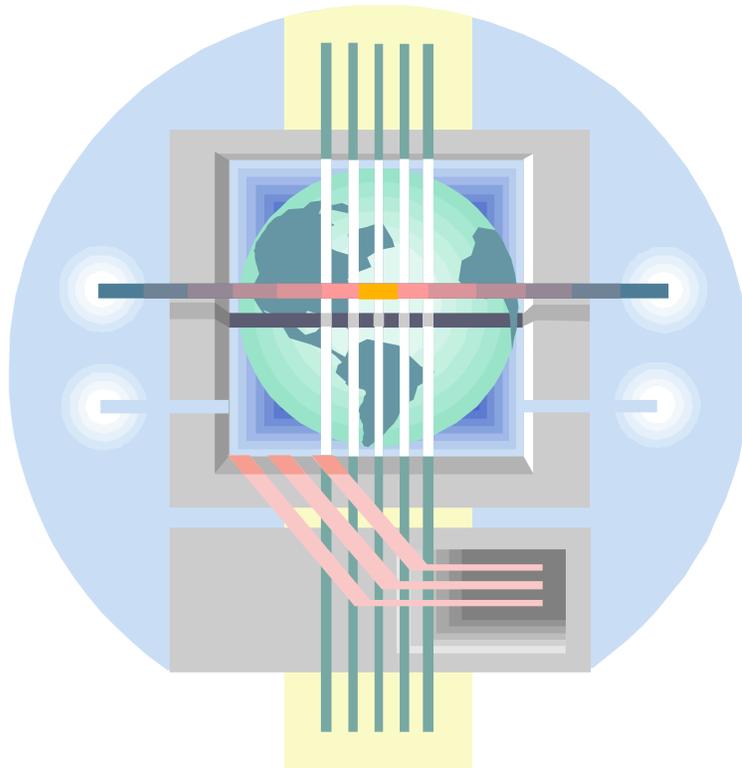


Commonwealth of Pennsylvania Department of Education Charter School Application

The Penn Hills Charter School of Entrepreneurship



Thomas E. Gluck, Acting Secretary of Education
333 Market Street
Harrisburg, PA 17126
www.pde.state.pa.us

PENN HILLS CHARTER SCHOOL OF ENTREPRENEURSHIP

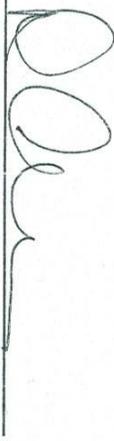
Receipt of Charter School Application

Name of Charter School: Penn Hills Charter School of Entrepreneurship

Delivered To: Penn Hills Board of Education

Date: November 13, 2015 Time: 11:40 A. M

Received By: Dominique Ansani - Confidential See. to the Superintendent
Please Print Name and Title

Signature: 

CHARTER SCHOOL APPLICATION

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)

Penn Hills Charter School of Entrepreneurship

School Location (City/Town and Zip Code) Penn Hills 15235 County Allegheny

Intermediate Unit Penn Hills

Proposed Start Date September 2011 Date of School Board Approval _____

Federal Employer Identification Number _____ Aun # _____ (Supplied by PDE)

Contact Person:

First James Middle _____ Last Carmine

Organization Penn Hills Charter School of Entrepreneurship

City Penn Hills State PA Zip Code 15235

Telephone 412 371-5508 Fax Number _____ E-mail jdcarmine@carlow.edu

Founding Coalition	Staff: Total Number of Teachers	Projected Student Enrollment Year 1-5
Parent <u>2</u>	Grade Level <u>K-8</u>	1 st year <u>252</u>
Teachers <u>2</u>	Elementary <u>K-8</u>	2 nd Year <u>324</u>
Business Partnership <u>1</u>	Secondary _____	3 rd Year <u>396</u>
Community Based Org. _____	Other Grade Level _____	4 th Year <u>465</u>
Museum _____	Circle Appropriate Grade: Age of Kindergarten <u>5 yrs. By Sept 1</u>	5 th Year <u>540</u>
Higher Education _____	Age of Beginners <u>5 years 0 months</u>	6 th Year <u>612</u>
Other Founding Group _____	<div style="border: 1px solid black; display: inline-block; padding: 2px;"> K 1 2 3 4 5 6 7 8 </div> 9 10 11 12 First year K-3 rd grade. Each subsequent year add a grade reaching K-8 in year 6	

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

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

In what type of community will the Charter School be located?

Urban _____ Suburban Rural _____ Other _____

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

Public Law 108-382: Improving America's Schools Act of 1994 imposes certain additional requirements for applications for Public Charter Schools. The following application serves as an addendum to the Charter School Application for the Commonwealth of Pennsylvania and, if approved, may entitle the applicant to federal funds.

- I. Describe how the charter school agency will provide for continued operation of the school once the federal grant has expired.

The founders recognize that funding is competitive and to be conservative, the proposed the Penn Hills Charter School of Entrepreneurship's five-year budget has assumed that zero funding will be provided implementation. The Board of Penn Hills Charter School of Entrepreneurship is committed to raising funds for the school through grant writing, outreach to parents, and innovative partnerships with businesses that will provide needed equipment, supplies, funds and personnel to support our unique program. Again, to be conservative, no additional fund raising proceeds were budgeted.

- II. Describe how the federal sub-grant funds will be used, including specifically how such funds will be used in conjunction with other federal programs.

Should implementation funds be awarded, they will be used for student and staff recruitment, technical equipment, books and supplies, parent and staff training, and equipment to make the program operational. Specifics will be available when the charter is funded.

- III. Please check that you will provide an annual report to the Department of Education including information on the progress made in meeting the charter school's stated goals and objectives.
- IV. Please check that you will cooperate with the Department of Education in the evaluation of your Charter program.
- V. Please check that you will provide additional information and assurances required by the Department of Education.

SIGNATURES

Name of Charter School Penn Hills Charter School of Entrepreneurship

Date November 10, 2010

President/Vice-President James P. Carnio
Board of Trustees

Secretary/Treasurer [Signature]
Board of Trustees

FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

PLEASE SIGN THE FOLLOWING ASSURANCES AS A SUPPLEMENT TO THIS FEDERAL GRANT APPLICATION

PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS

Pursuant to section 10303(b) of Public Law 108-382: Improving America's Schools act of 1994, as a duly authorized representative of a Public Charter School, I certify the following:

- the charter school, with an enabling state statute, is exempted from state and local rules that inhibit the flexible operations and management of public schools;
- the charter school will make a contribution to assisting educationally disadvantaged and other students in achieving State content standards and State student performance standards and, in general, will contribute to the State's education improvement plan;
- the Charter School is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- the charter school operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- the charter school provides a program of elementary or secondary education, or both;
- the charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- the charter school does not charge tuition
- the charter school complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1993, and part B of the Individuals with Disabilities Education Act;
- the charter school admits students on the basis of a lottery, if more students apply for admissions than can be accommodated;
- the charter school agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State.
- the charter school meets all applicable Federal, State, and Local health and safety requirements; and
- the charter school operates in accordance with State law.

Charter school Penn Hills Charter School of Entrepreneurship Date November 10, 2012

Authorized Representative James J. Carnie

III.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school known as

Penn Hills Charter School of Entrepreneurship

Pursuant to the authority vested in the Board of School Directors of Penn Hills School District

under the Public School Code of 1949, as amended, and the (insert citation of Charter School Statute), the Board of Trustees of the (insert name of charter school) is hereby granted a Charter to operate a public charter school located at, for the period commencing on _____ and ending on _____. The grant of this charter was approved by vote of the Board of School Directors at a public meeting held on _____

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of (insert citation to Charter School Statute), any amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;
- 2) the granting of this charter is specifically contingent upon operation of the charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Board of School Directors or the State Charter School Appeal Board. Said Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;
- 3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter;
- 4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new charter shall be executed by the parties; and
- 5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 20____.

For the Board of School Directors of: Penn Hills Charter School of Entrepreneurship

James P. Caputo 11/10/2010
Board President/Vice President

X [Signature] 11/10/2010
Board Secretary ~~Secretary~~ Treasurer

For the Board of Trustees of _____

Board President/Vice President

Board Secretary

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school known as

Penn Hills Charter School of Entrepreneurship

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It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of (insert citation to Charter School Statute), any amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;
2) the granting of this charter is specifically contingent upon operation of the charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Board of School Directors or the State Charter School Appeal Board. Said Application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;
3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter;
4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new charter shall be executed by the parties; and
5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this of 20. For the Board of School Directors of: Penn Hills Charter School of Entrepreneurship

Board President/Vice President

Board Secretary

For the Board of Trustees of

Board President/Vice President

Board Secretary

School Focus:

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

Mission

The Penn Hills Charter School of Entrepreneurship will provide a world-class education for the students in the Penn Hill community- school that will not only prepare students academically but to develop into informed and responsible world citizens, creative problem solvers, and effective communicators. We believe that children of all cultures and abilities can learn and be challenged to reach their highest potential. To achieve this, the school recognizes the importance of collaboration with the entire learning community of students, parents, community members and school staff. Our mission is to ensure that the students experience real life 21st century learning experiences in an innovative, community based public school setting, and created to build a foundation that will enable students to reach their highest potential.

Educational Focus

The Penn Hills Charter School of Entrepreneurship will use a variety of approaches to respond to the individual learning needs of students, including large and small group activities and individual projects. Differentiation is an important focus of the charter school to personalize education and meet children "where they are at" and move them to the next level.

While The Penn Hills Charter School of Entrepreneurship's educational program is built upon the alignment of the State's Assessment to the Pennsylvania Standards, there will be additional focus and delivery of instruction through the incorporation of MicroSociety, an innovative program where students are challenged to apply learned concepts to solve real world problems.

At the Penn Hills Charter School of Entrepreneurship, the curriculum will not be textbook-driven or fragmented; it is thematic, project-based and integrated. Skills and content will not be taught as an end in themselves. Students will be self-directed, and work both independently and interdependently.

The Penn Hills Charter School of Entrepreneurship will focus on the heart as well as the mind. High expectations for respectful behavior ensure a caring, safe and orderly learning environment. Character education programs teach children about responsibility, trustworthiness, respect, honesty, caring, and giving back to the community. In a *MicroSociety*® Learning Environment students will collaborate with parents, community members, and teachers to build a microcosm of the real world in the school and establish a center of commerce and governance in which every child and adult participates. The students will learn, work and manage their microcosm of the real world, they will create and manage business ventures such as museums, travel agencies, quiz shows and book

stores that produce goods and provide services. They will also run agencies that handle governmental functions and lay the groundwork for organized accountability. Students develop the values of self-discipline, work habits and academic and life skills needed to achieve success in a global society. The school community will be one in which the teachers, students, parents, and community volunteers work together to create an independently functioning and globally connected “real world” inside the school facility.

The Penn Hills Charter School of Entrepreneurship will be the only school in Allegheny County where students build a microcosm of the real world in the school using the MicroSociety Program.

The Penn Hills Charter School of Entrepreneurship

2011 Penn Hills, PA. Charter School Application

Submitted November 12, 2010

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Attachments

- A. The MicroSociety Classroom.....
- B. Process to Determine Eligibility for Spec. Ed.
- C. State Approved HLS
- D. Policies and Procedures for ELL
- E. Implementation Guidelines & Interventions
- F. Proposed School Calendar.....
- G. Evaluation Tools
- H. Disclosure of Education Records.....
- I. Petitions/Signatures.....
- J. Letter of Intent
- K. DRAFT By-laws
- L. Resumes
- M. Financing PDE-2028
- N. Staff Qualifications & Responsibilities
- O. Proposed Staff Development.....
- P. Draft Discipline Code.....
- Q. Draft Attendance Policy.....
- R. Budget Summary Template

1. MISSION STATEMENT***A. Briefly describe the core philosophy or underlying purpose of the proposed school.***

The Penn Hills Charter School of Entrepreneurship will provide a world-class education for the students in the Penn Hill community- school that will not only prepare students academically but to develop into informed and responsible world citizens, creative problem solvers, and effective communicators. We believe that children of all cultures and abilities can learn and be challenged to reach their highest potential. To achieve this, the school recognizes the importance of collaboration with the entire learning community of students, parents, community members and school staff. Our mission is to ensure that the students experience real life 21st century learning experiences in an innovative, community based public school setting, and created to build a foundation that will enable students to reach their highest potential.

To achieve our mission, we have contracted with Imagine Schools, an organization comprised mostly of teachers that operate 71 public school charter schools in 11 states and the District of Columbia. They serve more than 36,000 students nationwide by providing them with a challenging, effective program of study and strong moral development in a safe, nurturing environment. We will also be implementing the MicroSociety program.

The key factors that we believe will help deliver the mission are:

- A rigorous academic core curriculum aligned to the state standards, core standards and the Imagine Schools Standards-Based Curriculum supplemented with the MicroSociety Program;
- An instructional delivery system that includes differentiated instruction, student empowerment, teaming, and learning centers supplemented with classroom-based technology;
- Support entrepreneurial endeavors integrated into the curriculum using the MicroSociety Program
- Provide learning opportunities that are embedded in meeting the needs of “real life” situations
- A high level of parental and community involvement;
- A web-based student information system that allows parents to communicate with the school and track their child’s progress;
- A decentralization of services and shared decision making by all professionals within the school that is unique to Imagine Schools; and,
- Task forces made up of students, parents, teachers and community members will assess the performance of the school based on Imagine Schools’ six measures of excellence as defined below:

Shared Values of Integrity, Justice and Fun- Everything we undertake is guided by the values of integrity, justice and fun. Integrity or “wholeness” means that every employee is responsible for the organization’s results both locally and nationally. Justice requires our employees treat each parent/guardian, each student, and each colleague as a special, unique

individual. Fun means creating a joyful environment in which each staff member has significant decision-making responsibilities, and in which students, parents/guardians and staff work together for meaningful teaching and learning.

Parent/Guardian Choice - The School will provide parents/guardians greater public school options for their children. A crucial measure of overall school quality is whether parents choose to enroll and re-enroll their children. We will use school enrollment and the size of waiting lists as the primary measures of these criteria. Parent surveys and annual student retention will also be used to evaluate parent satisfaction.

Academic Achievement - Students' academic achievement is deeply important. We maintain an educational balance among language arts, math, critical thinking, reading, science, social studies, art, technology education, and athletics. As a key evaluation of academic achievement, we will measure "same student" annual individual learning gains in math and reading. Each student will be given a standardized pre-test at the beginning of the year and a post-test at year's end. The analysis of the two assessments measure the annual learning gains specific to each child.

The result is a valuable indicator of the yearly growth. Assessments administered by the school (SAT-10, Benchmark Assessment Tests, PSSA) in a range of subjects will also help teachers, parents/guardians and students tailor each child's education by focusing on the student's particular strengths and challenges. During the year, the thematic curriculum will allow for other types of student assessments, e.g. student portfolios, journals, and projects. Teachers will receive on-going professional development determined by needs assessments and will be trained to identify and respond to different learning styles with diversified instruction.

