteristics of Living Things	Insect/Organisms SIE Kit
<i>Social Studies Year 1</i>	<i>Social Studies Year 2</i>
PA Geography	Citizenship-Rights and Responsibilities
Holidays Around the World	Democracy, Elections and Our Government
US/PA Important People and Timeline	Early cultures, industries, life over time, settlers and founders

### 3<sup>rd</sup> and 4<sup>th</sup> Grade – Two-Year Rotation

<i>Science Year 1</i>	<i>Science Year 2</i>
Water and Land SIE Kit	Electricity
Chemical Tests SIE Kit	Human Body SIE Kit
Structures of Life (Plants) SIE	Ideas & Inventions SIE Kit
Animal Studies	Space
	Sound
<i>Social Studies Year 1</i>	<i>Social Studies Year 2</i>
Around the World	Medieval Times (Europe)
Biomes	<b>Renaissance (exposure)</b>
	Explorers
	Age of Encounters * Native Americans/ Colonial

### 5<sup>th</sup> Grade

<i>Social Studies</i>	<i>Science</i>
Archaeology	Floating & Sinking SIE
Early Man	Microworlds
Mesopotamia	Levers & Pulleys
Ancient Civilizations	Environments

## Middle School – Grades 6-8 Science and Social Studies Curriculum

### Content Overview and Fieldwork for Sixth Grade

#### Geography, Pennsylvania History, and Life Science

**Topics of Study:** butterflies, gardening, salamanders, amphibians, frogs and toads, hawks, songbirds, change, adaptation, growth, the reasons for the seasons, stream/water testing, watersheds, mapping, some astronomy (sun, moon, tides, planets, constellations), world mythology, regional history, including the Lenape and other major groups settling in the local area (Mennonite, Schwenkfelders, Quakers...), Penn, time lines, migration, energy (solar!, etc.)

**Content:**

Metamorphosis and Migration (Raptors, Butterflies, Salamanders)

Journey North – Symbolic Monarch Migration, Monarchs, Sunlight

Seasonal Changes, Leaf Color Change

Lenape, Early Settlers in Pennsylvania (William Penn, Quakers, Mennonites, Schwenkfelders)

Adaptation (people, animals, plants)

Renewal and Growth (Butterfly Gardening, Trees, Wildflowers, Birding, plant and animal life cycles)

The Real Reason for Seasons (GEMS unit) tied with the five themes of geography. Extra emphasis on longitude, latitude, compass skills and GPS.

Renewable Energy Sources (Solar Sprints, K'NEX, etc.)  
Seasonal constellations and myths

**Fieldwork:** Cape May Point, Pennsbury Manor, Philadelphia Art Museum, Brandywine River Museum, Green Lane (Seasonal Hikes, Lenape rock shelter, Winter Survival, Maple Sugaring, Butterfly Gardening, Waterfowl), Godshall Park (Special Spots), Hawk Mountain, Bake Oven Knob, Militia Hill Hawk Watch, Mennonite Heritage Museum, Schwenkfelder Museum, Foulkeways Retirement Center, Lenape Museum in Upper Gwynedd, Temple University (Lenape studies), Pocono Mountain Camping Trips, Planetariums (Eastern University, Boyertown Jr. High), The Painted Bride, and Pearl S. Buck House.

### Content Overview and Fieldwork for Seventh and Eighth Grade

#### Year 1 (Frontiers): Earth & Space Science, U.S. History I

##### Science: Earth & Space

**Oceanography:**

**Content:** Navigation, Tides, Waves, Currents, Map the Ocean Floor, Levels of the Ocean, Ocean Life, Properties of Salt Water, Erosion, Beaches, The Explorers, Basic Geography Review

**Fieldwork:** Cape May (Anatomy of a Wave, Beach Dynamics, Seining naturalist's programs), Camden Aquarium, Washington D.C. Smithsonian: Oceanography Museum

**Energy:**

**Content:** Renewable and Non-Renewable Energy (Wind, Solar, Hydro, etc.), Build Solar Power Cars

**Fieldwork:** Junior Sprint Solar Competition

**Space:**

**Content:** Earth, Solar System, Stars, Galaxies, Planets, History of the Space Program, Future of the Space Program, Space Day, Technology

**Fieldwork:** Eastern University Planetarium, Mont – Co Planetarium, Washington D.C. Smithsonian: Air and Space, Udvar-Hazey Museums, Penn State University Main: Space Day

**The Human Body:**

**Content:** Cellular Structures, Organ Systems, Genetics

**Fieldwork:** Mutter Museum

**Geology:**

**Content:** Rock Formations and Identification, Rock Cycles, Layers, Composition, Minerals and Gemstones, Plate Tectonics, Natural Disasters, Review of Physical Features of Our Planet, Glaciers

**Fieldwork:** Boulder Field and Hickory Run Camping Trip, Penn State Walking Investigation at Wissahickon Trail, Washington D.C. Smithsonian: Natural History Museum, Jeri Jones Geological Walking/Driving Tour of Bucks/Montgomery Counties, Crystal Cave

**History: U.S. History I****The Age of Exploration:**

**Content:** The Explorers; Fight for the Continent; Political, Economic, and Cultural Imperialism and consequences for people of Europe, Africa, and the Americas; Technological Advances of the Time; the Columbian Exchange

**The French and Indian War:**

**Content:** Clash of Cultures (Native Americans/French/Dutch/Colonists/British...), Fight for the Continent, Tactics and Strategies in Ohio River Valley and Other Battlefields of the War, Prelude to the Revolution, Meet George Washington and Other Founders

**The Revolutionary War:**

**Content:** Simulation

**Fieldwork:** Valley Forge, Constitutional Walking Tour of Philadelphia (Independence Visitor Center, Independence Hall, Congress Hall, Old City Hall, Liberty Bell, Philosophical Hall, Tomb of the Unknown Soldier/Washington Square, Library Hall, Second Bank of the U.S., Merchant's Exchange, First Bank, Carpenter's Hall, Franklin Court, Elfreth's Alley, Declaration House)

**The Foundations of Our Government:**

**Content:** Democracy and other forms of Government, Articles of Confederation, Continental Congresses, Constitution, Bill of Rights, Aftermath of the Revolution, Federalists vs. Anti-Federalists, Founders, Post-War Politics, Branches of Government, Local, State and Federal, etc.

**Fieldwork:** The Constitution Center, The National Liberty Museum, Smithsonian Archives, U.S. History, and The Capitol

**The Civil Rights Movement:**

**Content:** 60's Movement, Women's History, African Americans, Native Americans, Japanese Americans, etc. and Bill of Rights and more recent legislation and movements, Slavery and Reconstruction, Leaders: W.E.B. Dubois, Booker T. Washington, King, Malcolm X...

**Fieldwork:** The National Liberty Museum

**The Presidents:**

**Content:** Washington through Lincoln

**Western Expansion:**

**Content:** Transportation, Laws of Expansion, Native Americans, Lewis and Clark Expedition, Frontier Wars, Life and Culture of Settlers, Mexican-American War, Folklore, Mythology, Constellations

**Civil War and Reconstruction:**

**Content:** Simulation

**Fieldwork:** Civil War Museum in Philadelphia, Smithsonian: U.S. History Museum, Ford's Theater

**\*End of Year Trip and Field Work - Washington D.C.:** Walking Tour of the Mall (Vietnam Memorial, Korean War Memorial, Lincoln Memorial, Washington Memorial, World War II Memorial) U.S. History Museum, Udvar-Hazy Museum, Air and Space Museum, Native American Museum, Natural History Museum, Archives, National Portrait Gallery, Ford's Theater, The Capitol Building

## **Content Overview and Fieldwork for Seventh and Eighth Grade**

### **Year 2 (Expeditions): US History II, Physical Science**

#### **Science: Physical Science**

**Scientific Studies:**

**Content:** Scientific Method, Designing an Experiment

\*Science Fair Project

**Matter:**

**Content:** Atomic Structure, Properties of Matter, Elements, Compounds, Bonds

\*Atomic Models

**Chemistry:**

**Content:** Periodic Table of the Elements, Chemical Symbols and Formulas, Physical and Chemical Changes, Acids, Bases, and Salts, Ph Balance

\*Adopt-An-Element Project

\*Gingerbread House Project

**Mixtures & Solutions:**

**Content:** Identifying mixtures and solutions, separating mixtures, measuring saturation, measuring concentration, physical and chemical changes

**Physics:**

**Content:** Potential and Kinetic Energy, Motion, Newton's Laws, Kepler's Laws, Forces, Light and Sound, Wave Motion

**Fieldwork:** Great Adventure's Physics Day

## History: U.S. History II

### **Rise of Western Civilization**

**Content:** Early Civilizations, Mesopotamia, Hebrews, Phoenicians, Assyrians, Greece, Greek Theater, Athens vs. Sparta, Alexander the Great, Cleisthenes, Pericles, Sophocles, etc., Rome, Sumerians, Mayans, Egypt, Forms of Government, Inventions, Architecture, History of the English Language, Dark Ages, Middle Ages, Renaissance, British History, Colonization

### **Colonial Life:**

**Content:** Coming to America, Coming to North Wales (Family Heritage/Memoirs), Colonial Life, The Colonies: Jamestown, Plimoth, Pennsylvania, etc., Regions, Foundations of Early Governments, Clash of Cultures, Witch Trials, Fairy Tales, Colonial Architecture, First Thanksgiving, Colonial Cooking

**Fieldwork:** Peter Wentz Farmstead, Pennsbury Manor, Pennsylvania Colonial Plantation, Hope Lodge, Graeme Park, Burnside Plantation

### **Industrial Age:**

**Content:** Rise of Industry in America, Factories, Work,

**Fieldwork:** Mercer Museum, Hopewell Furnace

### **Logical Fallacies**

**Content:** Propaganda, Logic in Print Media, Commercials, Editorials, Debate, Persuasion, and Current Events...

### **20<sup>th</sup> Century:**

**Content:** America throughout the decades 1900 - 1990

\*Decades Project

### **Presidents:**

**Content:** Johnson through Bush

### **Immigration and Citizenship:**

**Content:** Coming to America, Waves of Immigration, Laws, Current Events, Architecture, Citizenship, Cities (Planning, Issues), Demography

**\*End of Year Trip and Fieldwork - New York City:** Walking Tour of Midtown Manhattan, Ellis Island, Lower East Side Walking Tour (Tenement Museum), Broadway Show, Atwater-Kent Museum in Philadelphia

## Health and Fitness

### Level 1 (Grades K-4)

- Practice in movement skills increases competence over time.
- Physical fitness improves well-being.
- A healthy diet promotes wellness.
- Relationships help people grow.
- Self-management enhances social interaction.
- A positive self-concept contributes to well being.
- Knowledge of human structures creates a foundation for lifelong wellness.
- Healthy choices promote wellness.
- Safe practices protect individuals, families and communities.