Knowing their own learning styles and those of their students enables teachers to implement a variety of strategies to ensure that all students find success with Imagines' Standards-Based Curriculum. Additionally, teachers will use project-based thematic units, collaborative classroom activities, literature and information rich learning environments, and classroom cultures of inquiry to help students maximize their potential. Further information can be found throughout the Education and Curriculum sections of the document.

At the Penn Hills Charter School of Entrepreneurship, the curriculum will not be textbook-driven or fragmented; it is thematic, project-based and integrated. Skills and content will not be taught as an end in themselves but as building blocks for the preparation of college and careers in the professions. Students will be self-directed, and work both independently and interdependently in work that is meaningful in their life.

The instruction will focus on an interdisciplinary approach with emphasis on the acquisition of basic skills. The curriculum will be taught at a developmentally appropriate level; and the end result demonstrated through a variety of assessments, including both academic excellence on standardized tests and student portfolios. The Penn Hills Charter School of Entrepreneurship will be an outstanding center for teaching and learning for children and their families that will recognize and nurture the full potential of every child, provide a foundation for a college

education, and educate our students to be creative and critical thinkers and responsible citizens in school, at home, and in the broader community.

At the Penn Hills Charter School of Entrepreneurship, the student day will consist of time studying traditional academic subjects during the day and then apply those skills in real world activities. Students of all ages will work, govern, and participate in building their society inside school. Students will work in real time. They will spend one hour each day or one class period in their “job”, where they learn to run businesses, apply technology, develop government and social agencies, and create cultural and arts organizations. Gradually, the students will become immersed in the realities of a free-market economy, with taxes, property concerns, income issues, and politics. The school will operate an internal economy with its own currency, and students will form a legislature that makes laws to govern the society. It will be a dynamic, complex and always progressively sophisticated learning environment.

While the traditional culture of instruction focuses attention on linguistic and logical-mathematical intelligences: equal attention should be given to the artists, architects, musicians, therapists, entrepreneurs, and others who enhance the world we live in. Unfortunately, many children with these gifts don’t receive reinforcement in a traditional school setting.

The overarching purpose of the mission, goals and objectives of the Penn Hills Charter School of Entrepreneurship is to reach these children, to support and nurture the very attributes that make them unique, and restore within them a belief in their creativity and intelligence.

B. What is your overarching vision of the school?

The specific theme of the charter school is Entrepreneurship. According to Wall Street Journal, Independent Street, February 17, 2009, at the 2009 World Economic Forum in Davis, Switzerland, a panel with representatives from academia, government and technology companies argued that entrepreneurship skills can indeed be taught – and that our global economic recovery relies on K-12 schools embedding it in their curriculum.

They agreed that it’s far easier to teach kids the business literacy sides of entrepreneurship, such as writing a business plan or raising capital, than it is teaching creativity and innovation skills. The point is ingraining kids with entrepreneurial mind sets while their brains are best able to absorb new information and before they latch onto another career path.

The 21st Century brings with it exciting new opportunities in addition to enormous challenges for our schools. It is bold. It breaks the mold. It is challenging, innovative, flexible and multifaceted. In a *MicroSociety*® Learning Environment students will collaborate with parents, community members, and teachers to build a microcosm of the real world in the school and establish a center of commerce and governance in which every child and adult participates. The students will learn,

work and manage their microcosm of the real world, they will create and manage business ventures such as museums, travel agencies, quiz shows and book stores that produce goods and provide services. They will also run agencies that handle governmental functions and lay the groundwork for organized accountability. Students develop the values of self-discipline, work habits and academic and life skills needed to achieve success in a global society. The school community will be one in which the teachers, students, parents, and community volunteers work together to create an independently functioning and globally connected “real world” inside the school facility.

While The Penn Hills Charter School of Entrepreneurship’s educational program is built upon the alignment of the State’s Assessment to the Pennsylvania Standards, there will be additional focus and delivery of instruction through the incorporation of MicroSociety, an innovative program where students are challenged to apply learned concepts to solve real world problems.

MicroSociety isn’t just another program of study; it is creation of a learning environment that is meaningful and relevant to children. Beyond project based learning or one day simulations, the real life business ventures and government agency activities are long term, authentic, and interconnected. It inspires success. It helps children find meaning and purpose in their education and prepares them to be discerning students as they proceed through higher education and ultimately into adulthood as productive, contributing citizens and skilled innovators in a global economy.

Wanting to keep in line with one of the purposes of charters-- which is to provide innovation in education -- we believe that The Imagine School philosophy aligns perfectly with active learning, hands-on and middle school teaming approach to create joyful classrooms with supportive work environments for both students and teachers. The uniqueness of the Imagine Schools Standard-based Curriculum includes our Character Education and Financial Literacy curricula. In a MicroSociety learning environment, students are challenged to apply these concepts to solve real world problems.

Through the MicroSociety learning environment students apply academic skills as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, floating teachers, and many other occupations. Each student has a role in running the world. Young entrepreneurs produce goods and services, elected officials establish laws, Crime Stoppers keep the peace, judges arbitrate disputes, and reporters track down stories.

All citizens earn wages in the school’s “micro” currency, invest in product ideas, deposit and borrow money from “Micro” banks, and pay taxes, tuition and rent. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. The MicroSociety program has helped dozens of schools dramatically increase student

motivation, improves discipline, meet high academic standards and boost test scores and attendance.

The MicroSociety program is a cutting-edge elementary and middle school model through which students apply academic skills as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, floating teachers, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. The MicroSociety program has helped dozens of schools dramatically increase student motivation, improve discipline, meet high academic standards and boost test scores and attendance.

At the Penn Hills Charter School of Entrepreneurship, the student day will consist of time in the classroom and time when students apply that curriculum in real world activities. Students of all ages will work, govern, and participate in building their society inside school. Students will work in real time. They will establish businesses, vote, serve on juries, shop, pay taxes, and settle disputes in court, LIVE! They will build a marketplace with stalls and shops, a courtroom with a judge’s bench and a witness stand and a legislative chamber where laws are made and officers conduct business – all student-sized. It will be real. It will not be a simulation or a token economy. It will be a dynamic, complex and always progressively sophisticated learning environment.

In a MicroSociety School students assume the responsibility of building a miniature community inside the school. They operate businesses and government agencies and grapple with the ethical issues that arise on a daily basis. In a MicroSociety setting students practice their financial literacy skills at the personal level when balancing their checkbooks and paying their bills, at the business level while striving to make their businesses thrive, and every day they are challenged to weigh their personal wants against the needs of the entire society.

We need to recognize that our children are the future of our country. Graduating from high school with the skills and knowledge necessary to be successful is essential for ALL children.

Our ability to compete as a nation and for Penn Hills and our community to attract growth industries and create jobs- we need a new approach to education. According to the Center for Public Education, five major lessons emerge from the expert research and opinion on what kinds of knowledge and skills will most benefit students in the future:

1. Students who obtain more education will be at a great advantage; increasingly, some postsecondary education or technical training is essential for an opportunity to support a family or secure a middle-class lifestyle.
2. The need for traditional knowledge and skills in school subjects like math, language arts, and science is not being “displaced” by a new set of skills; in fact, students who take more

advanced math courses and master higher math skills, for example, will have a distinct advantage over their peers.

3. At the same time, for success both on the job and in their personal lives, students must also better learn how to *apply* what they learn in those subjects to deal with real world challenges, rather than simply “reproduce” the information on tests.
4. Students who develop an even broader set of in-demand competencies—the ability to think critically about information, solve novel problems, communicate and collaborate, create new products and processes, and adapt to change—will be at an even greater advantage in work and life.
5. Applied skills and competencies can best be taught in the context of the academic curriculum, not as a replacement for it or “add on” to it; in fact, cognitive research suggests that some competencies like critical thinking and problem solving are highly dependent on deep content knowledge and cannot be taught in isolation.

This is the education the Founders of the charter, parents and residents have seen in MicroSociety in schools across the country and want for their children.

2. MEASURABLE GOALS AND OBJECTIVES***A. What are the schools measurable academic goals and objectives to promote student learning?***

The Penn Hills Charter School of Entrepreneurship will cultivate a supportive learning environment for students through the use Highly Qualified teachers who incorporate innovative and differentiated teaching methods to accommodate students' varying learning styles. Under the umbrella of Imagine Schools and MicroSociety philosophies, we will realize our academic and non academic performance goals for the highest caliber of student achievement and critical thinking as measured by traditional and school specific social and academic goals.

Additionally, The Penn Hills Charter School of Entrepreneurship will comply with all aspects of PA. Code 22 Chapter 4-- Academic Standards and Assessments. The Penn Hills Charter School of Entrepreneurship will make every effort to ensure 100% testing participation in all state-required assessments, alternate assessments and any additional assessments the state of Pennsylvania might develop and administer in the future. Same student learning gains (i.e., the improvement in reading and math achievement measure for the same students from the beginning until the end of the school year) ensure that greater numbers of students are performing at or above required standards of proficiency each year.

Learning gains are unique in that they are designed to reduce the number of students "not meeting standards" each year while simultaneously increasing the number of students "exceeding standards" in the same content area.

Under No Child Left Behind (NCLB), all students must meet or exceed state standards by 2014.

1. The Penn Hills Charter School of Entrepreneurship students will achieve competitive reading and literacy proficiency, meeting or exceeding the Annual Yearly Progress goals (81% 2011-2012; 91% 2012-2013; and 100% 2013-2014) established by the Pennsylvania NCLB plan, resulting in increased critical thinking and problem solving skills, as measured by performance on:

- State Reading Assessments (PSSA grades 3, 4, 5, 6, 7, 8). All students, inclusive of all sub-group categories will meet or exceed AYP benchmarks.
- State Writing Assessments (PSSA grades 5, 8). All students, inclusive of all sub-group categories will meet or exceed AYP benchmarks.
- Pre and Post Stanford 10 Assessments. Assessments aligned to the standards and state tests to determine student gains or learning gaps over the academic year across quartile distributions. Students who do not achieve the identified goals will have a personalized plan developed and approved by the parent, student and instructional staff to establish the methodology and personalized support/intervention required to move them incrementally toward proficiency.

2. Measurable Goals and Objectives

- Additional assessments in the Penn Hills Public Schools Assessment Calendar
 - Student portfolios. All tasks will have a direct correlation to state tests. Student scores are expected to move over a given year through the utilization of peer editing and the lifted methods of cognitive apprenticeship. Self reflection as well as personal goal setting is an integral component of the process. Although all students will not initially see the gains expected, interventions will be incorporated so that students visualize and aspire ways to attaining the goals.
 - Imagine Schools Standards-Based Unit Tests- Once the curriculum that is developed based on the Pennsylvania Academic Standards has been developed each grade level will engage in a curriculum mapping process that will have embedded unit tests that measure mastery of grade level standards across all content areas. The target is 80% and higher on the unit test. Those not meeting mastery must be on approved intervention plans.
 - Imagine Schools' Writes: a series of assessments that will measure student writing proficiency in grades 3 and above. The tests will require students to write responses to persuasive and speculative prompts as indicated in Pennsylvania Academic Standards. These assessments will be scored by the teachers with the help of the rubric and feedback will be provided to the students. The writing portfolios will show evidence of student growth. Such portfolios will also be used for discussion at the grade level meetings. Writing as a skill will be interdisciplinary and all subject areas and all teachers will be involved in this process. The process of grade level discussion will provide professional opportunities for teachers to discuss and understand student work.
 - Classroom assessments- formative measures utilized to monitor student learning of specific objectives tied to the Pennsylvania Academic Standards. Student must meet a Level of 80%. Those not meeting the 80% must show a consist increase in the percentage of correct references toward mastery.
2. Students will demonstrate competitive proficiency in principles and methods of mathematics, computer science and other sciences, meeting or exceeding the Annual Yearly Progress goals in mathematics (78% 2011-2012; 89% 2012-2013; and 100% 2013-2014) established by the Pennsylvania NCLB plan, resulting in their increased critical thinking, technology and mathematical reasoning skills and in their scientific reasoning skills as measured by performance on:
- State Mathematics Assessments (PSSA grades 3, 4, 5, 6, 7, 8). All students, inclusive of all sub-group categories will meet or exceed AYP benchmarks.
 - State Science Assessments (PSSA grades 4, 8). All students, inclusive of all sub-group categories will meet or exceed AYP benchmarks.
 - Pre and Post Stanford 10 Assessments- Assessments aligned to the standards and state tests to determine student gains or learning gaps over the academic year across quartile distributions. Students who do not achieve the identified goals will have a personalized plan developed and approved by the parent, student and instructional

2. Measurable Goals and Objectives

- staff to establish the methodology and personalized support/intervention required to move them incrementally toward proficiency.
- Student portfolios - All tasks will have a direct correlation to state tests. Student scores are expected to move over a given year through the utilization of peer editing and the lifted methods of cognitive apprenticeship. Self reflection as well as personal goal setting is an integral component of the process. Although all students will not initially see the gains expected, interventions will be incorporated so that students visualize and aspire ways to attaining the goals.
 - Imagine Schools Standards-Based Unit Tests Once the curriculum that is based on the Pennsylvania Academic Standards has been developed each grade level will engage in a curriculum mapping process that will have embedded unit tests that measure mastery of grade level standards across all content areas. The target is 80% and higher on the unit test. Those not meeting mastery must be on approved intervention plans.
 - Classroom assessments- formative measures utilized to monitor student learning of specific objectives tied to the Pennsylvania Academic Standards. Student must meet a level of 80%. Those not meeting the 80% must show a consist increase in the percentage of correct references toward mastery.
 - Effective use of computer and technology: Technology will be used as an integral part of the curriculum to meet the needs of diverse learners. For example, it will introduce into the classroom exciting curricula based on real-world problems; provide scaffolds and tools to enhance learning. Technology will help students recognize, organize, and represent knowledge.
 - Over the first-three years of our charter, we will increase the percent of students in the advanced PSSA scores in Reading and Mathematics by 3 to 5 percent.
4. Students will demonstrate competitive proficiency in the Pennsylvania social science standards, resulting in their increased critical thinking and problem solving skills, as measured by performance on:
- Pre and Post Stanford 10 Assessments: Assessments aligned to the standards and state tests to determine student gains or learning gaps over the academic year across quartile distributions. Students who do not achieve the identified goals will have a personalized plan developed and approved by the parent, student and instructional staff to establish the methodology and personalized support/intervention required to move them incrementally toward proficiency.
 - Student portfolios: All tasks will have a direct correlation to state tests. Student scores are expected to move over a given year through the utilization of peer editing and the lifted methods of cognitive apprenticeship. Self reflection as well as personal goal setting is an integral component of the process. Although all students will not initially see the gains expected, interventions will be incorporated so that students visualize and aspire ways to attaining the goals

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 - Classroom assessments: formative measures utilized to monitor student learning of specific objectives tied to the Pennsylvania Academic Standards. Student must meet a level of 80%. Those not meeting the 80% must show a consistent increase in the percentage of correct responses toward mastery.
5. Students will be prepared for promotion to high school as measured by:
- GPA: Students must meet all academic requirements for promotion. Content disciplines will be addressed through a weighted system to be determined by the Academic Committee. Students must have mastered proficiency with a minimal GPA of 75% in the first year and scheduled for review the second year to determine if the standard should be raised.
 - State and other assessment scores: Students that meet all academic requirements for promotion yet have not met proficiency in the State Test are required to have an intervention plan developed and satisfied in order to be promoted to high school. This plan must be approved by the teacher, student and parent.
 - Student portfolios/Student Exhibition: To successfully fulfill all eighth grade promotional requirements each student must submit two completed portfolios each reflecting a compilation of works over the years of the educational experience in *MicroSociety*. Examples might include:
 - Job applications, employee evaluation, products developed and sold
 - Editorials, business plans, annual reports, court briefs
 - Profit and Loss statements, research gathered from working at the Bureau of Census and Statistics; students collect information about society (attendance, job growth ...)
 - Student documents the product s/he creates in the *MicroSociety* and comes up with product service ideas
6. Student annual exhibitions: Authentic assessment practices allow student to utilize multiple intelligences to demonstrate their knowledge. Students will be required to develop an annual exhibition consisting of a research paper and presentation using multiple modes of technology. Students will be required to find an “expert” in the area that they are researching to sign off on their work. A rubric will be developed to address the following areas: Content, conventions, oral presentation, interdisciplinary infusions, supporting documentation and the utilization to the “expert”. The rubrics will be developed to address the developmental stages of the students as well as the grade specific standards.
7. Students will develop an appreciation for aesthetics, arts, and humanities through Active participation in art, music, drama, dance and other forms of expression across

Cultures, as evidenced by:

- Student portfolios:
- Course grades
- Performance in artistic school programming

8. At-risk, learning disabled and non-native English speakers will demonstrate improved academic performance in all content areas, meeting the goals defined in their Student Success Plans, as measured by performance on:

- State Reading Assessments (PSSA grades 3,4,5,6,7,8)
- State Writing Assessments (PSSA grades 5,8)
- State Science Assessments (PSSA grades 4,8)
- Other assessments in the Penn Hills Public Schools Assessment Calendar
- Pre and Post Stanford 10 Assessments
- Student portfolios
- Imagine Schools Standards-Based Unit Tests
- Progress meeting IEP Goals
- Performance in specialized courses (academic mastery, ESL, etc)

Summary of Academic Goals

The Penn Hills Charter School of Entrepreneurship will fully comply with federal accountability reporting regulations of No Child Left Behind (NCLB); and the school will meet or exceed all state and federally mandated school performance standards including those established in NCLB and Pennsylvania's plan for compliance with that Act.

- **Objective Measures:**

	Annual Yearly Progress goals 2011-2012	Annual Yearly Progress goals 2012-2013	Annual Yearly Progress goals 2013-2014	Annual Yearly Progress goals 2014-2015	Annual Yearly Progress goals 2015-2016
Reading- Gr 3	82%	91%	100%	100%	100%
Reading-Gr 4	N/A	91%	100%	100%	100%
Reading Gr 5	N/A	N/A	100%	100%	100%
Reading- Gr 6	N/A	N/A	N/A	100%	100%
Reading-Gr 7	N/A	N/A	N/A	N/A	100%
Reading Gr 8	N/A	N/A	N/A	N/A	N/A
Math- Gr 3	78%	89%	100%	100%	100%
Math- Gr 4	N/A	89%	100%	100%	100%
Math- Gr 5	N/A	N/A	100%	100%	100%
Math- Gr 6	N/A	N/A	N/A	100%	100%
Math- Gr 7	N/A	N/A	N/A	N/A	100%
Math- Gr 8	N/A	N/A	N/A	N/A	N/A
Science- Gr 4	N/A	91%	100%	100%	100%
Science- Gr 8	N/A	N/A	N/A	N/A	N/A
Writing- Gr.5	N/A	N/A	100%	100%	100%
Writing- Gr. 8	N/A	N/A	N/A	N/A	N/A

Non-Academic Goals

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

1. Penn Hills Charter School of Entrepreneurship will provide a safe and nurturing student-centered learning environment that focuses on the holistic development of students and their families.

Objective Measures: The number of health and human services offered to students; Student satisfaction surveys; Parent satisfaction surveys; Levels of parent involvement; School vandalism reports; Student discipline reports

2. There will be close alignment between the educational beliefs and values of the school including:
 - a) The Imagine Schools Measures of Excellence: (1) Parent Choice, (2) Shared Values, (3) Academic Achievement, (4) Character Development, (5) Economic Sustainability
 - b) *MicroSociety* Learning Strands: Economy, Citizenship and Government, Humanities and Arts, HEART, Technology and Academy. Each strand (e.g. Economy) and its substrands (e.g. banking) consist of core subjects (e.g. math), and encompass all aspects found within an actual society, making connections between the real world and the basics.

Objective Measures: Imagine School of Excellence Review; Student Learning Gains; Parent and Staff Surveys; Percentage of students meeting or exceeding annual yearly progress

3. The school will implement a system through which all teachers plan and reflect in collaborative teams

Objective Measures: The Penn Hills Charter School of Entrepreneurship will develop an annual and daily schedule that provides for consistent collaboration among teachers. The schedule will provide for a minimum of (5) professional development days yearly and common vertical and horizontal planning periods for teacher teams weekly during the year.

4. There will be close cooperation among teachers, parents and community to ensure student achievement.

Objective Measure: The development of Communication and Parental/Community Involvement Plans within the first semester of the school year. The plans will specify regular teacher/parent communication, open houses, family participation events and community events.

5. Teachers will participate in ongoing professional development and opportunities for professional growth.

Objective Measures: The professional and curriculum development schedules/hours; Teacher professional improvement plans contained in their performance evaluations; The diversity and quantity of teacher activities and projects

6. Penn Hills Charter School of Entrepreneurship will have an attendance rate of at least 90%.

Objective Measure: Student and Teacher attendance reports

Awards and reward systems/ Number of students on citizenship/attendance honor rolls Targets: Projected increase in the number of students quarterly by 5% year and 10% year two and forward.

7. Discipline Referrals:

a. There will be a collection of and analysis of monthly infractions. This analysis will allow for the development of individualized behavioral intervention plans. Additionally data will be collected on frequent/ repeat offenses in order to develop program strategies that allow student to see the impact on the entire environment and develop acts of responsibility to the environment. The ultimate goal is a reduction in the number of individual and frequent/repeat infractions monthly. Dissemination of a student handbook and student contracts for repeat offenders defines expectations and holds all stakeholders accountable.

b. Violence and Vandalism Reports:

Objective Measure: Reductions in acts of violence and acts of vandalism within the school year

c. Suspensions and Expulsions:

Objective Measure: Deduction in the number of suspensions monthly from September to June. Non-existence of Expulsion due to goals set under discipline referrals.

d. Involvement in extracurricular activities:

Objective Measure: In order to build intrinsic academic responsibility must commit to attendance to after school activities, entrepreneurship projects, tutoring, etc...

8. Penn Hills Charter School of Entrepreneurship will be in economically sustainable.

Objective Measures: The Penn Hills Charter School of Entrepreneurship will: establish a Finance Committee within its Governing Board to oversee expenditures and cash flow; have the Governing Board perform a monthly review of financial statements; will hit its enrollment targets and its student retention targets (based on first-year enrollment).

3. EDUCATIONAL PROGRAM

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

The Imagine Schools Standards-Based Curriculum Guide is grade level specific and divided into the core content areas: Math, Reading/Language Arts, Science, and Social Studies. This curriculum guide also contains standards for enrichment courses such as: Physical Education, Health, Visual Arts, Music, Foreign Language, and Media/Information Literacy. Imagine Schools also believes that promoting Character Education and Financial Literacy is the core to success of every child and has included standards for students in these areas within the Imagine Standards-based Curriculum Guide. Within the guide there are also sections for Planning and Preparation, Accommodating the Diverse Learner, and Assessment Tools and Practices. The Imagine Schools Standards-Based Curriculum Guide contains Essential Questions that organize the content and skills for student learning.

The Imagine Schools' Standards-Based Curriculum is characterized by challenging academic standards that lead to high achievement for students and guarantees the inclusion of all of the Pennsylvania State Standards. Imagine Schools believe that every child can learn given the opportunity and the availability of quality teachers who use creative and effective classroom strategies and are willing to explore new ideas and methodologies for fostering effective classroom achievement and student progress.

Building upon a solid content base in each academic subject, students expand their prior knowledge through a spiraled curriculum, which focuses on inquiry, and project-based applications of key concepts and universal ideas. A Curriculum Task Force will assist in the development of curriculum maps to integrate the Imagine Schools Curriculum with the Pennsylvania Academic Standards where the school puts learning theory into practice throughout the school and school day by integrating students' *MicroSociety* experiences and applying skills and knowledge in a context that is meaningful and relevant to them. It is in this application, where students actually transfer learning to a new situation that long-term learning occurs. Likewise, bringing Micro experiences into the classroom lessons creates a "hook" that engages students and makes their learning relevant. In math for example -- when teaching addition, it can be connected to accumulating their own money for spending or saving. Real data gathered by their own Bureau of Census and Statistics can be used in word problems. Data can be analyzed and conclusions drawn about their society. Incorporating real-world experiences into basic curriculum helps students apply what they learn in the classroom to real life situations. Through these instructional practices students will be prepared to meet or exceed Pennsylvania Academic Standards and ensure continuous improvement in making Adequate Yearly Progress (AYP):

- Phonics Reading Program in the Primary grades
- Emphasis on the basic skills of reading fluency, writing, grammar, spelling, oral communication and computation
- Moral/Character education that is integrated into all classes and subject areas
- Curricular materials that offer rich literature and the arts
- Math, science and history curricula that emphasizes sequential learning, mastery of critical skills, and project-based instruction that accesses various learning styles
- Frequent and consistent assessment of student progress, the results of which will be used to diagnose and address individual student performance as well as to improve the overall instructional program

Imagine Schools organization model is comprised of the Primary Academy (Grades K-2), the Intermediate Academy (Grades 3-5), and a Prep Academy (Grades 6-8). This organizational structure is designed to enhance our ability to individualize our program and to address both the individual and developmental needs of our students. Each academy will have a lead teacher whose primary responsibility will be to assist the principal in conducting instructional leadership activities. The principal will also be assisted in this manner by a Micro Society Trainer, who will customize workshops on a variety of teaching strategies in order to establish authentic contexts for learning that connect real life to the classroom or after school setting. To address students' unique developmental needs, our educators will work collegially, both horizontally with colleagues at the same grade and vertically with colleagues who work with different age groups and at other academic levels. This organizational structure will facilitate a learning culture that promotes networking, teaming, and professional growth. The academy structure allows for a small-school approach, along with the low teacher-to-student ratio. In addition, this structure serves to coordinate curriculum mastery with learner developmental traits and needs. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next.

The academies increase focus on priority content and performance goals at each developmental level. In this way, students continue to build upon what they learn.

Reading:

The instructional model meets all the requirements for research-based reading. The curriculum guides are organized to help teachers plan for the basic elements of reading instruction. Teacher's use their district's adopted reading materials, supplemented by the *MicroSociety* Reading Industry™ where students take on the responsibility of mentoring peers, promoting literacy, providing reading material, encouraging success, and providing meaningful practice through various literacy related ventures that operate throughout the day, as well as maintaining

the core of the industry by electronically monitoring volume of reading as well as skill acquisition. The areas below are all enhanced and supported by The Reading Industry.

- Guided reading, Explicit Instruction – Teacher Center
- Phonemic Awareness – Computer Station and Word Study Center
- Phonics – Computer Station and Word Study Center
- Fluency – Reading Station and Textbook Center
- Vocabulary – Textbook Station and Word Study Center
- Comprehension – Reading Station and Arts & Activities Center

Reading is the integrator of the curriculum. A primary reading goal is for students of all grades to read independently with fluency and comprehension so that they become lifelong readers and learners. In order to achieve this goal, students benefit from "daily opportunities to read books they choose for themselves, for their own purposes, and their own pleasures" (Calkins, 2001). Students should read grade-level appropriate or more challenging classic and contemporary literature and informational readings, both self-selected and assigned. In order to grow as readers and deepen their understanding of texts, students need many opportunities to think about, talk about, and write about the texts they are reading. A diversity of reading material (including fiction and nonfiction) provides students with opportunities to grow intellectually, emotionally, and socially as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence.

In early reading instruction, children need rich experiences with oral language and learning about sounds, letters and words, and their relationships. Phonemic awareness, knowledge of the relationships between sounds and letters, and an understanding of the features of written English texts are essential to beginning reading. Direct systematic phonics instruction will enable students to develop their knowledge of phonics, and provide a bridge to apply this knowledge in becoming independent and fluent readers. Systematic phonics instruction involves teaching students a pre-specified set of letter-sound relations and have students read text that provides practice using these relations to decode words (National Reading Panel, 2000). Additionally, direct instruction and time to practice these skills will be provided in comprehension, strategy, reading fluency, and vocabulary development at all grade levels. It is important to help students become fluent readers in the early years, and then help them expand their literacy abilities as they progress through the middle and high school grades.

The reading process requires readers to respond to texts, both personally and critically, and relate prior knowledge and personal experiences to written texts. Students apply literal, inferential, and critical comprehension strategies before, during, and after reading to examine, construct, and extend meaning. In becoming fluent readers, students will draw on the word meaning and

sentence structure of text and sound/symbol relationships, and use these cueing systems interchangeably in order to comprehend and gain meaning.

Language Arts:

The primary goal of the language arts program is to assist students in building a basic understanding of the mechanics and structure of the English language. Our language arts program is infused into all areas of the curriculum and emphasizes the formation of good listening, writing and speaking skills. Students improve speaking, listening and spelling abilities through small and whole group instruction. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities which develop important basic concepts and creative expression.

The language arts program also emphasizes traditional grammar, including parts of speech; students learn to analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments. Teachers evaluate students for skill development as they refine their skills while writing in their journals, chronicling and reflecting on their societal experiences, reviewing current events both in their own society and the larger world, studying mathematical word problems (devised from their own data), enjoying literature and learning to research and read informational texts- especially those that help them at their venture or agency job.

Students reflect upon and write about what they read. Writing is a complicated process that begins with the recording of one's thoughts. It is used for composition, communication, expression, learning, and engaging the reader. Proficient writers use a repertoire of strategies that enables them to vary form, style, and conventions in order to write for different purposes, audiences, and contexts. Students should have multiple opportunities to craft and practice writing, to generate ideas, and to refine, evaluate, and publish their writing. At The Penn Hills Charter School of Entrepreneurship, students will develop and demonstrate fluency in all phases of the writing process, including prewriting, drafting, revising, editing of multiple drafts, and post writing processes that include publishing, presenting, evaluating, and/or performing.

Students will be assisted in understanding the shifting perspectives of the writing process, in moving from the role of writer to the role of reader and back again. It is important for students to understand that writers write, then plan and revise, and then write again. They will learn to appreciate writing not only as a product, but also as a process and mode of thinking and communicating. "By the mysterious alchemy of the written word, we range over time and space, expanding our experiences, enriching our souls, and ultimately becoming more fully, more consciously human" (Keene, 1999). Students should recognize that what they hear, speak, read, and view contributes to the content and quality of their writing.