### Level 2 (Grades 5-8)

- Practice in movement skills increases competence over time.
- Physical fitness improves lifelong wellness.
- A healthy diet promotes overall health and fitness.
- Relationships contribute to personal development.
- Self-management builds individuals and group success.
- A positive self-concept enhances emotional health and well being.
- Knowledge of human structure and function creates a foundation for lifelong wellness.
- Healthy choices promote wellness of self and others.
- Character Education
- First Aid and Safety
- Tobacco/Alcohol/Drugs
- Communicable and non-communicable diseases
- Safety and health standards and practices protect individuals, families and communities.

## Critical Content Health and Fitness

### Grades K-4 (general)

#### Movement:

- Loco-motor and non-loco-motor skills
- Manipulative skills
- Movement concept vocabulary
- Spatial awareness
- Body management
- Rhythmic development and dance

#### Fitness:

- Participation
- Fitness vocabulary
- Fitness activities and games
- Fitness components:
  - ◊ Cardiovascular strength/endurance
  - ◊ Muscular strength/flexibility/endurance
  - ◊ body composition
- Goal setting

#### Nutrition:

- Food pyramid
- Food preparation/handling
- Nutrients

#### Human Growth and Development:

(K: focus on self, 1<sup>st</sup>: focus on home/school, 2<sup>nd</sup>: focus on community):

- Physical
  - ◊ Growth and change

- ◇ Human differences
- Emotional
  - ◇ self esteem
  - ◇ emotional connections to activity
  - ◇ stress management/conflict resolution

Social:

- Classroom rules
- Cooperation/sharing
- Healthy interactions with others
- Responsibility

Disease Information:

- Common illnesses

Health and Safety:

(K: focus on self, 1<sup>st</sup>: focus on home/school, 2<sup>nd</sup>: focus on community):

- Personal health/safety
  - ◇ Hygiene
  - ◇ rules and procedures
  - ◇ handling equipment
  - ◇ injury prevention
  - ◇ first aid
- Drug use/abuse
  - ◇ Helpful/harmful substances
- Consumer health/making choices
  - ◇ Health service providers
- Environmental health
  - ◇ Sources of pollution causes

**Grades 5-8 (general)**

Movement:

- Loco-motor and non-loco-motor skills
- Manipulative skills
- Movement concept vocabulary
- Spatial awareness
- Body management
- Rhythmic development and dance

Fitness:

- Participation
- Fitness vocabulary
- Fitness activities and games
- Fitness components:
  - ◇ Cardiovascular strength/endurance
  - ◇ Muscular strength/flexibility/endurance
  - ◇ body composition
- Goal setting

Nutrition:

- Nutrients
- Personal food choices
- Food handling and preparation

Human Growth and Development

- Physical
  - ◇ Function of body cells
  - ◇ Systems of the body
- Emotional
  - ◇ Personality traits
  - ◇ stress management
  - ◇ needs versus wants
- Social



- ◊ peer pressure
- ◊ life skills

Disease Information:

- Body system diseases
- Lifestyle choices

Health and Safety:

- Personal health/safety
  - ◊ first aid
  - ◊ dental health
  - ◊ posture
  - ◊ fitness and diet
- Drug use/abuse
  - ◊ Helpful/harmful substances
  - ◊ refusal skills
- Consumer health/making choices
  - ◊ Nutritional information
  - ◊ Consumer awareness (advertisement, media, etc.)
- Environmental Health
  - ◊ Sources of pollution causes
  - ◊ Individual and community responsibilities

## The Arts

### Level 1 (Grades K-4)

- Art forms have basic elements.
- Artists create different effects by changing the elements of an art form.
- Artists express ideas and emotions through the arts.
- Artists use a variety of styles and forms.
- The arts reflect and artist's experience and background
- People interpret the arts in different ways.
- People learn about people, environments, and experience through the arts.
- People experience the arts through their various senses.
- Standards of quality guide evaluation of a work of art.

### Level 2 (Grades 5-8)

- The elements of an art form work together to produce an effect.
- Artists create different effects by changing and combining elements of art forms.
- Creating art involves analytical and creative thinking.
- Collaboration requires communications.
- Arts enhance communication of information, ideas and feelings.
- Artists develop unique styles.
- The arts portray and transmit culture.
- Various factors influence ways people appreciate the arts.
- The arts enrich and extend experiences and understandings.
- Creating art involves problem solving
- Standards of quality facilitate analyzing and interpreting art.

## Critical Content The Arts

### Grades K-4 (general)

#### Visual:

Line, Define and recognize:

- Horizontal, vertical, diagonal, straight, curved, jagged

Shape:

- Recognize simple shapes in art work and in the world around us

Color, Identification of:

- Primary, secondary, color wheel

Texture:

Recognize different textures:

- Rough, smooth, variety of tactile surfaces

Value:

- Identify light and dark

Space:

- Define space in your environment (close/far)
- Identify the concept of horizon
- Identify size relationships of objects

Pattern:

- Identify and explore simple patterns

Art as Communication:

- Graphic design; organization, layout
- Design using technology

Theater:

Audience: Behavior for live performance

Technical Theater: Costumes and props

Genre: Fairy Tales

Acting Skills: Trust, cooperation, exploration, simple story dramas, improvisation

Writing: Creating dialogue

Critique: Self critique

Related Art Forms: Music, dance, visual art, puppets, masks

Music:

Performing:

- Traditional rhymes and chants
- Folk songs
- Contemporary songs
- Musical games
- Traditional dances
- Multi-cultural music

Listening:

- Music that tells a story
- Excerpts of classical music

**Grades 5-8(general)**

Visual:

Line:

- Use lines to create shapes
- Identify line in natural and human made environments

Shape:

- Three dimensional
- Complex shapes
- Recognize complex shapes in art works and in the world around us

Color:

- Hue, tint (add white), tone (add gray), shade (add black), contrasting (warm/cool), investigate color mixing

Texture:

- Recognize and experiment with textures and surfaces

Value:

- Identify and understand the vocabulary of tint, tone, shade and gradation
- Manipulate form by shading
- Explore light and shadow

Space:

- Introduce ways of exploring depth in a two dimensional surface
- Understanding of 1 and 2 point perspective
- Define three dimensional spaces

Pattern, Identify and explore complex patterns in::

- Natural world, man-made world, art works

Art to Work:

- Define the role of artist in the community
- Investigate basic creative technologies

Art as Communication:

- Graphic design: combination of letters and images
- Design in technology/media
- Art to enhance/illustrate reports, projects, and/or portfolios

Theater:

Audience: Behavior for live performance

Technical Theater: Performance space, sound effects, production roles

Genre: Myths, legends, tragedy, comedy, folk tales

Acting Skills: Introduction to direction, character, interactive improvisations, story drama, role play: diverse communities and time periods

Writing: Dialogue, scripts

Critique: Performance critique

Related Art Forms: Music, dance, visual arts, masks, storytelling

Music:

Performing:

- American patriotic songs
- American folk songs (including Afro-American, Native American music, sea chanteys, cowboy songs, work songs, western movement songs, ballads, play parties, etc.)
- Multi-cultural music and dance (world music)
- Traditional dances
- Contemporary songs

Listening:

- Music of American composers
- Classical music
- Multi-cultural (world music)

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be **operated directly by the charter school or operated by others under contract** with your charter school. List any support staff and related service providers that might be **employed directly by the charter school or provided under contract**, who will provide required support for students with disabilities receiving special education.

Children will not be segregated into separate classrooms according to their abilities. Children will be in home classrooms (home-base) with other children their approximate chronological age. However, services outside of the home classroom will be offered to a wide variety of students, including students receiving special education services. At flexible times during the day, students with and without IEPs may leave their home classroom with an instructor in a small group or a one-to-one setting for specialized learning opportunities in various breakout rooms throughout the school. For example, a small group of students (with and without IEPs) may go to a break-out room for reading or spelling instruction at their instructional level. At another time during the day, a student with an IEP may go to the same breakout room to receive occupational therapy or one-to-one math instruction. Breakout rooms throughout the school will be utilized by all students at some time during the day or week. All students will be active and productive members of their home classroom, participating as far as they are able in the general activities of the class. One advantage of problem/project based learning (experiential learning) is that there always are necessary tasks that can be managed by every student, providing opportunities for every child to participate in meaningful ways.

Integrated services (e.g. occupational, physical and speech therapies) and supplemental aides and support will be delivered, where possible, in the home-base classroom, rather than having the child pulled out to receive services or support. Evidence indicates that an integrated, experiential curriculum reduces the need for segregating children. This belief also is recognized by having every child in the school develop an *individual education or learning plan*, IEP or ILP, with teachers and parents. Because the school philosophy embraces the belief that learning is a cooperative enterprise and that intelligence is distributed, almost all children will work outside of the classroom at some time during the school week: in great rooms, small breakout areas, or in the community. So, for every child, the classroom is a home base, but not the only center of the learning experience. In fact, the classroom is optimum for the kind of work that requires repetition for consolidation, and other learning may best be accomplished elsewhere.

A licensed special education teacher will be the case manager for children with IEPs. This teacher will work collaboratively with the home base teacher to accommodate curriculum and pedagogy. In some instances, the special education teacher will co-teach their students. This collaboration will involve indirect services to the child such as consultation and peer coaching to the home base teacher, and direct services to the child such as team teaching in numerous role options (e.g., parallel teaching, alternate teaching, station teaching, one teach/one drift). Furthermore, hiring standards for all teachers include experience facilitating the learning of children with special needs as described in section V.3.A.

- C. What teaching methods will be used? How will this pedagogy enhance student learning?

*Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of students with disabilities that are consistent with the mission of your school.*

Our collective understanding of learning has exploded in recent years. We know that as learners we *construct* meaning. Learning is making meaning, meaning is making connections, and connections are the concepts (McCarthy, 1996). To learn, one must construct one's own interpretation of an experience and/or information. Learning requires memorable experiences and active involvement in meaningful problem solving, not only memorization of facts and passive participation. Learning requires dialogue and making connections, not passive receipt of isolated facts and information. Learning requires high expectations of every child with consistent follow through, not preconceived notions based on past performance. Knowledge is constructed socially and linguistically, not reproduced based on teacher and text input. Learning is a recursive process, not a sequential and linear one.