Listening and Speaking play a valuable role in the curriculum, language is a powerful tool for communicating, thinking, and learning. Students will acquire the building blocks necessary to connect with others, develop vocabulary, and perceive the structure of the English language through speaking and listening. An important goal in the language arts classroom is for students to speak confidently and fluently in a variety of situations.

Listening is the process of hearing, receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Through active listening, students will gain understanding and appreciation of language and communication. Students call on different listening skills depending on their purpose for listening (e.g., listening to letter sounds to gain phonemic awareness, comprehending information, evaluating a message, appreciating a performance). Effective listeners are able to listen actively, restate, interpret, respond to, and evaluate increasingly complex messages. Students need to recognize that what they say, read, write, and view contributes to the content and quality of their listening experiences.

Viewing and Presenting-Students will learn how to view critically and thoughtfully in order to respond to visual messages and images in print, nonverbal interactions, the arts, and electronic media. Effective viewing is essential to comprehend and respond to personal interactions, live performances, visual arts that involve oral and/or written language, and both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computers, and film). A media-literate person is able to evaluate media for credibility and understands how words, images, and sounds influence the way meanings are conveyed and understood in contemporary society. Students need to recognize that what they speak, hear, write, and read contributes to the content and quality of their viewing.

The Primary Academy Reading and Language Arts Program

Students will be able to make connections between letters and words, and words and ideas. They will progress from the rhythms and cadences of nursery rhymes to the designs and patterns of poetry, from the telling of stories to the performance of plays, and from fables and folktales to real life adventure. As active participants in a culture of inquiry, primary students extend their appreciation of literature to include the communication skills and strategies necessary to comprehend and respond to what they read, hear, and see.

Checklist for the Primary Academy Reading and Language Arts Program:

- Emphasize phonics, word attack, comprehension, and study skills through a literature-based approach
- Present non-fiction and fiction, drama, classic, and contemporary works of literature
- Introduce stories, fables, fairytales, myths, legends, folk tales, and poetry from many cultures

- Introduce spelling, grammar, punctuation, sentence structure, and content as essential writing elements
- Provide a comprehensive listening and speaking program, including opportunities for oral presentations, read-aloud, role-playing, and performances
- Provide a comprehensive writing program, including opportunities for journaling, research, creative and expository writing, and publishing
- Provide access to technology and communication tools for research, editing, revising, and project development
- Maintain individually-kept writing portfolios and independent reading logs
- Ensure that every student reads and writes on grade level and beyond by the end of second grade

The Intermediate Academy Reading and Language Arts Program

The school will utilize state-of-the-art materials and texts for each subject area. Intermediate students will be exposed to a wide variety of literary genres, including fiction, nonfiction, classic, and contemporary works. They will write in response to what they read, questioning information presented in a variety of formats and predicting outcomes. Our intermediate students will complete individual research reports and cooperative multimedia displays as they hone the skills needed to gather and present information using communication tools.

Checklist for the Intermediate Academy Reading and Language Arts Program:

- Refine essential tools related to reading, writing, listening, and speaking and integrate these tools as applicable to all subject areas
- Increase ability to comprehend a variety of prose materials, including trade books and subject area textbooks; Great Books; Core Knowledge materials; poems; novels; drama; and short stories
- Develop critical thinking and problem solving techniques as they apply to print and non-print media
- Foster appreciation and memorization of passages from leading works of great literature
- Heighten sensitivity to other cultures and build cultural literacy
- Provide instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- Introduce structural vocabulary program focusing on origins of words
- Refine research skills and narrative and expository writing skills and strategies
- Provide oral communication experiences, including speech and debate, recitations, and literature circles

- Publish student works in the form of newsletters, books, and anthologies
- Introduce the five-paragraph expository theme and a variety of creative writing formats
- Instruct in the use of literary devices in works of literature and apply them in original writing assignments
- Require independent and collaborative theme-related projects at each grade level
- Require the completion of four books from the independent reading list every nine weeks
- Maintain individually kept writing, reading, and speaking portfolios
- Develop leadership abilities through peer evaluation and assessment

The Prep Academy Reading and Language Arts Program

Students that have progressed through the Primary and Intermediate Academies will have a strong foundation in communication skills and strategies and a broad background in literature studies. They will continue to build on this foundation in the Prep Academy, strengthening their ability to speak effectively and widening their universe in reading and writing to include creative and expository works, as well as analytical prose and drama. As members of the information age, middle school students become responsible users of media as they conduct research, create performances, and develop multi-media projects. Upon leaving the Prep Academy, the Charter School students will be effective communicators and information managers, well prepared for an in-depth study of literary and expository works.

Checklist for the Prep Academy Reading and Language Arts Program:

- Continue exploration of universal ideas in a literature-based reading and writing program
- Develop mastery of the mechanics of writing, structural elements, and Standard English
- Expand vocabulary to be demonstrated in oral and written presentations
- Expand in-depth studies of a variety of literary genre, types of poetry, and drama
- Hone reading skills and strategies to relate them to all disciplines
- Hone critical thinking and creative problem solving skills in relation to all disciplines and to real-world issues and concerns
- Develop skills and strategies related to interpretation of literature, including analysis and explication
- Expand writing skills related to formal research and creative writing
- Develop independent, self-directed writers and researchers
- Continue the study of Latin and Greek word origins and vocabulary development

- Expand oral communication skills through extemporaneous speaking, formal debate, recitations, readings, and dramatic presentations
- Content that is standards- Require independent and collaborative multimedia presentations related to grade level themes
- Require completion of selected titles and projects from academy lists
- Maintain individually kept writing, reading, and presentation portfolios
- Develop leadership abilities through literature circles, original critiques and editorials, and publishing staff assignments

Mathematics:

Numbers and arithmetic operations are what most of the general public think about when they think of mathematics; and, even though other areas like geometry, algebra, and data analysis have become increasingly important in recent years, numbers and operations remain at the heart of mathematical teaching and learning. Facility with numbers, the ability to choose the appropriate types of numbers and the appropriate operations for a given situation, and the ability to perform those operations as well as to estimate their results, are all skills that are essential for modern day life.

Our curriculum provides students with in-depth mathematics based and reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student achieves the essential skills needed for mathematical literacy. In keeping with this challenge, our teachers in the Primary and Intermediate grades will have a strong interest and background in mathematics. Our teachers will have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve our students.

What students learn is fundamentally connected to how they learn it. In response to this, the mathematics program reflects a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections. These are embedded in each of the content strands, which are based on those in the new standards from the National Council Teachers of Mathematics (NCTM) 2000 as reflected in applicable state standards. These content strands include Number Sense, Concepts, and Operations, Algebra, Geometry, Measurement, Data Analysis, and Mathematical Thinking.

At Penn Hills Charter School of Entrepreneurship, reading, writing, and mathematics will be taught to succeed through the MicroSociety Curriculum. Modern economy depends on a literate work force, as well as literate consumers. MicroSociety provides a context that makes reading

functional and fun. In the courtroom, marketplace and newsroom, reading, writing, and communication skills spell the difference between success and failure. In addition, with MicroSociety's reading program, The Reading Industry, students create an entire industry of literacy-related businesses and services. Problem solving and the entire concept of financial literacy will require the students to apply mathematics standards in real-life situations.

Hundreds of transactions occur during "Micro" time each day. Math and Financial Literacy are elevated to survival skills. Students recognize that they need Financial Literacy and arithmetic skills to buy and sell, create budgets, maintain a checkbook, and calculate taxes. They need geometry to measure floor plans or design jewelry. They apply algebra and statistics to create financial reports and spreadsheets. This component will be integrated throughout the mathematics curriculum.

Number and Operations

Number sense is an intuitive feel for numbers and a common sense approach to using them. It is a comfort with what numbers represent that comes from investigating their characteristics and using them in diverse situations. It involves an understanding of how different types of numbers, such as fractions and decimals, are related to each other, and how each can best be used to describe a particular situation. It subsumes the more traditional category of school mathematics curriculum called numeration and thus includes the important concepts of place value, number base, magnitude, and approximation and estimation.

Numerical Operations

Numerical operations are an essential part of the mathematics curriculum, especially in the elementary grades. Students must be able to select and apply various computational methods, including mental math, pencil-and-paper techniques, and the use of calculators. Students must understand how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and other kinds of numbers. With the availability of calculators that perform these operations quickly and accurately, the instructional emphasis now is on understanding the meanings and uses of these operations, and on estimation and mental skills, rather than solely on the development of paper-and-pencil proficiency.

Estimation

Estimation is a process that is used constantly by mathematically capable adults, and one that can be easily mastered by children. It involves an educated guess about a quantity or an intelligent prediction of the outcome of a computation. The growing use of calculators makes it more important than ever that students know when a computed answer is reasonable; the best way to make that determination is through the use of strong estimation skills. Equally important is an awareness of the many situations in which an approximate answer is as good as, or even

preferable to, an exact one. Students can learn to make these judgments and use mathematics more powerfully as a result.

Algebra

Algebra is a symbolic language used to express mathematical relationships. Students need to understand how quantities are related to one another, and how algebra can be used to concisely express and analyze those relationships. Modern technology provides tools for supplementing the traditional focus on algebraic procedures, such as solving equations, with a more visual perspective, with graphs of equations displayed on a screen. Students can then focus on understanding the relationship between the equation and the graph, and on what the graph represents in a real-life situation.

Patterns. Algebra provides the language through which we communicate the patterns in mathematics. From the earliest age, students will be encouraged to investigate the patterns that they find in numbers, shapes, and expressions, and, by doing so, to make mathematical discoveries. They will have opportunities to analyze, extend, and create a variety of patterns and to use pattern-based thinking to understand and represent mathematical and other real-world phenomena.

Functions and Relationships: The function concept is one of the most fundamental unifying ideas of modern mathematics. Students begin their study of functions in the primary grades, as they observe and study patterns. As students grow and their ability to abstract matures, students form rules, display information in a table or chart, and write equations which express the relationships they have observed.

Modeling: Algebra is used to model real situations and answer questions about them. This use of algebra requires the ability to represent data in tables, pictures, graphs, equations or inequalities, and rules. Modeling ranges from writing simple number sentences to help solve story problems in the primary grades to using functions to describe the relationship between two variables, such as the height of a pitched ball over time. Modeling also includes some of the conceptual building blocks of calculus, such as how quantities change over time and what happens in the long run (limits).

Algebra is a gatekeeper for the future study of mathematics, science, the social sciences, business, and a host of other areas. In the past, algebra has served as a filter, screening people out of these opportunities. For Pennsylvania to be part of the global society, it is important that algebra play a major role in a mathematics program that opens the gates for all students.

Geometry

Geometry and measurement both involve describing the shapes we see all around us in art, nature, and the things we make. Spatial sense, geometric modeling, and measurement can help us to describe and interpret our physical environment and to solve problems.

Measurement

Measurement helps describe our world using numbers. An understanding of how we attach numbers to real-world phenomena, familiarity with common measurement units (e.g., inches, liters, and miles per hour), and a practical knowledge of measurement tools and techniques are critical for students' understanding of the world around them. The measurement concepts strand provides opportunities for students to participate in relevant activities to demonstrate that measurement is full of real-life applications and a necessary tool for all students to master. Students move from using simple measuring concepts tools to using measurement information in class to more sophisticated notions such as comprehending that measurements are estimates and applications of measurement systems to problems, an important concept for students to learn in mathematics and science.

Data Analysis (or Statistics)

In today's information-based world, students need to be able to read, understand, and interpret data in order to make informed decisions. In the early grades, students should be involved in collecting and organizing data, and in presenting it using tables, charts, and graphs. As they progress, they should gather data using sampling, and should increasingly be expected to analyze and make inferences from data, as well as to analyze data and inferences made by others.

Probability

Students need to understand the fundamental concepts of probability so that they can interpret weather forecasts, avoid unfair games of chance, etc. They should regularly be engaged in predicting and determining probabilities, often based on experiments.

Discrete Mathematics—Systematic Listing and Counting. Development of strategies for listing and counting can progress through all grade levels, with middle grade students using the strategies to solve problems in probability. Primary students, for example, might find all outfits that can be worn using two coats and three hats; middle school students might systematically list and count the number of routes from one site on a map to another.

Discrete Mathematics—Vertex-Edge Graphs and Algorithms: Vertex-edge graphs, consisting of dots (vertices) and lines joining them (edges), can be used to represent and solve problems based on real-world situations. Students should learn to follow and devise lists of

instructions, called “algorithms,” and use algorithmic thinking to find the best solution to problems like those involving vertex-edge graphs, but also to solve other problems.

These topics provide students with insight into how mathematics is used by decision-makers in our society, and with important tools for modeling a variety of real-world situations. Students will better understand and interpret the vast amounts of quantitative data that they are exposed to daily, and they will be able to judge the validity of data-supported arguments.

Mathematical Thinking: The process strands that enable students to communicate what they learn, solve a multitude of problems, make decisions involving mathematical thinking, organize thinking through graphic and visual representations, and make the connections between mathematics and other subjects are integrated with the content and methodologies of the mathematics program.

Presenting the mathematics curriculum in this way helps all students experience the subject as significant and relevant to their lives. As in the other curriculum arenas, environmental and other community-based research will provide an avenue for learning and practicing mathematics.

The Primary Academy Mathematics Program

Students in the Primary Academy will participate in active, numeric-rich experiences in mathematics. Problem solving skills and computational skills are interwoven across lessons, subject areas, and mathematical strands. Students will be introduced to foundations in geometry, algebra, data analysis, measurement and number sense. Primary Academy students will develop a disposition for learning mathematics early on, providing a foundation for the conceptual and abstract thinking that teachers build upon in later grades.

Sampling of Primary Academy Mathematics Content:

- Developing “number sense”
- Mastering basic computation skills
- Understanding and extending patterns
- Applying problem solving strategies
- Developing understanding of concepts through problem solving
- Analyzing data and using and connecting a variety of mathematical representations
- Manipulating shapes, numbers, and space to develop estimation skills

Intermediate Academy Mathematics Program

Intermediate students need active engagement in exploring mathematical concepts, as well as both challenge and support when learning mathematics. Our students will use opportunities in mathematics to develop methods of inquiry and application as they participate in the problem

solving process in real-world contexts. Within the integrated curriculum, problem-solving strategies are developed in all disciplines. Problems that are difficult enough to challenge our students' thinking inspire persistence, curiosity, and feelings of confidence in their abilities.

Sampling of Intermediate Mathematics Content:

- Understanding geometric relationships
- Organizing and comparing data sets
- Applying problem solving strategies
- Developing algebraic reasoning
- Establishing measurement techniques
- Using advanced mathematical tools and technologies
- Reasoning and making sense of mathematics
- Demonstrating flexibility in choosing computational methods
- Understanding and explaining computational methods
- Producing and explaining accurate answers efficiently
- Representing thinking
- Exhibiting number sense and mastery of computation skills

The Prep Academy Mathematics Program

Prep Academy students will be drawn toward mathematics through challenging real-life approaches to mathematics in context. Today's world requires an in-depth knowledge of concepts related to Algebra, Geometry, Trigonometry, and Calculus in fields ranging from auto mechanics to architecture and design. The Charter School students will participate in accelerated mathematics to assure that each student can apply the mathematical skills necessary for success in high school and the world of work. Our students will engage in opportunities for individual and group problem solving, in-depth experiences with the tools and applications of new technologies, and a creative instructional program that explores mathematics as an innovative and challenging career choice.