"Students cannot be left to learn on their own; teachers cannot be content to provide opportunities to learn and then assess outcomes; recitation must be de-emphasized; responsive assisting interactions must become common place in the classroom. Minds must be roused to life" (Tharp & Gallimore, 1988). Thus, the role of the teacher is fundamentally redefined. This new role requires the teacher to facilitate the learning process within the student, to coach and motivate the student, and to model learning behaviors, thus hastening the day when the student becomes his/her own teacher.

An instructional pedagogy that facilitates student learning as defined in the previous paragraphs requires an **experiential approach to learning**. General characteristics of such an environment include ongoing **dialogue, joint productive activity settings, sharing control of curriculum development and instructional processes with children, and mediation of understanding**. To ensure the implementation of this type of environment, the following teaching methods will be employed: (a) responsive assistance, (b) reciprocal teaching/scaffolding, (c) problem based learning, (d) whole language, and (e) direct instruction. Each of these specific teaching methods embodies the following characteristics:

- a. **Responsive assistance** involves the continual adjustment of the level and amount of help provided the child in relation to his/her level of performance and perceived need. Assistance is offered at points in the zone of proximal development at which performance requires assistance. The means of assisting performance is modeling, contingency managing, feeding back, instructing, questioning, and cognitive structuring (Tharp & Gallimore, 1988).
- b. **Reciprocal teaching/scaffolding** is an instructional strategy used to develop comprehension of expository text (Palincsar & Brown, 1984). This approach can best be characterized as a dialogue between teacher and student where each person acts in response to the other. This technique incorporates four instructional activities: prediction, questioning, summarizing, and clarifying misleading or complex sections of text.
- c. **"Problem-based learning** has its roots in the apprenticeship method, learning by doing. As a curriculum development and instructional system, it simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem solvers confronted with a... problem that mirrors real-world problems" (Stepien & Gallagher, 1993). A problem is presented, what is known about the problem is listed, a problem statement is generated, a list of what information is needed is created, possible actions, recommendations, solutions, and hypotheses are listed, and solutions are presented

and supported. In addition to addressing the problem, opportunities for debriefing and processing are included. For example, learning will be structured around problems/projects that stimulate students' interest because of their relevance to the real world and permit the mobilization of basic science, social, and math and language skills around the problems set by the projects. These projects will be worked on in the School (e.g., activity centers) and in the community (e.g., visiting a farm or store). Therefore, the intended outcome of the School will be service to the school and to the community at large.

- d. **Whole language** programs have a strong emphasis on reading for meaning. The role of the teacher is that of keeping language whole for children by focusing on the meaningfulness of language and including all aspects i.e. speaking, listening, reading, and writing. Whole language instruction can be thought of in comparison to part language instruction where learners are taught skills more or less independently of each other with the assumption that the skills will be integrated in meaningful ways later by the learner. A whole language approach to instruction involves authentic experiences to learn something by doing it. Bergeron (1990). states that whole language "...includes the use of real literature and writing in the content of meaningful, functional, and cooperative experiences in order to develop in students motivation and interest in the process of reading." A whole language learning environment typically is organized around themes (e.g., electrical storms) and choices.
- e. **Direct Instruction** or structured learning involves explicit skill instruction. Essential basic skills are taught through the use of direct, systematic skill instruction, practice, feedback, and review. Content area is broken down into its component skills and taught, followed by a demonstration or modeling of how the components are combined. Teachers identify teaching goals, choose appropriate material, and pace instruction to meet student learning needs.

It is important to understand that the teaching strategies will include all of the above elements. While some may suggest that pedagogy cannot include both whole language learning and direct instruction, CNPCS believes that teaching strategies should embrace multiple techniques, utilizing these techniques at various times, for various children. It is not that one technique is wrong and the other is right, all integrate together to reach a broad range of children effectively.

An environment such as CNPCS requires that the role of the teacher shift from one who focuses solely on children, to one who extensively interacts with other adults participating in the educational environment. The *teacher teaches and learns from* other adults on a regular basis.

A final yet crucial pedagogical aspect of this program is that all adults in this educational community (teachers, leaders, parents, and volunteers) will be committed to advancing their own learning. This commitment will be evident through their direct participation in the same learning process and environment as the children. For example, the Director of Education, educational consultants, teachers, and parents will collaborate actively together in the classroom. Furthermore, teachers will use the Internet in their teaching to make it obvious to students that they also are learning as they teach. Teachers regularly will deploy team teaching strategies. The child will see that everyone has the responsibility to aid the learning of others. *Thus, by practicing and modeling learning and thinking about learning, adults become meaningful models*

for children. Facilitating a learning organization will be a strategic responsibility of the Director of Organizational Development.

This instructional pedagogy provides the complex skills necessary to be a lifelong learner, a productive citizen, and an individual able to do more than simply adapt to a changing world. Indeed, individuals will be able productively to influence change.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

CNPCS will use a similar school calendar, as does the District i.e. September through June. This calendar will provide consistency throughout the District and allow for simpler transportation coordination. Hours of operation will reflect closely the hours of operation in the District's schools.

Please refer to Appendix B for the school calendar.

#### 4. School Accountability

*"If judgments of my work are always external, I will be dependent on the judges, not myself, the judgment needs to be internalized. I need to establish the authority of my own voice, to make judgements about my own work."* -Bena Kallick

Assessment is an integral and continuous part of the learning process and comes in various forms. Ultimately, the purpose of assessment is to provide the learner with feedback so that s/he can improve his/her own performance. McCarthy (1996) states, "the attitude of teachers must be to develop the conversations that lead students ultimately back to themselves." Feedback should provide meaningful information on how well an individual is doing in relation to his/her personal goals and aspirations. Indeed, having meaningful information to process allows for significant learning and de-emphasizes isolated behaviors. Therefore, the intent of feedback is to provide useful information to help an individual advance his/her own competencies, not to judge or sort. After all, we learn because there is something we want to do or accomplish and receiving meaningful feedback helps us in the self-correction process. Frequent feedback of corrective information in an atmosphere of encouragement is part of the attraction of sports and skills training. The ideal outcome would be individuals who actively use evaluation tools to inform themselves, in the same way they do in their sports activities.

Determining the progress of individuals towards curriculum/program benchmarks will require a variety of assessment tools, including but not limited to standardized tests and grades. McCarthy (1996) differentiates between two kinds of assessment: (a) on the way and (b) at the gate. Assessment *on the way* (or how the individual is doing) is ongoing, descriptive, developmental, data for growth, and asks the question, "How is the individual coming along in the learning of this?" Assessment *at the gate* (or what the individual can do) is periodic, measurement-oriented, data for reporting, and asks the question, "What did the individual learn?" By using the most effective assessment methods, we hope to expand and improve how we evaluate what students and teachers know and can do. Indeed, the assessment system that we will use will be dynamic in nature. The primary emphasis in this school will be *on the way* assessment. *At the gate* assessment will be utilized essentially for the purpose of school/program evaluation, not student assessment.



*School:*

- A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

*"To manage a school, it is necessary to develop a perception of the school as a system, a collection of parts that interact with each other to function as a whole. [The world is a complex system] where all the subsystems overlap and affect each other. The common mistake is to deal with one subsystem in isolation, as if it didn't connect with anything else. This almost always backfires as other subsystems respond in unanticipated ways."*

*"The concept of leverage is based on appropriate use of simple tools to manage difficult situations. Just as we can use levers to move large objects, we can use the concept of leverage to make adjustments in complex organizations."*

*(Scheetz & Benson, 1994)*

One cannot consider school performance without considering individual performance because individual performance influences the overall performance of the school. Additionally, an individual must reflect not only on his/her own performance in isolation but also on the impact of his/her performance on the entire system (the School). In order to sustain innovation, collective learning must be institutionalized. Shifting from an individual focus to a system/school focus requires dialogue.

Innovative philosophies have been deployed in the business community with regard to evaluation and performance. One such innovation is termed 360° feedback, which ensures that feedback is collected from all stakeholders. This practice is valuable to the evaluation process because every stakeholder has a unique and valuable perspective on performance even if these perspectives apparently seem contradictory. One who truly values multiple perspectives does not view feedback as right/wrong and good/bad but rather focuses on continual self-reflection and improvement based on what they are hearing and reading. In contrast, traditional feedback usually comes down from the top, and therefore, opportunities to derive insight from everyone involved are missed. This school intends to deploy the concept of 360° feedback. To deploy this concept, self-assessment is an important part.

Dialogue required for learning is one point of leverage this school will use to create the self-reflection process that is required for program assessment. The system must be modified to encourage and ensure ongoing, meaningful dialogue. Therefore, the system will provide protected, quality time for staff, faculty and stakeholders to come together and collaborate. To this end, faculty and staff will hold bi-weekly *program development* meetings (not be confused with the evening collaboration sessions) to reflect on programming, share concerns and successes, and to brainstorm and create solutions. These meetings will provide the necessary circumstances to generate synergy that currently is not supported in the traditional school in-service days.

### Strategy for Ongoing Program Development

Twice a month for approximately one hour, staff members will meet in self-selected professional development groups. The topics of these will be determined through shared decision-making among the entire faculty at the beginning of each school year. Topics selected will be based on areas of needed growth or investigation. In following the model at the Souderton Charter School Collaborative, Professional Development Groups have been organized around curriculum alignment, technology in the 21<sup>st</sup> century, and school culture/positive discipline.

Another opportunity for reflective dialogue presents itself within the co-teaching model. In this model teachers not only co-plan and co-present lessons, but most importantly they co-process and co-problem solve. Adults as well as students will have ILPs that include evaluation components i.e.: criteria, procedures and schedule. The development of faculty and staff ILPs will involve a collaborative process. This process will include a focus on the school's mission to ensure individual goals are tied tightly to the vision of the school.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

*"The number one criteria for learning is the generous invitation of feedback."*

*(Tharp & Gallimore, 1988)*

Performance evaluation will consist of two critical components: (a) a development plan (ILP) and (b) the formal performance assessment. CNPCS will use a locally developed evaluation tool for teachers and administrators that will consist of professional goals, collegial and administrative feedback and a portfolio that highlights professional growth. The basic premise of an ILP is that the individual must target goals for him/herself in order to set the stage for meaningful learning to occur, therefore, an ILP looks to the future. Each employee will co-create a formal ILP with mentors, colleagues and/or supervisors once a year and revisit it mid-year. An ILP includes goals and objectives of a meaningful nature for the individual and must be aligned with the vision, mission, goals and practices of the School and embody the hiring standards. The performance evaluation tool will be in compliance with all state requirements and laws.

Implementing a robust evaluation program requires feedback from a variety of sources. Within the 360<sup>o</sup> model, feedback for ILP development and assessment purposes may come from the following sources:

- Colleagues
- Parents
- Mentor/Coach
- Supervisor

In accordance with PDE's domain rating assignment, the following categories will exist and influence decisions related to re-hiring and merit pay.

- **Distinguished** represents performance that consistently exceeds performance standards while overcoming challenges or applying unique solutions.

- **Proficient** represents performance that is fully satisfactory and consistently meets performance standards.
- **Needs Improvement** represents performance that generally meets but occasionally is below performance standards but individual is making progress towards a secure performance.
- **Failing** represents performance that consistently does not meet performance standards and individual needs support to make progress towards a secure performance.

C. How do you plan to hold your school accountable to the parents of the children attending your school?

The school will be held accountable to parents at two strategic levels: (a) ongoing (*on the way*) and (b) periodic (*at the gate*) (McCarthy, 1996). Ongoing dialogue among stakeholders is crucial. We will gain significant leverage by changing the organizational system to allow ongoing dialogue among everyone to flourish, resulting in improved accountability to parents.

The following ongoing mechanisms will be implemented:

- **Evening Collaboration Sessions** will be scheduled on a monthly basis and everyone involved with the school will be encouraged to attend. This vehicle is viewed as a strategic change to the organizational system, one that will encourage ongoing dialogue on the mission, vision and goals of the school. These meetings will provide opportunities to identify, share, analyze and celebrate successes. Monthly evening meetings will be held to include family members and accommodate work schedule. to ensure that schedules of working parents are accommodated. These collaboration sessions will provide time for individual conferencing between parents and their child's teaching team, and group collaboration among all stakeholders.
- **Electronic and hard copy** communication will be available to parents.
- **Opportunities for dialogue** will present themselves during times of volunteering in the school.
- **Composition of the Board of Trustees** will include parents.
- **Parents will be contacted** when something noteworthy occurs in their child academic or social progress. Feedback from parents will be solicited to aid any child in achieving success.
- **360<sup>o</sup> model of feedback** will be implemented as described in section 4.B.

It also is important for staff to encourage children to have a voice in their learning and the school culture. In following the model of Souderton Charter School Collaborative, CNPCS will encourage children to share their ideas and to think critically about the school and how to be a positive contributor.

D. Discuss your plan for regular review of school budgets and financial records.

The School Law of Pennsylvania requires that public school districts approve an annual budget for the operation of the General and Special Revenue Funds prior to the start of the fiscal year (July 1). This budget will be made available for public inspection.

As stated in the Bylaws, once a year, the school budget and financial records will be reviewed at pre-announced board meetings. In addition, budget reviews will be performed mid-way through the fiscal year. These meetings will be open to the public. This practice will ensure

that all stakeholders are informed of financial issues and are included not only in the *review* of financial information, but also in the *development* of financial plans.

Budget must be approved by June 30 for the fiscal year beginning July 1, and ending June 30 the subsequent year. Expenditures cannot exceed the budget by function and object during the fiscal year without Board approval, and actual total expenditures may not exceed the total budgeted expenditures for the year.

An appropriately certified auditing firm in compliance with Pennsylvania State Law will conduct an annual independent audit on CNPCS.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA) Law.

CNPCS will hire a part time business manager who will be responsible for maintaining school records and disseminating information required under law. This individual will be required to understand and implement federal and state law as it relates to record keeping and dissemination of information.

F. Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification.

Collaborative North Penn Charter School recognizes that charter school funding is based on enrollment; therefore, an accurate child count is necessary. CNPCS will use the same Student Information System as the Souderton Charter School Collaborative. This Access database system is fully integrated with the requirements of PIMS (Pennsylvania Information Management System) and will be updated on a real-time basis to ensure accurate child accounting records are maintained. PDE's Charter School Student Enrollment Notification Form will be completed and serve as formal enrollment in CNPCS. Copies will be sent to the District where the student resides and enrollment information will accompany all invoices.

Student Evaluation:

- A. Describe plans to evaluate student performance.
- B. How will student development towards the school's overall learning goals and objectives be measured?
- C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

*Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternate School Assessment (PASA); and compliance with applicable auditing requirements.*

(A, B, C above are integrated into the following paragraphs)

As required by law, students will participate in state mandated testing. In addition, other ongoing student assessment will take place every day. Effective student assessment has a number of defining characteristics and requires a number of teacher assessment criteria/strategies. The

purpose of assessment is to provide the learner with feedback in order to self-correct and learn. The assessment strategies used in this School can be characterized as:

1. **authentic** (is on-going, has value beyond school, involves real challenges, is demanding and rigorous, requires higher order thinking and problem solving skills);
2. **performance based** (asks students to engage in complex tasks, often involving creation of a product; considers both process and product);
3. **multi-dimensional** (assesses student performance on sub-categories of performance; recognizes the variety of human abilities, talents and learning styles);
4. **thorough** (includes evidence across performance, work types, and content standards, feedback on performance made through comparisons over a period of time);
5. **aligned with curriculum and instruction** (“what is *inspected/assessed* must be *expected/taught*”); and
6. **overt** (expectations/specified criteria for student performance are clear and known in advance by the students, standards for good performance delineated clearly).

Two primary assessment tools will be instrumental in supporting the implementation of this school’s assessment philosophy: (a) portfolios and (b) rubrics and (c) formative and summative assessments. Portfolios are a collection of student work. Often, they document a student’s best work i.e. showcase portfolio and/or student growth over time i.e. working portfolio. Portfolios may include other kinds of process information such as drafts of student work, and student’s self-assessment of his/her work. A rubric is a set of guidelines for scoring performance against criteria (Wiggins, 1997). A typical rubric states all dimensions of the task being assessed or its content (e.g., fluency, mechanics, vocabulary, introduction, body, summary) and contains an output or scale from exemplary performance (5) to novice performance (1). Students may receive the rubric prior to beginning tasks so that they can self assess and self adjust against “worthy” standards. Rubrics serve as a bridge between a particular task (e.g., speech) and the general outcome (e.g., excellent speech) allowing students to cycle back and forth between their performance and their intended outcome/aspiration.

Assessment will be on-going and teachers will keep anecdotal and cumulative information on all students to create a comprehensive picture of students’ strengths and weaknesses. A mixture of tools will be used to assess student progress. In instances where students fail to make sufficient progress, the RTI (response to intervention/instruction) process will be initiated and a formal time-line created with specific goals. Standardized testing will be given in all grades and an analysis of these results will be used to create class configurations and provide staffing support. The following tools will be used to assess student progress:

- Quantitative Reading Inventories (QRI)
- Quarterly open-ended math prompts
- Comprehensive math tests
- Teacher-made tests
- Standardized tests
- Student self-evaluations
- Teacher anecdotal records
- Teacher/Student conferences
- Journals
- Project Folders
- Writing folders
- Portfolios
- Rubrics

### Student Achievement Analysis:

Every student at CNPCS will be assessed on his/her overall progress quarterly to ensure that proficiency standards are met and plans are developed for any student who fails to meet these standards.

In language arts, every student's independent and instructional reading levels will be determined at the beginning of the year using QRI's, phonemic checklists and sight word lists. In addition, student spelling and vocabulary skills will be evaluated using developmental skills checklists. Student writing will be evaluated in September and May using rubrics and quarterly prompts will be given to ensure that all students leave 8th grade with the ability to write narrative, expository, persuasive and informational texts.

In math, students' abilities will be evaluated at the beginning of the year and students will be placed in developmentally appropriate math groups. In grades K-2, flexible groupings are created based on units studied. In grades 3-8, students' abilities are evaluated using a series of math maintenance activities in addition to unit tests. All students will be given a comprehensive math test at the conclusion of the school year and a summer plan will be developed for students who fail to achieve a level of mastery of the year's content.

Every student at CNPCS will be engaged in inquiry and project-based studies for science and social studies that are aligned to common core and state standards. These units will be designed using the Understanding By Design curriculum model developed by Grant Wiggins and Jay McTighe. Through this backward design model, essential understandings and questions are designed from which all instruction, activities and tasks flow. Students' learning will be evaluated using rubrics and checklists and formal tests or assessments may also be given to determine each student's level of understanding. In grades K-2, students will complete four units; in grades 3-5, students complete six units; in grades 6-8, a minimum of ten units are completed. In addition, all students in grades 6-8 will complete an independent year-long study on a self-selected topic. In May, each student will do a one hour presentation and demonstration of his/her unit and these units will be assessed by self, peers and teachers.

Three times a year, parent, teacher and student conferences will be held for students' progress to be shared with families. There will be time to show student work, discuss future goals and evaluate current progress. In addition, each May families will be invited to Portfolio Night to come and discuss their children's work over the year.

Finally, each student's IEP/ILP will be used to assess progress towards individual goals. Parents, faculty and students (where appropriate) will participate in this process to ensure that all stakeholders participate in a child's goal setting and reflective assessment process.

## **5. School Community**

A. Describe the relationship of your school to the surrounding community.

CNPCS will draw students from the North Penn School District and neighboring communities, if necessary. CNPCS will be actively engaged in creating and maintaining community partnerships with other organizations to encourage the very best education. Partnerships between the school and local non-profit organizations (and local universities) will be developed. These relationships to the surrounding community reach to the core of the school's philosophy, mission and goal. This core involves children and adults in a learning environment

where meaningful, real life experiences occur. The relationship between the school and the community is crucial in two ways.

First, volunteers will come into the school to participate in the learning environment to import their own experiences and to help students extend their skills and knowledge. Background checks for all adults who interact with children as part of the program will be required.

Second, a number of the school's activities will involve community-based projects. Having children participate in activities that sustain the community, extend the learning opportunities and build a connection to community gives children an opportunity to have "real life" connection to their own environments.

B. Describe the nature and extent of parent involvement in the school's mission.

*Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.*

*"Traditionally in education we have opened our doors only slightly to parents. We have engaged them as volunteers for various activities but have had difficulty communicating our plan for learning. Today, educators must find ways to include parents in defining the aims of education and show how the school learning plan is focused toward achieving those aims. Parents want and deserve to be active partners in their children's educational experience."*

*- Erickson, 1995*

Parents/guardians are considered instrumental to the school's success. To this end, a number of vehicles have been woven into the system to ensure maximum involvement from parents/guardians.

Parents/guardians will have multiple opportunities to learn about the school culture including at each School Open House Tour, the yearly Welcome Back Night and at monthly Evening Collaboration Sessions. These experiences will ensure that every person understands the school environment and its goals and mission, thus enabling them to enrich the learning environment for the children.