Sampling of Prep Academy Mathematics Content:

- Understanding and flexibility with rational numbers, linear functions, proportionality, and measurement
- Geometry
- Integration across topics
- Promoting flexibility in analyzing data
- Introducing dynamic Pythagorean relationships
- Developing linear functions
- Locating square roots
- Mathematical reasoning and problem solving

Science:

Effective science education begins in early childhood, when parents and teachers respond to a child's natural curiosity about the world around him or her. Our school offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and Science, and Society. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

Science lessons come to life through the MicroSociety Curriculum, when students design new storefronts, when entrepreneurs use technology to invent or manufacture products for the marketplace. "Micro" government researchers apply principles of ecology to promote recycling campaigns. Science process skills are at the heart of every business venture and government function as students constantly seek to identify problems, hypothesize, and try out new solutions.

Students best learn science by doing science. Science is not merely a collection of facts and theories but a process, a way of thinking about and investigating the world in which we live. This standard addresses those skills that are used by scientists as they discover and explain the physical universe—skills that are an essential and ongoing part of learning science.

Physical Science. In this strand, children will enhance, refine and explore the concepts they bring to school about the nature of matter, the way things move, and how different forms of energy behave and interact.

Chemistry: Exploring the nature of matter and energy is essential to an understanding of the physical universe. This standard leads students from their experiences with the states and properties of matter to the development of models of the atom and the underlying principles of chemistry.

Physics: Basic principles of physics emerge in this standard, where the study of force and motion leads students to the concept of energy. All forms of energy are introduced and investigated, and principles of transformation and laws of conservation are developed

Life Science focuses on observation, exploration, experimentation, and fact-finding expeditions about the life processes in natural communities. Students use a myriad of scientific tools to document the processes of life and access books, magazines, software, and the Internet to augment and clarify their understanding of the living world. Taking part as questioning members of diverse environments, our students form associations that lead to a

multitude of discoveries in our natural world. The study of science must include the diversity, complexity, and interdependence of life on Earth. Students should know how organisms evolve, reproduce, and adapt to their environments.

Science and Society is a strand that enables students to broaden the horizons of their scientific knowledge and gain a new sense of the world around them. They begin to question the events that may jeopardize the harmony of life on Earth and to take an active role as solution finders. Students' problem solving abilities are enhanced by participation in purposeful tasks using technology to seek solutions. Additionally, students explore important aspects of personal health and safety. Students will become learning contributors, decision-makers, and problem solvers while acquiring a sense of the ever-changing world in which they live.

Science as Universal Inquiry is a strand for curious young minds. Whether students are observing unicellular organisms under a microscope or simply exploring the various states of matter, they will be encouraged to ask questions, to provide explanations, and to reflect on their findings. This strand is infused into the overall science curriculum, providing students with opportunities to explore and experience the excitement of science by doing science and increase their competence in the subject by interacting with teachers who are subject area specialists. As they engage in activities that combine science knowledge with scientific reasoning and critical thinking, students will develop an understanding of the skills needed to become active and efficient learners.

The science curriculum is designed to develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live;
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint;
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies;
- Design and implement scientific investigations;
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles;
- Understand the interrelationships between the branches of science and its defining strands;
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

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- Design and implement scientific investigations.
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles.
- Understand the interrelationships between the branches of science and its defining strands.
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

The Primary Academy Science Curriculum captures, nurtures and guides the spontaneity that characterizes young children's interaction with their surroundings. Students will participate in guided exploration activities in which they handle simple objects, organisms, and scientific tools to satisfy their sensory and intellectual curiosity about these items. During these periods, teachers and students will share thoughts, findings, and questions. Through these initial phases of scientific exploration, the students' naturally inquisitive natures will be directed toward the more sophisticated problem-solving situations that they will encounter in the Intermediate Academy. Throughout the curriculum, however, children will be actively engaged in learning about the environment locally and more broadly, and applying their skills to help their communities.

Sampling of Primary Academy Science Topics:

- Dinosaurs and discoveries
- Life cycles of animals and plants
- Relationships between living things
- Ecology and the environment
- Structure of the human body, health, and hygiene
- Properties and states of matter
- Energy of heat, light, sound, and electricity
- How inventors, inventions, and machines connect
- Weather patterns and change
- How the bodies of our solar system are organized and interact
- Current events and stories about scientists

The Intermediate Academy Science Curriculum provides an environment where students feel comfortable observing, describing, classifying, pondering, and communicating with fellow investigators to learn about their world. The integrated curriculum provides a model well suited to the nature of young students. Children who study coastal ecosystems graph the number of organisms within a square meter, paint a landscape, and research the interactions of plants and animals in their natural habitat will be exposed to meaningful experiences.

In response to national trends, we concentrate on fewer science topics explored in more depth and focus in the five strands. Intermediate students will become scientists as part of an environment where they can consider the lives and contributions of scientists in the past and present and relate them to their own experiences and investigations today.

Sampling of Intermediate Academy Science Topics:

- Structure and function of living things
- The impact of evolution and heredity
- Ecosystems and their components
- Earth changes
- Stars, galaxies, and the universe
- Energy transferred and transformed
- Environmental problems and solutions
- Technological solutions and design
- Desirable health habits
- Systems of scientific investigation
- The science and mathematics connection

Prep Academy Science Program: An essential aspect of science literacy for the 21st century is the ability to use technology to access information, make wise decisions, and be efficient and responsible when using multi-media resources in researching topics and communicating with others. Students who initiate science inquiry and who understand science concepts are well prepared to become the scientifically literate adults needed in our global society. Based on this premise, Prep Academy students identify and select a problem and then design and implement their approximation of a solution. Students then create a multi-media presentation to present their project to peers and to real-world audiences. The Prep Academy will prepare students for the advances in science and technology that permeate every aspect of our world.

Sampling of Prep Academy Science Topics:

- Structure and function in living systems
- Relationships in ecosystems
- Diversity and adaptations of organisms
- Chemistry, compounds, and solutions
- Properties and changes in matter
- Basic principles of Physics
- Weather patterns and forecasting
- Global and regional problems
- The history and structure of Earth
- Space phenomena and the Universe
- The molecular basis of heredity

- Biological evolution
- Interdependence and behavior of organisms

The Social Studies portion of the Imagine Curriculum incorporates several fields. The Social Studies curriculum uses literature, science, technology, and the arts to enrich the canvas on which students learn. A personal and global perspective are essential elements for students facing a world of rapid change, so both perspectives are present throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society.

History should build on students' prior knowledge of their own lives and communities by taking them on journeys to those of other places and times. Integrating their own experiences with those of other cultures, children construct meaning and develop important concepts that help them to link the past and the present and pose questions about the future. History is present in each strand of the Social Studies curriculum, enabling students to understand the vital role that past events have on our lives today.

Geography: Students develop the understanding that this strand is a powerful force that motivates human behavior and influences movement, cultures, beliefs, and values. In learning to access and use geographical tools and technologies, students gain valuable literacy skills for a world that becomes figuratively smaller day-by-day.

Civics prepares students to be informed, active, and responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, workers, consumers, and community residents, they must have an understanding and appreciation of the fundamental concepts, laws and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the Pennsylvania State Constitution. Students must understand how a representative democracy works and the value of citizen participation in the nation, state and local communities. In addition, students must also be prepared to serve as global citizens; that is, students must be aware that the United States has a significant impact on the rest of the world, and conversely, the rest of the world impacts the United States. Technological advances bring the world to our doorstep. International education enables students to broaden their understanding of global issues that impact their life as Americans.

The study of politics, government, and society starts in early elementary grades with the identification of the need for rules, laws, and structures for decision-making or governance, and

proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students will examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. Students will be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.

Economic Literacy enables our students to become wise consumers and make good financial choices. Economics is the study of human behavior in relation to scarce resources. It is also about responsible citizenship. Effective economic decisions within the roles of consumer, producer, saver, and investor are more likely to be made if students understand economic concepts and their applications. The understanding of economic principles, concepts, and analytical tools is also essential for career development and financial success in the 21st century. Our students live in a world of increasing global interdependence.

Students also need to understand that the economic decisions of institutions, governments, and individuals can have immediate and far-reaching impacts. Another goal of this standard is to provide students with the necessary economic knowledge and skills for a full understanding of political, social, and historical events. These events are often incompletely or inadequately understood without a firm grasp of their economic components. For example, no modern election is without economic aspects and, in fact, economic issues have dominated many recent elections. Therefore, it is essential that the Penn Hills Charter School of Entrepreneurship provide all students with a strong foundation in the social science of economics.

The Primary Academy Social Studies Curriculum presents history as a great story. Students will learn about the beliefs of early people by reading myths and legends; about the similarities and differences among cultures by acting out folktales; and about the symbols and values of citizenship as part of a classroom community. In this socially interactive learning environment, children work together to hand-paint maps, create costumes of ancient civilizations, and dance to multicultural rhythms. They travel the globe, extending their knowledge from the home, to the neighborhood, to the world around them. The curriculum brings the story alive, giving students a good understanding of how people, places, and things relate in space and time.

Checklist for the Primary Academy Social Studies Program:

- Provides a socially interactive environment to promote democratic principles and social skills
- Presents social studies through hands-on, minds-on activities that integrate disciplines and incorporate technology and fine arts

- Focuses on history as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- Highlights world and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- Introduces people, places, beliefs, and traditions of other times and cultures
- Introduces people, places, beliefs, and traditions that tie us together as a nation
- Provides resources to explore current as well as past events
- Practices using maps, globes, and other tools of geography
- Promotes making wise choices and being good consumers
- Involves all students in simulations related to grade-level theme
- Involves all students in service projects related to grade-level theme

The Intermediate Academy Social Studies Curriculum provides a multi-faceted picture of U.S. and world history. The past is chronicled as a compilation of stories and events that inspire the imagination. Students will learn to view the world from alternative perspectives as they create historical models and replicas, conduct seminars and debates, and investigate issues related to their school and community. As active and responsible members of the Intermediate Academy, these students play an important role in the design and implementation of service projects.

Checklist for the Intermediate Academy Social Studies Program:

- Provides an active learning environment with a variety of media resources
- Establishes a culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
- Presents in-depth study of social studies topics in which students make choices about what they study and produce
- Focuses on significant issues and events of U.S. and history, the history and culture of diverse social groups, and the environment
- Develops historic literacy with exposure to key concepts related to history and geography
- Explores the dynamics of geography as it relates to people, places, and time
- Presents key concepts of state and federal government
- Introduces leaders from various fields, cultures, and times
- Introduces the fundamental concepts of economics as they relate to individuals, institutions, and societies
- Promotes collaboration and respect for others with project-based activities
- Practices the skills required for accessing information and presenting findings using current resources and technology
- Involves all students in class simulations related to grade-level theme
- Requires participation in a service projects related to grade-level theme

The students in the Prep Academy Social Studies Program will engage in an in-depth study of geography, world history, civics, and U.S. history. These students will have been well prepared to take a more active role in their learning, so the content presented through interdisciplinary themes allows for a myriad of activities that ensure active learning takes place. Upon leaving the Prep Academy, students will be academically and socially prepared to take on the challenges of a high school program and the greater challenges presented by a global society.

Checklist for the Prep Academy Social Studies Program:

- Increases students' appreciation and sense of connection with U.S. and global history, the history and culture of diverse social groups, and the environment that surrounds them
- Deepens students' knowledge and understanding of content introduced through the social studies strands of economics, civics, and geography in relation to historic and current events
- Integrates content presented through the social studies strands with mathematics, science, and reading and language arts
- Explores the visual and performing arts through multicultural and historical perspectives
- Integrates technology and the practical arts into social studies activities
- Increases students' inquiry and sense of ownership in what they learn through independent research, collaborative real-world problem solving, and project-based learning
- Involves all students in a simulation that immerses them in curriculum content
- Promotes individual characteristics of leadership through a study of leaders past and present, individual goal setting, and multi-grade mentoring activities
- Requires the completion of a self-selected project related to grade level theme
- Requires participation in a service project related to grade level theme

The MicroSociety program at the Penn Hills Charter School of Entrepreneurship turns social studies into a living lesson in citizenship and government. Students forge a social contract during a Constitutional Convention. They learn how government works in legislature and debate social issues in town meetings. Coached by teachers, children learn to resolve conflicts, negotiate, persuade, and defend their actions in court.

Character Education Curriculum Development

During the first year of the school's operation, the charter school principal and faculty will select a character education program to integrate into the core curriculum from among the menu of programs maintained by Imagine Schools. The integration of the program selected into the curriculum will commence through mapping activities that will determine how to appropriately infuse character attributes into all subject areas. This work will commence in the second semester of the school's initial year at professional development sessions and continue the following summer as part of the summer in-service sessions

The following core values will be included in the Character Education Program:

<i>Citizenship:</i>	Understanding the role the individual plays in society.
<i>Cooperation:</i>	Working together toward goals in an interdependent world.
<i>Fairness:</i>	Treating others impartially, maintaining an objective attitude toward those whose actions and ideas are different.
<i>Honesty:</i>	Being sincere. Not cheating or lying.
<i>Integrity:</i>	Standing up for your own beliefs. Resisting social pressure.
<i>Kindness:</i>	Being helpful, compassionate and gentle toward all living things.
<i>Pursuit of Excellence:</i>	Striving to do your best and not giving up.
<i>Respect:</i>	Showing regard for others. Being courteous and polite.
<i>Responsibility:</i>	Thinking before you act. Being responsible for those actions.
<i>Positive Thinking:</i>	Teaching the value of a positive outlook. Teaching positive language as a reinforcement technique.
<i>Justice</i>	Being fair and reasonable, especially in the way people are treated and in discussions about differences.
<i>Order</i>	Living in a peaceful condition in which laws are obeyed and misbehavior and crime does not occur.
<i>Truth</i>	Responding using fact and reality.
<i>Reciprocity</i>	Treating people mutually as in equal return.

Character Education programs on the menu selected by Imagine Schools, from which the charter schools faculty will choose, are aligned with the character education program criteria cited in 3.1.a above. The programs include Character Counts, Community of Caring, Eight Habits of the Heart, and the Heartwood Ethics.

Respect and responsibility are just two of the values at the heart of Penn Hills Charter School of Entrepreneurship's Character Education Program. The school community lives in an age where technology and social concerns dictate the need for a deepening concern for character. The principles of character education are utilized as basic principles for an integrated character education program. The program includes, but is not limited to, the following:

- The teacher as caregiver, model and mentor.

- The classroom as a democratic community.
- Activities that promote values and ethics.
- Encouraging moral reflection.
- Discussion of issues and answers, problems and solutions.
- Conflict resolution and students as mediators.
- Parent and community involvement. The following core values are included in the Character Education Program.
- Character Education Task Force comprised of; teachers, administration, parents and students.