Furthermore, parents will be welcomed throughout the day. A "Family Welcome Policy" creates an environment of transparency and trust. CNPCS will follow the Family Welcome Policy practice of the Souderton Charter School Collaborative and its underlying parameters. SCSC has successfully maintained its Family Welcome Policy for twelve years and believes it uniquely sets it apart from other public schools. The monthly collaboration sessions will give every parent an opportunity to participate regularly and actively in the school environment. Additionally, monthly workdays will be held the first Saturday of each month from 9:00AM to 12:00PM. Parents/guardians who attend workdays will participate in small and large building projects and other tasks throughout the school to maintain the building, thus creating savings while building community. Parents/guardians can tangibly see how their efforts support their children's education by re-directing funds typically spent on building maintenance to classroom instruction.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Our parents/guardians have the right to expect that we will demonstrate complete accountability to our academic and non-academic goals and that we will adhere to our mission. However, we recognize that problems arise out of differences in opinions and learning to work together. Where applicable by law, parents and students will be informed of the due process rights afforded them by federal and state regulations; all due process rights will be honored at the School. Procedures to review additional complaints from parents are as follows:

1. The many mechanisms (e.g., evening collaboration sessions, voice mail, email, student conferences) for ongoing dialogue will be the first step for parents/guardians to discuss grievance issues with their child's teaching team.
2. If the parent/guardian is dissatisfied with the outcome of these attempts, they should notify school leadership, who will schedule a meeting with the homeroom teacher and the parents/guardians. This meeting will be scheduled within seven working days from the time of notification; the meeting time will be convenient for everyone involved.
3. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, they should notify a member of the Grievance Committee from the school's Board of Trustees. This meeting will be scheduled within seven working days from the time of notification; the meeting time will be convenient for everyone involved.
4. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, they should notify the president of the Board of Trustees and a board meeting will be held, as a final step to resolving the grievance within the system.
5. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, legal avenues available to parents/guardians and students may be pursued.

**6. Extra-curricular activities (athletics, publications and organizations)**

- A. Describe the program of extracurricular activities planned for the charter school.
- B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extra-curricular activities within the school district.

*Explanation: Identify organized program of activities that complements the mission of the charter school and the similar programs in the school district of students' residence.*

**Note:** Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

Because of the small population of the school, it is impractical to establish our own sports teams or large musical groups. To that end, we have every intention of working with the North Penn School District regarding the participation of our students in extra-curricular activities for which they qualify. CNPCS will adopt the policy of the Souderton Charter School Collaborative regarding participation in District extracurricular activities as follows:



## Collaborative North Penn Charter School Student Extra-Curricular Participation Policy

CNPCS provides the option for all students in grades 6 through 8 to be eligible to participate in sports or after school activities at the local district school. To be eligible and maintain eligibility, a student must meet the following criteria:

- 1) Student must remain above daily attendance allowances.
- 2) Student must maintain 80% or above grade averages in all-major subjects.

Additionally, the following also applies:

**Field Work/Trips:** If field work/trips are scheduled with a return time after 2:10 occur on any away game days, the student will not be able to attend the game.

**Transportation:** CNPCS is unable to provide transportation. Transportation to the district school is the responsibility of the student's family

**Dismissal:** In order to meet the 990 academic hours required by the Pennsylvania Department of Education, and to reduce disruption to the academic day, students will not be dismissed before 3:00pm on practice/Home game days or before 2:15pm on Away game days.

**In-Class Work and Homework:** It is the responsibility of the student to obtain and complete all missed in-class assignments and homework. All missed work must be completed within 24 hours of the date assigned and all homework assignments must be completed by the next day.

## II. Needs Assessment

*“To implement changes in programs, school structures must accommodate the learning process for adults as well as students. New instructional practices require new organizational practices. Changing these practices requires applying what is known about the change process and adult learning.”*

*- Scheetz and Benson, 1994*

### 1. Statement of Need:

#### A. Why is there a need for this type of school?

The Souderton Charter School Collaborative opened in 2000 and has grown into a successful K-8 model of education. In 2013, SCSC was recognized by the U.S. Department of Education as being an “exemplary high-performing” Blue Ribbon school. In 2012, SCSC’s middle school was designated as a “Schools to Watch”. Finally, there continues to be a high interest in SCSC’s model of education by families residing in the North Penn School District. North Penn School District is highly represented on the current year’s accounting for 25% of 269 students in grades K-3

#### B. Explain why the charter school model is an appropriate vehicle to address this need.

*Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.*

Many key features of the Collaborative North Penn Charter School represent a shift from local public educational programming. This shift in programming may be characterized in part by the following features:

- An educational environment which enables children to learn together in an inclusive and individualized setting;
- Co-teaching model to support differentiated learning;
- Student to teacher ratios that support deep learning;
- RTI model of intervention;
- Professional Development Groups based on shared decision making and self-selected topics;
- Authentic curricula and pedagogy based on experiential learning.

### 2. School Demographics

#### A. What are the schools enrollment projections for the first five years? What is the schools ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or groping?

The school will serve approximately 228 students in grades K through 7 by 2019 with the approximate grade configuration of the following:

<u>Years</u>	<u>Total No. Students</u>	<u>Class Compositions</u>
2014-15	106	Grades K-3
2015-16	142	Grades K-4
2016-17	180	Grades K-5

2017-18	204	Grades K-6
2018-19	228	Grades K-7

The goal is for the school to grow to a K-8 school.

B. Describe the community or region where the school will be located.

The North Penn School District is a large, suburban, regional public school district that educates over 11,000 students. It covers a 42-square mile area in Montgomery County. The location of the school

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The Collaborative North Penn Charter School was conceived by Souderton Charter School Collaborative leadership due to the substantial interest expressed by families from the North Penn School District. Souderton Area School District community has embraced SCSC's individualized K-8 model of education and recently only families from SASD fill open slots. For the past three years, families living outside of the Souderton Area School District have virtually no opportunity to enroll their children since new families residing in SASD fill 100% of enrollment slots. Even given this preference, many families in SASD are denied enrollment due to the size limits of SCSC. Since the Board of Trustees believes that one of the greatest strengths of SCSC is its small size, rather than expand, the idea of creating a sister school was envisioned during the summer of 2013.

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken.

*Explanation: Provide a description of the students to be served and the community in which the school will be located.*

CNPCS will attract students from all socio-economic, racial and ethnic populations that comprise the North Penn School District. We anticipate our student population to mirror that of the District. It will be assumed that the primary language spoken among most of its students will be English. CNPCS will provide instruction and WIDA testing for all students whose first or primary language is one other than English in accordance with state requirements.

**3. District Relations/Evidence of Support.**

A. What efforts have you made to notify the district(s) from which your charter school would draw students?

The superintendent of NPSD was contacted by Wendy Ormsby on November 13, 2013 to inform him of the intent to submit a charter school application to replicate the SCSC model.

B. What efforts will be implemented to maintain a collaborative relationship with school districts?

**Note:** Letters of intent must be sent to all school districts from which the charter school could reasonably expect to draw students.

School leadership of SCSC and CNPCS believes in the importance of a collaborative relationship between the charter school and the District because the team believes ultimately that the charter school must work and function collegially within the existing District. SCSC has a history of working collaboratively with ten Districts and looks forward to continuing its collaboration with North Penn School District.

- C. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members and institutional leaders and others, through the use of letters of support, surveys or other tangible needs.

*Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents, and evidence that the breadth of community support extends beyond the core group of founders.*

CNPCS is a unique position of replicating SCSC based on a high level of interest from North Penn School District families over the thirteen-year history of SCSC. The success of SCSC has restricted enrollment to new families who reside only in the Souderton Area School District. However, 35% of the current waiting list for SCSC reside in the North Penn School District. At Open House Tours held at SCSC from October 2012-2013, families' interest in enrolling their children in a replication school was solicited. For the 2012-13 school year in grades K-3, 66 children were on the waiting list for enrollment in SCSC. In our letters of support, the parents of 13 children in grades K-3 are identified as candidates for enrollment at CNPCS. Our current for grades K-3 stands at 269 students.

Please refer to Appendix C for enrollment interest and community backing from North Penn School District families. For confidentiality reasons, some personal information has been removed from the enrollment lottery cards.

### III. Description of Founding/Management Team

#### 1. Profile of Founding Coalition:

- A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

The core planning team is comprised of an interdisciplinary group of individuals associated with the Souderton Charter School Collaborative. The team represents the key individuals who are responsible for the academic and financial success of SCSC and wish to expand the range of educational opportunities by creating an additional charter school that embraces the same model of education and organizational structures/processes.

As enunciated in Act 22 of 1997, the Commonwealth's charter school system is intended to:

- Improve pupil learning;
- Increase learning opportunities for all pupils;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
- Hold the schools established under this act accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

At the heart of these tenets is the idea that charter schools will serve as laboratories of innovation on behalf of all of Pennsylvania's schools. A successful charter school system must be grounded in accountability for academic success with an emphasis on developing and broadly disseminating best practices, in the context of ensuring the flexibility and innovative atmosphere that are inherent to charter schools.

- Wendy Ormsby, MS—Founder SCSC, Director of Organizational Development of SCSC
- John Penny, Founder, SCSC Trustee
- Jennifer Arevalo, MEd— CEO/Director of Education of SCSC
- Lisa Kern, SCSC Board President
- Carina Urbach, SCSC Board Vice-president
- Pattie Guttenplan, SCSC Board Treasurer and North Penn School District resident
- Kellie Martinjuk, Educator and North Penn School District resident
- Wendy Morrell, Educator and North Penn School District resident

Please see Appendix D, *The Collaborative North Penn Charter School Core Planning Team Overview* for more detailed information about each member of the core planning team including references for each.

- B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The founding team came together with the shared belief that the model of education at SCSC, one of strong academic achievement for all students and conservative financial spending, is worthy of replication. Additionally, the high level interest expressed by North Penn SD families to attend SCSC made the location of a replication school in North Penn compelling and salient.

C. Include any plan for further recruitment of founders or organizers of the school.

There are no plans to recruit proactively for additional founders, however individuals who are interested in participating actively in the development of the school have been and will continue to be encouraged to participate in planning activities.

D. Provide information on the manner in which community groups are involved in the charter school planning process.

Due to the strength and experience of the founding team, the charter school involved individuals with a proven track record to envision and plan for the school. Additionally, community relationships already built by SCSC will be continued and expanded. SCSC's leadership has developed partnerships with Gwynedd Mercy College, North Penn/Indian Valley Boys and Girls Club and MANNA on MAIN. We hope to continue to use these resources to influence teacher preparation, support students outside of school hours and build community service partnerships.

*Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school*

## **2. Governance:**

A. Describe the proposed management organization of the school including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- *School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year)*
- *Adopting textbooks*
- *Appointing or dismissing charter school administrators*

- *Adopting the annual budget*
- *Purchasing or selling of land*
- *Locating new buildings or changing the locations of old ones*
- *Creating or increasing any indebtedness*
- *Adopting courses of study*
- *Designating depositories for school funds*
- *Entering into contracts of any kind where the amount involved exceeds \$200*
- *Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.*
- *Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*

A Board of Trustees will govern Collaborative North Penn Charter School. The Board will consist of at least five Trustees. An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the above detailed list, as required by law.

In order to reflect the schools mission and principles in the make up of the Board of Trustees, the Board will include representatives from the various constituencies involved in the school as described in the Bylaws. The Board will include a President, Vice-President, Secretary and Treasurer. To begin with, the Board will establish the following committees:

- ◆ The Properties and Facilities Committee
- ◆ The Finance and Compliance Committee
- ◆ The Fundraising and Outreach Committee
- ◆ The Human Resources and Policy Committee
- ◆ The Grievance Committee
- ◆ The Executive Committee

In addition, the Board will have the authority to establish such other committees, as it deems necessary, to carry out the mission of CNPCS. Each Board member will serve for three years. In order to maintain continuity, the Board members will serve staggered terms.

B. How will the Board of Trustees be selected?

The Board of Trustees was selected in accordance with the School's bylaws. In order to ensure continuity of the educational model, mission and vision utilized at SCSC, membership of the SCSC Board of Trustees and CNPCS Board of Trustees includes the same people. This management model is used by Propel Charter Schools, a group of highly successful charter schools, operating for past ten years in the Pittsburgh and surrounding area. Operating as a series of replication charter schools, Propel's Board of Trustees provides for consistent oversight and leadership of each newly created charter school. This model board leadership will be adopted to ensure success, much like a District Board of Directors oversees multiple schools. In the first year of operation, at least one new NPSD resident will be appointed to the Board of Trustees.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

The Board of Trustees of the CNPCS will maintain the continuity of the coalition's vision.

Every individual whom the membership nominates to run for a place on the Board will be required to participate in an orientation program. The orientation will inform each nominated candidate in the pedagogy and practice of CNPCS. Before the Board will place that nominee's name on the election ballot, s/he will have to demonstrate an understanding and commitment to the experiential method of learning as well as the mission and guiding principles of the School. The then serving Board of Trustees will determine if a candidate satisfies these conditions and, if so, will place that person's name on the ballot given to the membership.

As a demonstration of their commitment to Collaborative North Penn Charter School and as a means of keeping all Board members familiar with CNPCS's approach to education, the Bylaws encourage each Board member to volunteer at the School for at least four hours per month. The Board members will be part of the Collaborative North Penn Charter School learning community.

D. Describe the roles and responsibilities of the Board.

The Board of Trustees will:

- ◆ Be familiar with Collaborative North Penn Charter School experiential learning model for education and the curriculum that will implement this learning method at the school as well as the school's mission and guiding principles;
- ◆ Develop policy that will link the Collaborative North Penn Charter School with the community by enlisting individuals from business, industry, government, social service agencies, education, and the arts to serve as resources, both financial and for their skills and talents;
- ◆ Demonstrate fundraising and public relations efforts to benefit the Schools' programs;
- ◆ Provide all relevant data, information and material to the Fund-raising and Outreach Committee;
- ◆ Develop and implement policy for future direction of the School in accordance with the School's mission and guiding principles in partnership with the membership of the School with a specific emphasis on the experiential method of learning and teaching;
- ◆ Approve the annual budget;
- ◆ Vote and notify on hiring and dismissals;
- ◆ Approve membership in professional organizations;
- ◆ Approve nominees for the Board of Trustees along with the membership of CNPCS;
- ◆ Expel upon the recommendation of the administration pursuant to the criteria set forth in the school's code of conduct and following any due process required by any federal or state law;
- ◆ In partnership with the administration, establish the school calendar;
- ◆ Establish Board committees;
- ◆ Authorize any cash disbursements and purchases exceeding budget figures in partnership with the Director of Organizational Development.

For a description of the Board Committees, please see Appendix E, CNPCS Bylaws.



- E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

CNPCS proposes to reinvent the system creating a 360<sup>o</sup> relationship among teachers, administrators, parents and students. To do so all members of the community must participate in the process of learning and in an ongoing process of assessment and refinement of the program. Teachers, staff and administrators also will attend and participate in bi-monthly program development meetings where they will discuss the teaching model and pedagogy of the School and focus on the instructional program at CNPCS.

- F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

Parents will be encouraged to participate in school activities and volunteer at the school to the extent they are able. The Board of Trustees shall consist of not less than five (5) and not more than fifteen (15) members as determined by the Board. The Board shall be comprised of professional educators, community leaders and parents/guardians. The Trustees shall be divided into three groups of approximately equal size. This ensures parent representation on the Board. The school's family welcome policy creates an atmosphere of dialogue among parents, faculty and school leadership. In this environment, issues are discussed and solutions are developed among everyone. Parents' voices become part of the problem-solving and decision-making process.

- G. Submit copies of the school's Bylaws, contracts and other documents required by pending charter school legislation or applicable law.

Attached is a full copy of Collaborative North Penn Charter School Bylaws.

H. Submit board members' names, addresses, phone numbers and resumes.

*Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.*

The current Board of Trustees is comprised of the following individuals. Addresses, phone numbers and resumes/bios have been included.

Lisa Kern, President  
 Carina H. Urbach, MEd, Vice-President  
 Pattie Guttenplan, Treasurer  
 Elise Bowers, Secretary  
 Kim Buchanan, Trustee  
 Matt Harrington, Trustee  
 John Penny, Trustee  
 Open for NPSD resident

Lisa Kern, President 674 Harleysville Pike Harleysville, PA 19438 Phone: 215-513-1549 Email: AsilNreK@aol.com	Carina Urbach 1138 North Bethlehem Pike Lower Gwynedd, PA 19002 Phone: 215 540-8913 Email: churbach@msn.com
Pattie Guttenplan, Treasurer 136 Oak Boulevard Lansdale, PA 19446 Phone: 215-855-2919 Email: pebgdesigns@aol.com	Elise Bowers, Secretary 448 Store Road Harleysville, PA 19438 Phone: 215-256-9908 Email: ebowers@comcast.net
Kim Buchanan, Trustee 657 Northfield Lane Harleysville, PA 19438 Phone: 215-256-3234 Email: kimberly_buchanan@merck.com	John Penny, Trustee 434 Store Road Harleysville, PA 19438 Phone: 215-256-1459 Email: JohnV.Penny@verizon.net
Matt Harrington 780 Hideaway Lane Harleysville, PA 19438 Phone: 610-584-6437 Email: hideawaygardens@hotmail.com	Open for NPSD resident

Please refer to Appendix D for resumes/bios of each board member.

## IV. Finance and Facility

### 1. Financing:

- A. Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools to create those budgets. See

[http://www.portal.state.pa.us/portal/server.pt/community/school\\_finance/7307/hid\\_e\\_chapters\\_%28manual\\_of\\_accounting%29](http://www.portal.state.pa.us/portal/server.pt/community/school_finance/7307/hid_e_chapters_%28manual_of_accounting%29)

Contact Marlene Kanuck at (717) 783-9294 or by email, [mkanuck@state.pa.us](mailto:mkanuck@state.pa.us) for a sample copy of the budget form PDE-2028.

See Appendix F for the preliminary startup and operating budget.

- B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

**Note:** For additional financing procedures see Section 1725-A of the Charter School Law.

Our procurement practice policies and procedures will (a) provide for fair and equitable treatment of all persons or firms involved, (b) assure that supplies, services and construction are procured efficiently, effectively and at the most favorable prices available to us, (c) promote competition in contracting, (d) provide safeguards for maintaining a procurement system of quality and integrity and (e) assure that our purchasing actions are in full compliance applicable to federal, state and local laws. Purchasing procedures and policies will be standardized as shown in the work plan and timeline (see Appendix G).

- C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

CNPCS will open its doors after procuring the necessary materials and services that will be funded with the July and August per pupil allotment monies from the District(s). No initial efforts for fundraising are planned to generate capital or supplement per pupil allocations.

- D. Describe the implementation of the following required financial procedures:

The treasurer or designee of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- *United States Treasury bills*
- *Short-term obligations of the United States Government or its agencies or instrumentalities*

- *Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.*
- *Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.*
- *Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat. 789, 15 U.S.C. \* 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.*

**Note:** All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The school treasurer shall settle his accounts annually with the Board of School Directors for each school year.

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirement set forth for school boards in this section.

- Financial Statements will be presented by school leadership and the treasurer in writing to the Board of Trustees for review, discussion and approval.
- An independent annual audit will be performed, by an appropriately certified audit firm, in accordance to the requirement of Article 24 of the School Code of 1949.
- Operating accounts will be established with approval of the Board of Trustees. The treasurer or designee will deposit all gross revenues into the operating accounts and operating expenses to be paid out of the operating accounts for and on behalf of the school. The Operating Accounts shall be used exclusively in connection with the operation of the School.
- A proposed budget for the operation of the school will be presented and reviewed by the Board of Trustees prior to the beginning of each fiscal year. Budgets will be prepared in accordance with Pennsylvania Department of Education chart of accounts. In accordance with state law, budgets will be passed by the Board of Trustees by June 30<sup>th</sup> of each year.
- Payroll will be managed by the treasurer or designee. Payroll expenditures will be reviewed and approved by the Board of Trustees at each board meeting.

## **2. Facility:**

- A. Provide descriptions of and addresses for the physical facilities under consideration. And the ownership thereof and lease arrangements.

- Option 1: 900 Forty Foot Road, Kulpsville Pa. 16,000 square feet office building/warehouse  
This location requires construction inside.
- Option 2: 1758 Allentown Road, Lansdale Pa. 21,500 square feet box store  
This location requires construction inside.
- Option 3: 1500 Gehman Road, Harleysville Pa. 20,000 square feet office building  
This location requires construction inside

B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individual with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

These three locations would be suitable facility for the proposed school because each allows for ample space to grow over the course of the charter and fully serviced for HVAC, lighting and water supply. The open warehouse space in the first two locations require similar renovations to those made at the Souderton Charter School Collaborative in their Broad Street location.