The following Core Values will be included in the Character Education Program:

- Citizenship - Understanding the role the individual plays in society.
- Cooperation - Working together toward goals in an interdependent world.
- Fairness - Treating others impartially, maintaining an objective attitude to those whose actions and ideas are different.
- Honesty - Treating others impartially.
- Integrity - Standing up for your own beliefs. Resisting social pressure.
- Kindness - Being helpful, compassionate, and gentle toward all living things.
- Pursuit of Excellence - Striving to do your best and not giving up.
- Respect - Showing regard for others. Being courteous and polite.
- Responsibility - Thinking before you act. Being responsible for those actions.
- Positive Thinking - Teaching the value of a positive outlook. Teaching positive language as a reinforcement technique.

Enrichment Programs

The core curriculum components of Imagine Schools' are designed to promote literacy in Reading and Language Arts, Mathematics, and Social Studies. Enhancing the knowledge and skills acquired in each of these disciplines are the enriching experiences offered through Humanities and the Performing Arts, Health and Physical Education enrichments, ensuring that each and every student is exposed to great ideas, great works, and great inspiration for a lifelong love of learning. Just as the core disciplines are standards-based, so are these.

Humanities: From the universal ideas that provide the themes for an integrated curriculum to the content addressed in each of the subject areas, the humanities are integral to what our students and teachers experience in school each day. Leading works of literature provide the core of the language arts program, while the great ideas of scientists, mathematicians, and historians pervade the social studies, mathematics and science curricula. Our students will participate in activities and lessons that highlight contributions to human experience, and provide a strong foundation for cultural literacy.

The Performing Arts - Music, Art, Drama, Dance: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Through performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Critique: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others.

History/Culture: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Students in each academy will paint, sculpt, draw, sing, play instruments, dance, and perform. Participation in performance activities will enhance their ability to communicate with others in imaginative and creative ways. Masterpieces by great artists will be introduced and studied by students as a means of understanding themselves and others. Students will view, listen to, participate in, and discuss the performing arts and literary works from different periods and perspectives. Our students will gain a true appreciation of art, music, drama, and dance as important reflections of our past, present, and future.

Foreign Language: The science of language called linguistics is divided into two areas: comparative or historical and structural. The comparative method studies language through thousands of years. It seeks to determine the history and development of individual languages and language groups. The structural method concentrates mainly on present-day languages. All languages have certain things in common. These include; a sound-pattern words and a system of word arrangement and a grammatical structure. The Imagine Schools foreign language programs stress the standards of effective listening, speaking and communicating. As students become proficient they begin to demonstrate competence in the skills and strategies for reading and writing in a foreign language.

There are many reasons for learning a foreign language. It increases your range of communication. You gain knowledge of the customs and ways of life of other nations when you learn another language. A multi-cultural center during Micro application time furthers this concept of global citizenship, as do ventures that provide bilingual signs and literature. A foreign language can help add to your knowledge of your own language. Learning a foreign language helps you add to your general stock of information. It can be a key that unlocks new fields of knowledge. Knowledge of a foreign language can help you gain a spirit of broad human tolerance and become more effective in the MicroSociety.

The Physical Education: The Penn Hills Charter School of Entrepreneurship curriculum will enable students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. Students will participate in a wide range of developmentally-appropriate *games*, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

The Physical Education program helps our students keep fit through a variety of organized activities that focus on:

- Control and coordination of movements
- Rhythm, agility, and balance
- Simple sports skills; Competitive and non-competitive sports
- Lifetime sports

- Basic games and exercise
- Fitness
- Respect for rules
- Sportsmanship
- Proper use of equipment
- Strategy

Health: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

The Penn Hills Charter School of Entrepreneurship seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills will be cross-disciplinary and will be integrated into each Comprehensive Health and Physical Education Standard.

As our students progress through the academies, they will participate in activities and experiences that emphasize the importance of a healthy lifestyle. Teachers and instructors work on the premise that a sound body is essential to a sound mind. When students are healthy and active, they are more motivated to learn about the world around them. The curriculum will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness as students progress through the academies. Health and Wellness Centers operated by students in a MicroSociety setting have become an effective way for students to take on more responsibility for the health of all citizens.

Health topics are closely linked to science content as well as physical education. Concepts include:

- Basic hygiene and health habits
- Nutrition
- Functions of body parts and systems
- Disease prevention
- First aid and safety
- Dangers of substance abuse
- Benefits of exercise

The Visual Arts Curriculum generates enthusiasm for art as well as different cultural and historical connections. Through the exploration of a variety of artists, art processes and art experiences, students have the opportunity to develop higher thinking and creative problem solving skills. Students learn that their own artwork has value to their peers as they pay Micro money to purchase it from galleries and other art ventures, this is very validating and motivating.

Categories Taught in the Visual Arts Curriculum

Skills and Techniques:

- Use art materials and tools to develop basic processes and motor skills, in a safe responsible manner.
- Use good craftsmanship when creating works of art from personal experiences, observation or imagination.
- Distinguishes between materials, techniques and processes.

Creation and Communication:

- The students are able to create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
- Cultural and Historical Connections:
- The students understand that visual arts relate to history and culture. Student understands how artists generate and express ideas according to their individual, cultural and historical experiences.

Aesthetic and Critical Analysis:

- Students use age appropriate vocabulary to assess, evaluate and respond to the different characteristics of works of art.
- Students understand the difference between realistic, symbolic or abstract works of art, and know the difference between an original work of art and a reproduction.

Applications to Life:

- The students make connections between the visual arts, other disciplines and the real world. They understand that people create art for many different reasons and that everyday objects are designed by artists.
- The students know about various art careers that are available to artists.

Music is a basic social and cultural activity of mankind. It can take many forms and reflects many different ways of life. All music is a form of communication in which sounds are deliberately organized in some manner of an artistic purpose. Instilling the love of melody, the poetry of verse, the rhythm of the beat is at the heart of Imagine Schools' music curriculum.

From classic to contemporary sounds, all students enjoy music. Students create by improvising melodies, variations and accompaniments using a variety of sound sources. Students listen to musical selections. Teachers expose students to a varied repertoire of music representing diverse genres and styles. Songs are linked to classroom themes and previous learning. Students sing. They learn expressive qualities, tone, melody and style of songs. Students play instruments to echo rhythmic patterns, to improvise melodic progressions and produce harmonic accompaniments and they create opportunities through Micro ventures for music to enrich their society. History and cultural awareness is integrated into our music curriculum. Students will understand the role of musicians in various music settings and cultures. The strands, standards, content and applications that follow are designed to give Imagine Schools' students the maximum opportunity to experience life through song.

Media/Information Literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information. It is the knowledge of commonly used research techniques. The 21st Century definition for Information Literacy encompasses a broad array of competencies including digital, visual, textual, and technological.

Information literacy is critically important because we are surrounded by a growing ocean of information in all formats. Not all information is created equal: some is authoritative, current, reliable, but some is biased, out of date, misleading, false. The amount of information available is going to keep increasing.

In 2003, the National Forum on Information Literacy, together with UNESCO and the National Commission on Libraries and Information Science, sponsored an international conference in Prague with representatives from some twenty-three countries to discuss the importance of information literacy within a global context. The resulting Prague Declaration described information literacy as a "key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century" and declared its acquisition as "part of the basic human right of lifelong learning".^[1]

".^[1] Information Literacy Meeting of Experts, "[The Prague Declaration – 'Toward an Information Literate Society'](#)", Sept 2003.

Information literacy rose to national consciousness in the U.S. with President Barack Obama's Proclamation designating October 2009 as National Information Literacy Awareness Month. President Obama's Proclamation stated that "Rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation... Though we may know how to find the information we need, we must also know how to evaluate it. Over

the past decade, we have seen a crisis of authenticity emerge. We now live in a world where anyone can publish an opinion or perspective, whether true or not, and have that opinion amplified within the information marketplace. At the same time, Americans have unprecedented access to the diverse and independent sources of information, as well as institutions such as libraries and universities, that can help separate truth from fiction and signal from noise." ²

An Information Literate person is able to access, evaluate, and use information from a variety of sources.

An information literate person accesses information:

- recognizes the need for information
- recognizes that accurate and complete information is the basis for intelligent decision making
- formulates questions based on information needs
- identifies potential sources of information
- develops successful search strategies
- accesses print and technology-based sources of information, and
- is a competent reader.

An information literature person *evaluates* information,

- establishes authority
- determines accuracy and relevance
- recognizes point of view and opinion vs. factual knowledge
- rejects inaccurate and misleading information, and
- creates new information to replace inaccurate or missing information as needed.

An information literate person *uses* information,

- organizes information for practical application
- integrates new information into an existing body of knowledge, and
- applies information in critical thinking and problem solving.

Educational reform and restructuring make information literacy skills a necessity as students seek to construct their own knowledge and create their own understandings. Today instruction methods have changed drastically from the mostly one-directional teacher-student model, to a more collaborative approach where the students themselves feel empowered. Much of this challenge is now being informed by the American Association of School Librarians that published new standards for student learning in 2007.

²^ National Information Literacy Awareness Month “

Information literacy skills are used for academic purposes, such as research papers and group presentations. In a MicroSociety learning environment, they're used on the job—the ability to find, evaluate, use and share information is an essential skill. Consumer decisions, such as which item there is a need for, is critical.

Besides its use in the classroom of a MicroSociety school, technology is used in a myriad of ways when students report to work: television studios, weather stations, publishing, information gathering, searching for new product ideas, spreadsheets, PowerPoints, video documentaries and portfolios, communicating with community partners, scientific instruments, tools for creating art, music, and displays, etc.

Ultimately, information literate students are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are prepared for lifelong learning because they can always find the information needed for any task or decision at hand.

Technology Literacy: The North Central Regional Educational Laboratory (NCREL) defines technological literacy as, "Knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals."

Computer Literacy is the knowledge and ability a person has to use computers and technology efficiently. It commonly includes both technological literacy (critical thinking about benefits of using computers) and technological competency (skills for operating specific software applications). The Wikipedia entry notes the issue of rote learning (knowing which button to push in familiar situations) and contextual understanding (which comes much closer to technological literacy, or Technacy).

This distinction between literacy and competency is evolving, as seen in a US Department of Education document archived from 1997, which defines technological literacy as "computer skills and the ability to use computers and other technology to improve learning, productivity and performance" from President Bill Clinton's Call to Action for American Education in the 21st Century.

At the Penn Hills Charter School of Entrepreneurship students will be engaged in mastery of the use of technology as a learning tool of the Information Age at all grade levels. Grade appropriate activities will be provided in each major strand of technology literacy:

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools

- Technology research tools
- Technology problem-solving and decision-making tools.

Financial Literacy can be achieved through the teaching of personal financial management skills and the basic principles involved with earning, spending, saving, borrowing and investing. Integrating Financial Literacy throughout the curriculum will enhance the student knowledge in all content areas. Preparing young people to understand and actively participate in their own financial well-being is a vital personal skill. The economic stability of our communities and the resulting growth of our state's economy are influenced by personal financial literacy.

Educators from all grade levels can use the financial literacy standards to align instruction with the MicroSociety curriculum. The student centered activities designed will instill within students a desire to be financially literate. The standards are intended to help schools develop programs that provide the knowledge and skills to establish sound financial habits.

MicroSociety

MicroSociety is a learning environment that challenges students to contend with real-world issues and opportunities, while it challenges teachers and students to adopt new ways of teaching and learning. This **unique** model is in contrast to traditional classroom methods that present knowledge in an abstract form. MicroSociety's situated learning environment, full of rich and engaging content, is structured, yet flexible, and leverages the unique characteristics, culture, and assets of each school. This environment makes it a strong model for preparing all students for high school and college, especially those in Title I schools, schools with high ELL populations, rural schools, and schools for at-risk youth.

The program represents a new breed of learning environments. It is the only student-based entire school reform efforts of its kind. This research-based education program transforms classrooms by providing a real-world context for academic learning. Students collaborate with parents, business volunteers, and teachers to create a functioning small community within the school. Students spend one class period each day in their jobs where they learn to run businesses, apply technology, develop government and social agencies, and create cultural and arts organizations. Gradually, students become immersed in the realities of a free-market economy with taxes, property concerns, income issues and politics.

Students often ask the question "Why do I need to know this?" during their education career. Many children see little connection between their school work and the outside world. And for many students, good grades just don't offer sufficient incentive to succeed. In the Penn Hills Charter School of Entrepreneurship's *MicroSociety* program, rewards are immediate and tangible. Mastery of basic skills becomes necessary to excel as a lawyer, banker, legislator, or entrepreneur. Social and financial rewards transform students from passive learners to active

participants in their own development. Self-esteem improves with a new sense of accomplishment.

Students begin the preparation for the "jobs" ahead of them by learning how to prepare a resume and present themselves in an effective interview. "What job is for me?" is the question that surfaces from those wanting to join the work force. Others, however, decide to make a business plan and develop their own business as an entrepreneur. They will prepare to sell their new business idea to potential employees during the opening "Job Fair".

The goal of creating this environment is to prepare students to become active, caring, and responsible citizens ready to take on careers and college in the 21st century, as they apply what they have learned in their core content classes in real-life situations. The cross-disciplinary soft skills which are so essential for success in the 21st century are practiced and honed by students in a real world context. Skills such as critical thinking, problem solving, the ability to work in teams, communication, accessing and utilizing information, the capacity to innovate and take initiative, and leadership are used daily on-the-job. As students progress in the MicroSociety learning environment, they will collaborate with parents, community members, and teachers to build upon the miniature community within the school that has been created. They will write a constitution for the school and make laws. A court system will be created to uphold the laws, and peace keepers will be established to enforce the laws. All agencies will be student-run. A Post Office to deliver mail within the school, a bank for giving loans and setting up checking and savings accounts, and many student initiated and managed businesses will be created; to include newspaper, television, jewelry vendors, musical venues, artists, and many more. In each venture and agency, the students are the leaders while teachers serve as facilitators. When appropriate, teachers make students aware of academic connections to their real world experiences throughout the day.

Participating in a society of their own making is an authentic experience for students- they are shaping their own culture! In addition, they have meaningful contact with working adults.

MicroSociety arranges their activities by strand, drawing on the intellectual traditions of the professions and their specialties. They are: Economy, Citizenship and Government, Humanities and Arts, HEART, Technology and Academy. Each strand (e.g. Economy) and its substrands (e.g. banking) consist of core subjects (e.g. math), and encompass all aspects found within an actual society, making connections between the real world and the basics. Together, the first letter of each of these components spells the acronym TEACHH™.

“T” is the Technology strand. It encompasses all student activities which utilize computers and other technology.

“E” is the Economy strand. It encompasses all student business ventures and financial institutions.

“A” is the Academy strand. It encompasses all student training initiatives inside and outside the classroom.

“C” is the Citizenship and Government strand. It encompasses all aspects of student government, activism and citizenship responsibilities.

“H” is the Humanities and Arts strand. It encompasses all performing and non-performing arts and cultural organizations.