- The Forty Foot Road location is zoned light industrial. It is adjacent to Christopher Dock Mennonite High School. The high ceilings would allow for the construction of a multi-purpose space. Current bathrooms are ADA compliant. Ms. Ormsby and Ms. Arevalo met with Towamencin Township Zoning Officer to begin the variance approval process. Lease negotiations are on-going.
- The Allentown Road location is zoned shopping center. It is a box store and would require construction. Ms. Ormsby and Ms. Arevalo met with Towamencin Township Zoning Officer to begin the variance approval process. Lease negotiations are on-going.
- The Gehman Road location is zoned light industrial. This location is a back-up in the event that the first two locations are not suitable or become unavailable.

There is ample parking and bus/car drop off and pick up plus open space for the students to play. Long-term projects would involve a space for physical education and smaller shared spaces for instruction as the school's population grows. The properties are well maintained and each owner is anxious to secure a lease.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

Funds for facility maintenance are included in the budget. The facility will be maintained on a daily basis by contracting or hiring custodial services. Extended facility maintenance will be contracted out to local businesses on an as-needed basis. Additionally, the school community will participate in the general upkeep of the facility at monthly Saturday Work Days. Weekend workdays are held the first Saturday of each month from 9:00AM to 12:00PM. Parents and family members who attend workdays participate in small and large building projects and other tasks throughout the school. It is estimated that work accomplished during this unique program saves the school approximately \$50,000 each year.

- D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

It is expected that the model of renting versus owning will be continued at CNPCS. There are no plans to acquire facility/land. Renovations of the school facility will be considered as the school grows.

- E. Describe facility-financing plans.

*Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.*

See Appendix F for a preliminary startup budget.

### **3. Liability and Insurance:**

- A. Describe your school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer's liability coverage (see Section 1727-A of the charter school legislation).

*Explanation: Provide evidence of insurability in all areas identified above.*

The CNPCS will secure liability insurance coverage. After the charter is granted, appropriate insurance i.e., general liability, property liability, Board liability coverage will be procured as reflected in the timeline outlined in Appendix G. Limitation of personal liability is included in the School's Bylaws (see Appendix E). Health care benefits will be procured for eligible CNPCS staff and these benefits will comply with state Charter School law. The Certificate of Liability Insurance Declaration Page for SCSC is attached (see appendix J). CNPCS will have similar levels of insurance coverage.

### **4. Child Accounting**

- A. Describe your school enrollment and attendance procedures.

**Note:** State child accounting procedures must be followed. (24 PS 13-1332)

*Explanation: Charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards*

The School will use the same enrollment and attendance procedures as the Souderton Charter School Collaborative. (24 PS 13-1332). The Student Information System (SIS) and Attendance System utilized by SCSC will be used by CNPCS. These systems will allow accurate and timely reporting to PDE.

- Attendance taken at the beginning of each day will be recorded permanently.
- When a student is absent and no call is made from home, the office will contact the home.
- Any student who is absent for three or more days will be expected to return to school with a doctor's note unless the absence was pre-approved under the family vacation policy.
- In the event that a student exceeds the allowed number of 11 days, parents are required to document each subsequent absence with a doctor's note.

## V. Implementation and Administration

### 1. Recruiting and Marketing Plan:

- A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.
- B. What type of outreach will be made to potential students and their families?  
(A and B answered together)

*Explanation: Develop a solid plan to attract sufficient students to operate a school; publicize the school; and ensure a match between the school program and applicants' educational and personal needs.*

The Collaborative North Penn Charter School will build from the current wait list and mailing list of the Souderton Charter School Collaborative. Additionally, SCSC's website, which has been a major source of contact for interested families from the ten surrounding districts, will be used to alert families of the creation of a replication school. At SCSC Open House Tours, from October 2012-2013, families' interest in enrolling their children in a replication school will be solicited. We will issue press releases to local papers to further inform the community.

### 2. Admissions Policy:

- A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

A lottery process will be used to select students if applications exceed openings, first from within the District, then from without District, as documented in the timeline (see Appendix G). All applicants will be given equal chance for school admission. In the event that a lottery is necessary, children of founding members will be given preference before the lottery process begins, as stated in current state legislation.

### **Collaborative North Penn Charter School Enrollment Policy**

Whereas, it is the desire of the Board of Trustees of the Collaborative North Penn Charter School to define priorities in the Enrollment Policy in accordance with Pennsylvania Charter School Law. A student may not be denied access to a free and full public education non extra-curricular activities on account of race, sex, color, religion, sexual orientation, national origin, pregnancy, marriage or disability.

Definition – Sibling: A child is considered a sibling of a currently enrolled student if the child is a full or half-sibling or a foster child AND the currently enrolled student resides with the sibling either full or part-time.

Now, therefore, be it resolved by the Board of Trustees and it is hereby resolved by the authority of the same as follows:

At the conclusion of the open enrollment period or when an attendance slot becomes available, priority will be given to:

1. Children of founding members of the Collaborative North Penn Charter School whom have sustained involvement through the time of the open enrollment period or sustained involvement through the time when an attendance slot becomes available.
2. Siblings of currently enrolled students residing in the North Penn School District.
3. Siblings of currently enrolled students residing outside of the North Penn School District.
4. The children of residents of the North Penn School District.
5. The children of residents of Pennsylvania applicants living outside the North Penn School District.

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Open Enrollment will begin when the charter is approved. The open enrollment will run for no longer than ninety days, allowing for the lottery to be held within a reasonable timeframe before the first day of school. Once the open enrollment date has occurred, the lottery will be held within seven business days. Families will be notified within two weeks of their child's admission to the school. After the lottery is held, any newly interested families will be placed at the end of the wait list in accordance with Pennsylvania Law.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

*Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).*

The intent of the CNPCS is to develop a school for a diverse group of children and families in the school community. Facilitating inclusive and individualized practices is one of the school's critical success factors; therefore, having a diverse group of children and families involved with school is viewed as a strategic advantage. Our strategy is to advertise openly, share information and provide options to the community. Furthermore, we will target advertising to areas to promote equal access such as libraries, train stations and community centers. These practices will ensure recruitment strategies further the mission of the school in a non-discriminatory manner.

### **3. Human Resource Information:**

A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

Upon initial hiring of **all professional staff**, basic skills in the following areas will be required with a minimum of a BS or BA degree and PA teaching certification for lead positions and an Associates Degree for supportive positions. A commitment to ongoing development of these skills will be required.

1. Demonstrated enthusiasm for and commitment to the school's mission and critical success factors;



2. Demonstrated commitment to lifelong learning. (e.g., self-motivation to assist own performance, risk taking and experimentation, accessing and sharing high quality knowledge, responsiveness to feedback);
3. Commitment to, knowledge of, and skill in communication and developing collaborative partnerships with all school stakeholders;
4. Demonstrated professionalism and ethical behaviors;
5. Demonstrated respect for diversity in all forms; and
6. Commitment and availability to participate in the school's various mechanisms for ensuring program development and accountability.

Additionally, **the faculty** will be required to have basic skill in the following areas:

1. Philosophical, historical and legal foundations of public education;
2. Learning; characteristics of learners and child development and the implications for educational programming;
3. Facilitation of the learning of children with special needs;
4. Assessment, diagnosis and evaluation of children;
5. Instructional pedagogy designed to meet the needs of multiple learning styles;
6. Experiential planning and teaching;
7. Effective discipline practices;
8. Effective and meaningful transition practices; and
9. Consumerism of the professional literature.

The **Chief Executive Officer/Principal** will be required to have basic skill in the following areas:

1. Knowledge of best educational practices;
2. Concepts and practices related to a learning organization;
3. Effective application of concepts related to learning organizations;
4. Idea conceptualization and development of systems and people;
5. Organizational and managerial skills; and
6. Financial skills.

In addition, all faculty and staff will be expected to grow continually in relation to their understanding of and skill in organizational systems, the change process and technology deployment.

B. What is the targeted staff size and teacher/student ratio?

The school will employ a minimum of one full-time equivalent certified teacher for each homebase. In certain instances, the needs of the students may require additional teachers. The hiring of these individuals will be determined each year as the school plans for the changing needs of the student population. The overall student to teacher ratio will be no more than 15:1.

C. What professional development opportunities will be available to teachers and other staff?

The nature of this school will provide many opportunities for professional development. The strategies used for faculty performance evaluation will provide ongoing and meaningful opportunities for self-development and personal growth. Furthermore, the nature of collaborative teaching provides everyone with multiple opportunities for continual learning. Bi-weekly program development meetings offer additional opportunities for teachers to bring in experts and

discuss new ideas. Eventually these skills will create opportunities for faculty and staff to consult with other schools and teach other teachers.

Please refer to Section II, Needs Assessment, to learn more about the Professional Development Process.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

The Human Resources Committee of the Board of Trustees will administer human resource policies. This approach ensures multiple perspectives are taken into account breaking the traditional top-down approach when considering all human resource issues.

**Salaries:** Salaries will be guided by using the District's salary steps as a basis for decision-making. This committee will recommend the starting salary to the Board of Trustees for approval.

Salary increases will be administered on a yearly basis and will be comprised of two components that are approved by the Board of Trustees.

The first component, referred to as a Base/Cost-of-Living increase, will be given to all professional staff who, by the judgment of the school's leadership, are considered to be competent. The second component, referred to as Exemplary Merit pay, may be offered to those individuals who contribute to the school in meaningful ways such as assuming additional leadership tasks, serving as master level teachers or demonstrating a high level of collaborative skills. School leadership will recommend Base/Cost of Living increases and Exemplary Merit pay to the Board and the Board will have final authority over the amount of given to each employee.

**Contracts:** Pennsylvania is an employment at will state and the School will follow these guidelines. An individual will remain employed based on his/her performance.

**Hiring:** Hiring will be the responsibility of school administration and the Board of Trustees. The interview process will involve administration and staff. This committee will conduct interviews and make hiring recommendations to the Board of Trustees for approval.

**Dismissal:** Dismissal will be the responsibility of school administration and the Board of Trustees. A progressive discipline model will be employed before any individual is dismissed. This model will work as follows. If the 360<sup>o</sup> feedback (as described in section I.4.C) results in a rating of Needs Improvement or Unacceptable, the following steps will be taken:

1. The individual and the school leader(s) will develop a 60 school day improvement plan. During this time period, the individual will be given ongoing support, guidance and feedback to ensure maximum probability of achieving the goals set forth in the improvement plan.
2. At the end of the 60 days, feedback will be collected and discussed again. If performance remains unsatisfactory, a 30 school day probation period will begin. During the following 30 days the individual will be given regular support, guidance and feedback.
3. At the end of the probationary period, if performance continues to need improvement or remains unsatisfactory, a recommendation for dismissal will be made to the Board of Trustees.

This approach ensures that multiple perspectives are included in the assessment of the individual and the individual receives substantial support in achieving the agreed-upon goals defined in the development plan. Dismissal will be used as a last resort.

**Sick and Other Leave:** The School will offer sick leave or an equivalent benefit to all full-time employees as follows:

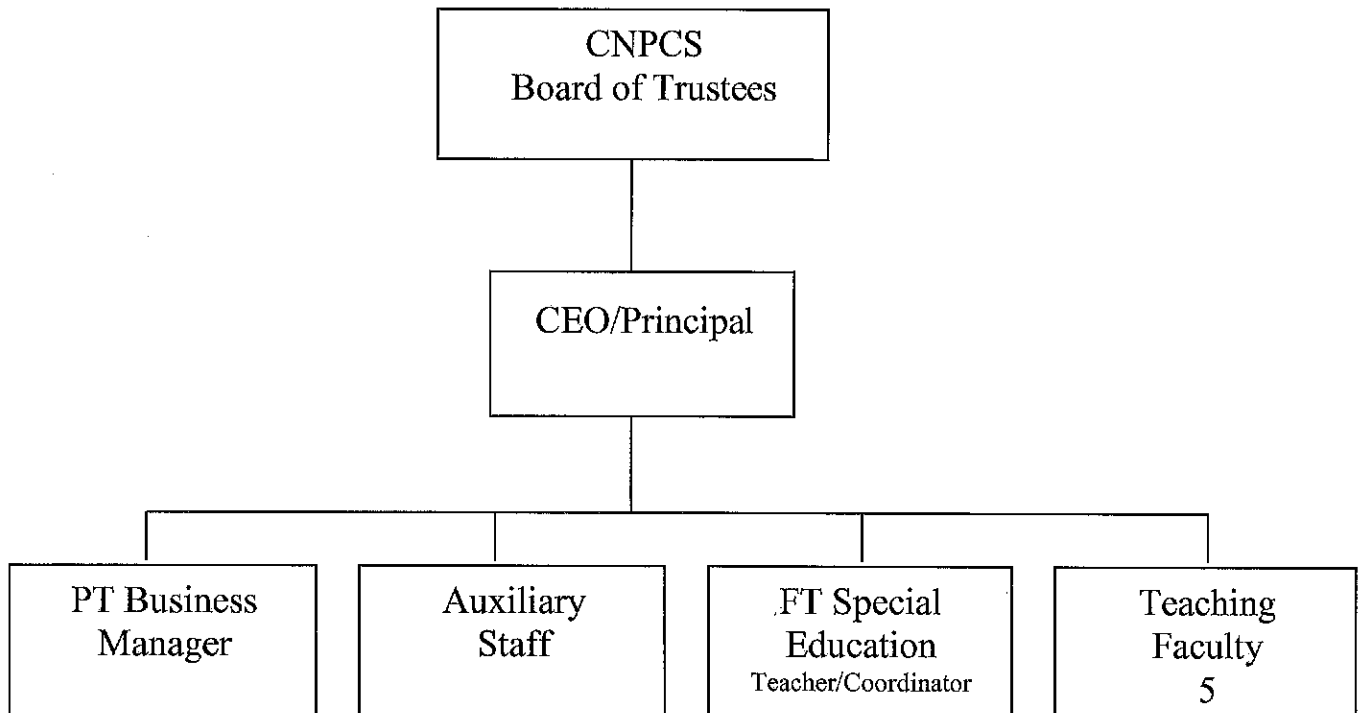
Conditions of Leave

- a. Leave is provided for absences due to personal illness or injury that prevent the employee from working OR for the following reasons:
  - 1. Appearance in court as an interested party or under subpoena;
  - 2. Death of an immediate family member; and
  - 3. An emergency caused by an accident or illness that requires the employee to be absent from work.
- b. Paid leave also may be granted for other personal reasons, provided such leave is pre-approved, in writing, by CNPCS leadership.
- c. Employees may use a maximum of 5 paid leave days for vacation/personal but not more than two consecutive days at one time during a school year. When paid leave under this category exceeds the limit of five days per school year or limit of two consecutive days, the employee's salary will be adjusted on a prorated basis.

F. Identify the proposed faculty.

The CEO/Principal of the CNPCS: Jennifer Arevalo, MEd, Certified Principal

Faculty: 1-2 teachers from SCSC will move to CNPCS to create a smooth transition of a shared mission of philosophy. Additional teachers and auxiliary staff will be hired in spring of 2013.



- G. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

See Appendix H for this information. All clearances will be obtained in accordance with the law for every CNPCS employee.

- H. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.

*Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.*

See Appendix H for this information. All clearances will be obtained in accordance with the law for every CNPCS employee.

#### **4. Code of Conduct:**

- A. Discuss any rules or guidelines governing student behavior.

The word discipline comes from the root word "disciple" which means to *follow that which is good*. Each faculty member of the charter school is committed to working with every child and his/her parents/guardians in numerous and unique ways to ensure a safe and effective learning environment for everyone. Provisions of the Code of Conduct policy, in conjunction with other policies, will be implemented in accordance with state and federal special education regulations for those students who are classified as "exceptional". An "exceptional student", which is defined in Section 14.1 of the regulations of the Pennsylvania State Board of Education located in 22 Pa Code, is a student who has an IEP while a non-exceptional student is a student who does not have an IEP.

The underlying premise of our code of conduct will be that of discipline, not punishment. Disciplining children begins with recognizing helpful and positive behaviors and ensuring an engaging and challenging learning environment. Within this model, children know what they have done that is not helpful/ is hurtful and are taught better ways of behaving/responding; the children's dignity is left fully in tact. The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of worth (Funk & Fay, 1995). The learning environment will be structured in a way that allows and encourages students to invest in their own learning. Within this framework, adults are viewed by the children as helpers/consultants in solving the children's own problems.

Insuring that all children develop to their fullest potential academically, socially, emotionally, and physically requires a learning environment that protects children's rights. As we support children in shifting from external control (e.g., teacher) to internal control (i.e., self), this learning curve typically can involve **significant disruptive behaviors**, which do interfere with the rights of others; such behavior will not be tolerated nor allowed to sabotage everyone else's learning at CNPCS. Our intentions when outlining the following procedures are to promote an

internal sense of control i.e. self-control and an environment conducive to safety, respect, collaboration, and meaningful learning.

Please review the entire code of conduct policy in Appendix I.

- B. Describe your school's policies regarding student expulsion and suspension including students with disabilities.

Prior to any out of school suspension being administered, children involved with major offenses will be disciplined within the code of conduct policy described in Appendix I. This model includes an in-school suspension component that will be instituted before out-of-school suspension or expulsion is recommended.

- C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

*Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.*

CNPCS will meet the state requirements of providing 180 days of instruction or 900 hours of qualified instructional time each academic year at the elementary level (K-6) and 990 hours of qualified instructional time each academic year at the secondary level (7-12). CNPCS is required and will report to the student's school district of residence when a student has accrued three or more days of unexcused absences. It is the responsibility of the school district to enforce the compulsory attendance laws in accordance with the Public School Code. If a student does not comply with minimum attendance requirements, the family will be notified.

##### **5. Transportation:**

- A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

CNPCS's calendar will closely parallel that of the North Penn School District (NPSD) to facilitate transportation. The children will be transported using the existing transportation services within the district. For any child with an IEP who requires specialized transportation, these services will be coordinated with the resident District transportation department.

- B. What arrangements will be made to transport students and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

At this time there are no plans to implement an extended day or extended year school program.

- C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

*Explanation: Establish workable arrangements for safely transporting students to and from school.*

CNPCS will utilize the dismissal processes of coordinated transportation used very successfully at the SCSC. SCSC draws from six districts and ample experience has been gained from the use of this process for twelve years. In the event that space is available for students outside of the district, transportation will be coordinated in accordance with the law and the surrounding districts.

**6. Food Service:**

A. Describe the food service plan of the school.

The School will not provide a formal food service plan. Children and adults will be expected to bring their lunches to school. Children may purchase milk or juice from the School at cost.

B. What are the plans for free or reduced lunch or breakfast? If any, State regulations for student participation in such a program must be followed (24 PS 13-1337)

*Explanation: Develop plans for the provision or accommodations of a mid-day meal.*

Nutrition will be monitored to ensure that all children are coming to school with adequate food. In the event that a child does not bring in food, supplements will be provided and family will be contacted to discuss the situation. In terms of providing children free or reduced lunches, our food service plan requires all children to bring their own lunches.

**7. Timetable:**

Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

*Explanation: Establish a well-developed, realistic plan of action for opening a charter school.*

A work plan and timeline is provided in Appendix G.

**8. Safety:**

A. Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process

**Note:** All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

It will be our intention and commitment to comply with and fulfill all of the local, state, and federal health and safety laws and regulations, as required. The School building will have written documentation verifying its safety and structural soundness. All written documentation will be available to the North Penn School District. Since all construction is contingent upon the approval of the charter, no official documents are available at the time of this submission.

## **9. School Health Services:**

**A.** Describe your plan for providing school health services as required under Article XIV of the public school code.

The School's budget includes funding for a school nurse whose work will be overseen by a certified school nurse. The school nurse will be on the school premises on a part-time basis each day. The nurse will provide all services required by law including but not limited to hearing, health and vision exams. The School will comply with all requirements related to school health services as required under Article XIV of the public school code.

**A.** Describe how school nursing services, including administration of medication, will be delivered.

The nurse's schedule will be set according to the needs of the student population. For example, some children may need medication administered regularly on a daily basis and other children will need medication administered on an as needed basis. The nurse's schedule will be flexible in order to address these needs.

The administration of medication will comply with all related requirements. The procedures for administering medication will be:

1. The parent/guardian will give the medication to the nurse in a clearly marked container with the child's name. In the event that the nurse is not on the school premises, the medication will be given to school leadership. The nurse or school leadership will ensure that the required documentation accompanies the medication.
2. A note, signed by the parent/guardian, will accompany the medication. This note will indicate the child's name, the teacher's name, the time medication is to be taken, the dosage, and the name of the physician who prescribed the medication.
3. A written order from a physician will accompany the medication. In the event of regularly scheduled medications, a medication card will be filled out by the physician and serve as a written standing order for the administration of the medication.
4. The medication will be administered at the specified time and the school nurse will fill out a log reflecting this.
5. Children will not be allowed to bring medication to school to ensure the safety of all students. If medication is found, the parent/guardian will be contacted.