“H” is the HEART strand. It is the social conscience of the *MicroSociety* program and encompasses all the reflective and service aspects of society: Humanities, Ethics, Aesthetics, Reflection, Respect, Reason, Responsibility.

Through the *MicroSociety* ventures and agencies there will be opportunity for individual instruction and group learning as well as opportunities to integrate curriculum across grades. Applying knowledge and practicing skills in a meaningful context is key to long term learning.

Students will be empowered to assess each other.

- Department of Education- students look at student work in various ventures
- Bureau of Census and Statistics- students collect information about the *MicroSociety* i.e. attendance, job growth...

The *MicroSociety* program has been cited by the US Department of Education for its impressive results in serving children whose high poverty, racial or ethnic background, handicap, or English language deficiency place them at a distinct disadvantage for being successful in our society. In every group, *MicroSociety* students experienced advances in academic achievement and improved attendance, behavior and attitude toward school. As one reviewer reported, "the program is revolutionary, phenomenal, and truly on the cutting edge of education."

In a 2003 study of schools with multi-year *MicroSociety* programs, Arete, Inc. found that across all grades in all *MicroSociety* schools reading and math scores improved 14% and 21% respectively over two years.

Incrementally, both reading and math increased 7% in the first year and in the second, 7% for math and 14% for reading, far exceeding the Adequate Yearly Progress requirements under No Child Left Behind.

The *MicroSociety* model has been used successfully in schools across the country to address the issues of student achievement, school climate, student attendance, student motivation, within

school faculty and administration communication, parent involvement, and community partner involvement.

The Penn Hills Charter School of Entrepreneurship will also prepare an Individualized Learning Plan for ALL students and will measure each student's annual learning gains. While The Penn Hills Charter School of Entrepreneurship students will take year end proficiency tests consistent with all other Pennsylvania public schools, we also test our children using the Stanford 10 test at both the beginning and end of the school year to determine the amount each student learns from the beginning of the year to the end. Traditional end of year proficiency testing typically fails to take into account where the student started the year and thus can't determine the degree of "value added" by the school for each student during the year.

Student Success is our ultimate goal. To this end, we are committed to and will promote in all that we do. The Penn Hills Charter School of Entrepreneurship and MicroSociety Guiding Principles:

- ***Student Voice & Choice***
Students, who have voice and choice as citizens, construct their own learning and shape their school culture.
- ***Learning by Doing***
People learn best when engaged in work that is meaningful to them.
- ***Entrepreneurial Spirit***
The entrepreneurial spirit motivates dynamic learning and pursuit of new ideas and opportunities.
- ***Real World Experiences***
Increasingly sophisticated, intellectual, economic, social, and political experience and a balance of intrinsic and extrinsic rewards continually engage and challenge students as their society matures.
- ***Teachers as Facilitators***
Teachers are facilitators of integrated learning, providing multiple opportunities for success.
- ***Shared Responsibility and Authority***
Opportunities for leadership, meaningful decision-making, and responsibility are vested, aligned, and accounted for at every level.
- ***Partners as Contributors***
Parents and partners are essential and enthusiastic contributors to the learning community.

Through the *MicroSociety* ventures and agencies there will be opportunity for individual instruction and group learning as well as opportunities to integrate curriculum across grades. Applying knowledge and practicing skills in a meaningful context is key to long term learning.

Students will be empowered to assess each other.

- Department of Education- students look at student work in various ventures
- Bureau of Census and Statistics- students collect information about the *MicroSociety* i.e. attendance, job growth...

See **Attachment A** *The MicroSociety Classroom*

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.

“The vision of inclusion is that all children will be served in their neighborhood schools, in the regular classroom with children their own age. The idea is that these schools will be restructured so that they are supportive, nurturing communities that really meet the needs of all the children within them: rich in resources and support for both students and teachers”. (O’Neill, 1995)

To accommodate this vision we will provide a free and appropriate public education (FAPE) to all enrolled students who are gifted or who have disabilities. Gifted education services will be provided as specified in the student’s IEP by regular education teachers. For students with disabilities, we will organize both an inclusion model and, if needed, use a resource model establishing a special education classroom(s) for students with more severe needs.

Chapter 711 specifies how the Commonwealth, through the Department of Education, will meet its obligation to ensure that charter schools comply with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations in Federal 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and Section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance).¹

The requirements of 34 CFR Part 300 include: (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and

¹ [http://www.pattan.k12.pa.us/regsforms/Chapter711\(Charter Schools\).aspx](http://www.pattan.k12.pa.us/regsforms/Chapter711(Charter%20Schools).aspx)

related services designed to meet their unique needs and prepare them for employment and independent living; (b) To ensure that the rights of children with disabilities and their parents are protected; (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.²

According to Chapter 711.7, a charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services. A charter school may not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.³ Our charter school will uphold all regulations outlined in Chapter 711.

As per the 22 PA Code, Chapter 711-Charter School Services and Programs for Children with Disabilities, our charter school will comply with Federal laws and regulations governing children with disabilities. We will not deny enrollment or otherwise discriminate in our admissions policies or practices on the basis of a child's disability or need for special education or supplementary aids or services. We will provide special education services to address a full range of needs from moderate to severe.

We understand as a local education agency that is supervised by the Pennsylvania Department of Education, we will be required to comply with all of the Department's compliance monitoring systems, provide all information requested by the Department, and complete all corrective action required by the Department. We will have access to the Department's staff development through its training and technical assistance network and intermediate units. We will also have access to the due process and complaint system already developed by the Department.

We will seek the most efficient and effective use of resources, including utilizing the resources and services contracting with the Penn Hills Public Schools, or other providers to secure needed services for our students. We understand that when the IEP Team of our charter school places a child in another public agency, private school, or private agency to provide for that student's FAPE, and the student's parent(s) choose to keep their child enrolled in our charter school, it will be our obligation to pay for that placement.

Special education services to be provided to our students include: (1) learning support; (2) speech and language support; (3) blind or visually impaired support; (4) deaf or hard-of-hearing support; (5) emotional support; (6) life skills support; (7) physical support; (8) multiple disabilities; (9) autistic support; (10) early intervention; and (11) gifted education.

² <http://www.washingtonwatchdog.org/documents/cfr/title34/part300.html#300.1>

³ <http://www.pabulletin.com/secure/data/vol31/31-23/1031.html>

Students with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

Autism/Pervasive Developmental Disorder
Serious Emotional Disturbance
Hearing Impairment including Deafness
Mental Retardation
Multi-Handicap
Other Health Impairment
Orthopedic Impairments
Traumatic Brain Injury
Specific Learning Disabilities
Speech or Language Impairment
Visual Impairments including Blindness

The IDEA requirement for placing students with disabilities in the least restrictive environment has three components:

1. To the maximum extent appropriate, students with disabilities are educated with students who are nondisabled;
2. Special classes, separate schooling or other removal of children with disabilities from the regular classroom occurs only when the nature or severity of the educational disability is such that education in the regular class cannot be achieved satisfactorily with the use of supplementary aids and services; and
3. To the maximum extent appropriate, each child with a disability participates with nondisabled children in nonacademic and extracurricular services and activities.

These requirements demonstrate clearly the preference for educating students with disabilities in the regular classroom. However, the IDEA also requires that a full continuum of services be available to meet the needs of students with disabilities who cannot be educated in the regular classroom for part or all of the school day. Additional rules regarding placement require that each student with disabilities be educated as close to home as possible, and that each student be educated in the same school he or she would attend if not disabled, unless the individualized education program (IEP) specifies some other arrangement. Lastly, placement must be based on the IEP.

Furthermore, the Oberti decision and its codification in the special education code, require that consideration be given to the following factors, when making decisions regarding regular class placement:

- Whether the student can be educated satisfactorily in a regular classroom with supplementary aids and services;
- A comparison of the benefits provided in a regular class and the benefits provided in a special education class; and
- The potentially beneficial or harmful effects which a placement may have on the student with educational disabilities or other students in the class.

Our inclusion model will have students with disabilities paired with general education students. We believe that when students with disabilities can have their needs met in regular education classrooms they have the opportunity to learn and grow within communities that represent the kind of world in which they will live when they finish school. We must, to the greatest extent possible, meet their needs within an inclusive setting. This integration will work, especially when the special education teacher works side by side with the regular teacher. We want to create a world in which all children are welcome and in which they are not needlessly labeled.

The Collaboration model helps to ensure children with learning disabilities get a free appropriate public education, including specialized instruction, in a regular classroom.

There are several ways to ensure students get the instructional support they need. Collaboration provides options to allow students to be educated in the least restrictive environment.

1. Collaborative Teaching -The Lead Teacher Model: - In classrooms with a lead teacher, often the regular classroom teacher delivers the instruction in the subject area. The special education teacher is an observer who works with children after instruction to provide specially designed instruction, ensure understanding, and to provide adaptations and modifications.
2. Collaborative, Consultant Model – If our charter school has low incidence of special needs students and overall low student population, this model would be very compatible. A special education teacher may provide some instruction to students, but the majority of service is indirect. The special education teacher mostly provides guidance to the regular education teacher on how to modify instruction to meet the student's needs.
3. Collaborative, Team Teaching Model – involves both general education and special education teachers simultaneously working together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed. Special education teachers provide

specially designed instruction to students with IEPs, and regular education teachers can assist with this as well.

4. Collaborative Teaching - Resource Services: involves pulling students with disabilities aside from the group or into a resource classroom where they work one-on-one or in small groups with a special education teacher and possibly with instructional assistants for part of the instructional day. Even when students are placed full time in special education classrooms, teachers may communicate with each other to ensure students' programs include appropriate instruction. Separate settings are typically used with students who have more significant need for direct instruction.

The resource room is the least restrictive of the special education models in which children are removed from the classroom for a portion of the school day for special services. The amount of time a child might be in the resource room for special services would logically be determined by the actual needs of the student as expressed in the IEP. The nature and variety of services that a student receives in the resource room must be stipulated in the IEP.

For students with disabilities in the resource model, the special education teacher(s) will develop an individualized plan that meets the specifications of each student's IEP in a special education classroom. The instructional activities will be research based and have a primary focus on reading fluency, phonics, reading comprehension, vocabulary and math. Other areas of the curriculum will be addressed as well to provide a comprehensive education program. Related service personnel will provide education services as well as specified in a student's IEP. Each student will do coursework that challenges them to move forward from the level of learning they have attained to achieve the learning goals established for them in their IEPs.

Our charter school plans to create public awareness of special education opportunities and will advise parents/guardians of the rights of children with disabilities. To assure that information regarding these rights is made available to all, written procedures will be developed in language and phraseology which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

We will document our annual efforts to create public awareness of special education services and to inform parents/guardians of the rights of children with disabilities. When appropriate, the charter school will initiate procedures to obtain a surrogate parent if there is no parent or guardian able to act as parent.

Special education programs and services will be provided as defined by the IEP Team. The team will carefully address the needs of students who have learning and/or behavioral issues that may place students at risk of failure. The team will have special and general education teachers, the school social worker, and a clerical staff as members. For students with disabilities, in the event

that reasonable classroom interventions of sufficient duration have been attempted without success and the underlying cause is suspected to be one that cannot be resolved without special education services, the IEP Team will refer students for evaluation according to the procedures outlined below.

Children who require special education, as well as those students who already have an IEP, will be provided an appropriate program with services consistent with the mandates in their plans. If the services mandated in the IEP cannot be provided by our charter school (in either our inclusion or resource models) we will find the least restrictive environment in which these services could be provided in an alternative education setting and established an appropriate contract with that special education service provider. If extended school year services are necessary for students with severe disabilities they will be included in the IEP.

Extended school year (ESY) services will be provided only if the child's IEP team determines, on an individual basis, in accordance with 300.320 - 300.324, that the services are necessary for the provision of FAPE to the child. The IEP team must consider, as appropriate, whether a child needs extended school year services in order to receive a free appropriate public education (FAPE).

Any decision regarding needed ESY programming must take into account the child's history of significant regression and limited recoupment capability. In other words, a child's Team must look backward and forward when considering the need for ESY programming.

In addition to significant regression and/or limited recoupment, courts have set forth other ESY criteria to be applied by a Team, as follows:

1. the degree of the child's impairment
2. the parents' ability to provide structure at home
3. the child's rate of progress
4. the child's specific behavior and/or physical problems
5. the availability of alternative resources
6. the child's ability to interact with non-disabled children
7. the specific curricular areas in which the child needs continuing attention
8. the vocational and transition needs of the child
9. whether the service requested is "extraordinary" rather than usual in consideration of the child's condition.

Only when all factors are considered together by the child's Team, can a determination be made as to how much service will be offered.

If it is determined that a special education student who is enrolled in our charter school is in need of an alternative placement at a future date, a re-evaluation will be conducted using the process delineated below.

In the event that a parent/guardian of a student should issue a complaint with respect to any matter relating to the identification, evaluation, re-evaluation, or educational placement of the student that results in a hearing and appeal, the charter school's legal counsel will represent the school during the proceedings.

See Attachment B for The processes we will use to determine eligibility for special education and related services.

The following outlines the processes and procedures we will use to formulate, implement and monitor IEPs for special education students and to provide for due process regulations and to safeguard records.

Least Restrictive Environment

To the greatest extent possible, our charter school staff participating on IEP Team, will advocate for children with disabilities to be educated with children who are non-disabled, and that special classes or other removal of children with disabilities from the regular educational environment only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP dictates that our charter school does not constitute the least restrictive environment, the IEP committee will work to determine the appropriate placement of the student.

Certified Special Education Teachers

Our special education teachers will meet all licensure and/or certification requirements that apply to the area in which the individuals are providing special education.

Related Services Personnel

All personnel who provide related services (e.g., services provided by a speech-language pathologist; psycho-social counseling provided by a psychologist, social worker, or mental health professional) to students in our charter school will meet all required licensure and/or certification requirements pertaining to their area of related service.

Treatment of Student Records

The charter school will adhere to all confidentiality requirements and parent/guardian and student rights provisions specified in federal laws. A parent who believes that information in the

education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the child may request the information be amended. We will decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If our charter school refuses to amend the records, the parent will be notified in writing of the refusal and advised of the right to a hearing. We will designate an official custodian of student records who will be responsible for ensuring the confidentiality requirements. All staff that needs access to the records will have them and will receive instruction regarding the procedures for handling and managing confidential material. The custodian will maintain a listing of employees with access to the records and a logbook of each individual who has had access to the records. Student records will be available for audit at any time during the year to ensure that funds are properly allocated. Our regulations will require a request in writing at least one week in advance of the audit to ensure that the custodian and the Principal are available to assist with the files. We will also require auditors to provide proper identification and sign the logbook.

Referral

If the identification process for kindergarten and transfer students indicates the potential for a possible disability, the regular classroom teacher or other personnel or parent/guardian will submit the name of the child to the principal for referral to the IEP Team for evaluation. The principal will develop a process for and coordinate communication with the IEP Team. The referral of a child for an evaluation for possible placement in a special education program will be made under the direction of the principal after documenting that the parent/guardian has received written information pertaining to rights regarding comprehensive evaluation, and following receipt of the written consent of the parent. This consent will be given in the primary language of the home.

Release of Information

We will not release information from education records to participating agencies without consent of a parent/guardian unless authorized to do so by federal law. Consent of a parent/guardian will be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws. We will only provide the front page of a student's IEP to school district in which he/she is resident, as per law.

The Penn Hills Charter School of Entrepreneurship is committed to implementing researched; evidence based teaching methods and strategies for all students. IEP goals and objectives will be tied to the general education curriculum as well as the students' individually identified needs

The Penn Hills Charter School of Entrepreneurship will provide sufficient time for instructional collaboration among all teachers, including special education teachers with the general education teachers.

Data driven flexible grouping of students will occur throughout the school year

Staff strengths will be matched with student needs throughout the school and to the extent possible.

Professional development will be coordinated for special education and general education teachers and staff and will include training tied to the Academic Standards.

Record keeping and recording will be done in compliance with IDEA and FERPA as well as compliance with stated timelines and other regulations.

In addition to abiding by all of the provisions of the Individuals with Disabilities Education Improvement Act (IDEA 2004) relating to our special education students and the Family Educational Rights and Privacy Act of 1974 (FERPA) for all enrolled students, the Penn Hills Charter School of Entrepreneurship will endeavor to meet all of the requirements of NCLB with regard to its enrolled students, including those that are English Language Learners (ELL students).

At-Risk Students

At our charter school, we expect to have a percentage of students who have previously experienced academic failure and who have other factors that may label them “at-risk”. This is why we have designed our academic program to provide students with instruction in all aspects of child development from academic to moral to social. We intend to deliver this program in a manner that addresses differences in learning styles and uses methods that leave a lasting imprint beyond a student’s time in school. Further, our school will address the range of needs that might make it more difficult for children to focus and succeed in school, whether it is poverty, peer pressure or learning disabilities. Ultimately, the test of success is whether students make responsible choices that are consistent with a commitment to learning and living a life of strong character, motivated by hope for the future.

Our charter school will address these challenges by building a school culture that is intentional about shaping students’ development in positive ways. By adopting a holistic approach to education, our school will prepare students to navigate the challenges they face outside the school environment. Our desire to effectively address the needs of students starts with this broad foundation and will be reinforced in concrete ways by: a demanding, content-rich curriculum; a plan to develop linkages with area health and human services to provide students and their families with needed services; a commitment to work with parents and families, community

members and organizations to bridge some of the barriers that impede learning; and an excellent Board of Directors, school leader and faculty.

One of our key academic strategies that will assist the faculty to develop focused learning plans for at-risk students is the Student Success Plan (SSP) described below. A student who does not meet specific levels of performance in **all content areas** for each grade will have an academic improvement plan in their SSP, targeted to his/her learning needs.

The Penn Hills Charter School of Entrepreneurship will use a variety of teaching methods to ensure mastery of appropriate skills, ideas and knowledge for all students. However, it is essential to detect marked learning variances to identify areas that require more support or greater challenge. Regular assessments, integrated with the curriculum, will help determine how students are learning.

The Penn Hills Charter School of Entrepreneurship is dedicated to challenging and stimulating every child. A modified program, including flex time opportunities, will be provided for those children with diagnosed disabilities or demonstrated need for greater challenges. The program will utilize adjusted teaching strategies or definitions of success within the framework of stated education goals.

Special focus will be placed on students in the elementary grades of schooling to provide assistance before they need massive amounts of remediation. Specific interventions will include:

Reading: The principles of Early Literacy adhere to the Scientifically Based Reading Research (SBRR), process writing, and the six components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension, and motivation and background knowledge). Early literacy is inclusive of all populations (bilingual/English as a Second Language-ESL, and special needs).

If a student in grades K-2 exhibits a substantial deficiency in reading based upon charter school criteria, or if a student in grades 3-5 is below the 40th percentile on the Stanford 10 in reading:

- Specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary will be identified.
- Desired levels of performance will be stated.
- Instructional support services to help the student achieve the desired levels of performance will be determined.

Writing: if a student in grades K-5 meets the criteria in reading for a focused academic improvement plan, a plan for intensive instruction in writing will also be developed.

Mathematics: if a student in grades K-2 exhibits a substantial deficiency in math based on charter school criteria, or if a student in grades 3-5 scores below the 40th percentile on the

Stanford 10 in mathematics, areas of deficiency will be identified, desired levels of performance will be stated, and instructional support services will be determined.

Opportunities for extended learning for students with academic deficiencies will be offered during and after the school day. These learning opportunities will be determined on an annual basis given student needs. First and foremost these strategies will include flexible uses of time and variable grouping strategies, such as small learning teams of students who receive accelerated instruction. Differentiated instruction emphasizing individual learning styles will also be prevalent for these students.

Other strategies our school will use include: after school tutoring aligned with the student's academic improvement plan; use of computerized instruction programs to track student progress and provide practice on the skills that need to be developed; and the use of parent and home learning programs.

Other strategies our school will use include: after school tutoring aligned with the student's academic improvement plan; use of computerized instruction programs to track student progress.

The Penn Hills Charter School of Entrepreneurship will provide a program for every student who is Limited English proficient (LEP) or an English language learner (ELL).

The NCLB regulation states:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL)

The purpose of the law is to allow the ELL student to meet state academic standards and succeed in school.

Limited English proficient students are those who were not born in the United States or whose native language or the predominant language spoken at home is other than English. In addition, Limited English proficient students are those that struggle with speaking, reading, writing or understanding English and those whose difficulties may interfere with their ability to learn. It should be noted that though a student of Limited English proficiency may also be identified as a student with a disability, it is not the disability that makes them a Limited English proficient student, but rather the aforementioned reasons and the fact that they have not yet mastered the English language.

Our charter school will define a process for identifying Limited English Proficiency (LEP) and English Language Learners (ELL) and determine an appropriate instructional program for these students. Our admissions application will include a questionnaire that determines: language(s) spoken in the home; language(s) spoken most in the home to the student; and language(s) the student understands, speaks, reads, and writes.

The first step in identifying potential students needing an ELL program will be the Home Language Survey that will be filled out by every student enrolling in the Penn Hills Charter School of Entrepreneurship becoming part of their permanent school record.

Refer to Attachment C for a State Approved HLS.

If the student appears to be LEP/ELL based on the questionnaire and Home Language Survey, school staff will interview the student and the parent/guardian in English, or if necessary in their native language.

After this interview, if it is clear the student does not have adequate English language proficiency, a formal assessment will be conducted using the Language Assessment Scales (LAS) by CTB McGraw Hill. The LAS will evaluate reading, writing, listening, speaking and comprehension skills. Use of this assessment will enable our charter school teachers with necessary information to guide their instruction. It will also provide teachers with the ability to measure the NCLB domains of reading, writing, speaking and listening, establish a comprehensive score, analyze both social and academic skills, and identify materials useful to meet the needs of visually impaired students. Use of this will help us to ensure that ELL students are not referred to special education services solely because of their lack of English proficiency.

Additionally, after the initial assessment ELL students we will conduct annual assessments of their level of English proficiency using the Stanford English Language Proficiency assessment (SLEP).

It is the responsibility of the Penn Hills Charter School of Entrepreneurship to both locate and to educate its LEP students. The Penn Hills Charter School of Entrepreneurship will utilize a standards-based English as a second language instruction program at the appropriate proficiency level and will guarantee that the program meets the three-part test mandated by federal law (Civil Rights Act of 1964, Title VI, *Castaneda v. Pickard*, 648 F.2d 989 (1981)).

The program the Penn Hills Charter School of Entrepreneurship Board will approve will be: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) be frequently evaluated to

ensure positive results for its ELL students. In addition, the program or programs utilized at the charter school will be aligned to state standards and meet or exceed all applicable laws and regulations.

See Attachment D Policies and Procedures for ELL

The manner in which learning will be scheduled for ELL students will be determined when we know the number of students eligible for services and the extent of their needs. Instruction is expected to include direct language, grouping students by language proficiency, as well as inclusion using the FLES pedagogy to enhance understanding and language ability.

Teachers will integrate content learning with language development via activities where the main topics come from regular content areas so that language is acquired in a meaningful context. This will provide a vehicle for students to develop higher cognitive skills and while engaging in both language learning and content learning. The teachers will also consistently assess the progress students are making on becoming proficient enough speakers of English to be able to exit the program, as well as their progress with academic achievement. Students who experience this instructional approach typically attain a higher level of academic and language proficiency than their counterparts who solely experience language learning approaches.

Through these instructional approaches, we will teach the general curriculum, with the goal to have ELL students reach the same high academic requirements as the general student population. We will seek to hire a highly qualified teacher(s), depending on student needs, who will have native or near-native fluency in the foreign language, excellent English language fluency, an understanding of the cultures associated with the language, knowledge of second language learning processes and teaching methods, and experience working with young children. If we have difficulty finding qualified ELL teachers, we will train elementary certified teachers who speak the target language in the program practices cited above.

Our staff development program will include regular opportunities for ELL teachers to learn more about how to be increasingly effective. These sessions will focus on curriculum, instructional methods and the latest research in the field. We will prepare notices and other information to the parents/guardians of ELL students about program and school activities in a language they can understand, and we will not deny any curricular or extracurricular activities to these students because of an inability to speak or understand English.

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

The curriculum we will institute provides an expanded choice for students above and beyond what is currently offered in the Penn Hills Public Schools in several ways. The MicroSociety supplemental educational approach that will be deployed in our school creates a unique and one

of its kind educational program in the Penn Hills Public Schools; and the increased amount of time during the school day and year to teach the curriculum as a general school practice (not as a practice for selected accelerated learning academies) goes beyond any school-day, school-year schedule currently extant in the school system. The individualized student learning plans, and the increased amount of parental involvement are other areas of difference.

Our charter school will improve student learning and increase learning opportunities for students, through the use of the comprehensive curriculum described above but also by encouraging our teachers to use a wide array of innovative instructional methods as described below. The intent of these teaching methods will be to educate students who will:

- Develop a strong foundation in the basic skills;
- Integrate curriculum across subject areas;
- Create project-based activities;
- Integrate computer technology and interdisciplinary activities;
- Participate effectively in collaborative groups;
- Infuse global and cultural literacy;
- Exercise critical thinking skills;
- Practice problem-solving concepts.

By what method does one person enable another to learn? Instructional methodology makes a major difference in the quality of the educational process. Intelligent and sensitive choices lead to academic achievement and a sense of purpose. Poor choices present learners with barriers to learning they may never overcome. Instructional methodologies at the school will be a repertoire of research-based teaching and learning practices that enable children to succeed in a rigorous curriculum.

Based on state-of-the-art cognitive theory about how humans learn, the teachers will plan their lessons around activities that impact student thinking through the mastery of rigorous academic standards and development of the traits of an effective life-long learner.

The learning infrastructure created by these instructional methodologies has four major components as outlined below:

- A focus on higher-order thinking competencies;
- A central set of essential methodologies that are used in all classrooms at all grade levels;
- A repertoire of supporting methods that enable effective individualization and adjustments based on data-driven decision making processes;
- The use of 21st Century Methodologies for learning.

A Focus on Higher-Order Thinking Competencies

Higher Order thinking essentially means thinking that takes place in the higher-levels of the hierarchy of cognitive processing. Bloom's Taxonomy is the most widely accepted hierarchical arrangement in education and is viewed as a continuum of thinking skills starting with knowledge-level thinking and moving eventually to evaluation-level thinking. A common example, used by Dr. Chuck Weiderhold of the application of the major categories in Bloom's Taxonomy, is show below, applying the taxonomy to the Pledge of Allegiance:

Knowledge statements ask the student to recite the pledge. Example: "Say the pledge."

Comprehension statements ask the student to explain the meaning of words contained in the pledge. Example: "Explain what indivisible, liberty, and justice mean."

Application statements ask the student to apply understandings. Example: "Create your own pledge to something you believe in."

Analysis statements ask the student to interpret word meanings in relation to context. Example: "Discuss the meaning of 'and to the Republic for which it stands' in terms of its importance to the pledge."

Synthesis statements ask the student to apply concepts in a new setting. Example: "Write a contract between yourself and a friend that includes an allegiance to a symbol that stands for something you both believe in."

Evaluation statements ask the student to judge the relative merits of the content and concepts contained in the subject. Example: "Describe the purpose of the pledge and assess how well it achieves that purpose. Suggest improvements."

(Wiederhold, C. (1997). The Q-Matrix/Cooperative Learning & Higher-Level Thinking. San Clemente, CA: Kagan Cooperative Learning.)

When we promote higher-order thinking then, we are simply promoting thinking, along with the teaching methodologies that promote such thinking, that takes place at the higher levels of the hierarchy just provided, notably application, analysis, synthesis, and evaluation.

Teaching methods and student tasks used to develop thinking competencies focus on five essential aspects of thinking. The instructional methodologies at the school will target the following types of thinking:

- Critical thinking: this is convergent thinking. It assesses the worth and validity of something existent. The teachers will try to get several learners to think convergently, and then try to help them develop common understanding.
- Creative thinking: this is divergent thinking. It generates something new or different. It involves having a different idea that works as well or better than previous ideas.
- Inductive thinking: this is the process of reasoning parts to the whole, from examples to generalizations.
- Deductive thinking: this type of reasoning moves from the whole to its parts, from generalizations to underlying concepts to examples.
- Closed questions: questions asked by the teachers that have predictable responses.
- Open questions: questions that do not have predictable responses. Almost always require higher order thinking skills.

Teacher will foster higher-order thinking in the classroom by:

- Setting up a classroom environment which is conducive to high level thinking
 1. Multi-level materials
 2. Flexible grouping
 3. Print-rich environment
 4. High Expectations
 5. Nurture risk-taking
 6. Collaborating group activities in which students can communicate with others in a variety of ways
- Problem-solving activities that require more than routine calculations
- Open-ended activities with more than one “right” answer.
- Construct questions that call for high-level thinking
- Activities which accommodate multiple intelligences.

Teachers will use writing to promote higher-order thinking by:

- Having students write daily
- Having students write for real audiences and purposes
- Allotting sufficient time for stages of thought and editing to occur
- Encouraging peer review

- **A Central Set of Essential Methodologies**

A central set of research-based practices will be infused into the instructional program at the charter school. These include cooperative learning, critical thinking, home learning, and practice, questioning methodologies, choosing learning goals, summarization, and note-taking competencies.

Classroom activities become meaningful experiences only when students think and act upon them. The charter school's instructional methods are designed to promote active involvement and engagement in learning. Research shows that active learning methods are critical to student success. These methods will be implemented in all the charter school's classrooms:

- *Cooperative Learning*

While many challenges in life are faced using one's individual abilities, two important realities must be faced by any effective school: (1) employment opportunities in an information age favor people able to work effectively with others; and (2) research on effective organizations reveals that the process of people sharing strengths and solving problems as a team is an essential element. Students will not be prepared for the 21st century unless they master these essential workplace competencies as a routine part of their school experience.

- *Critical Thinking Strategies*

Research shows that students are more engaged and make better connections between existing and new knowledge when they have recurring opportunities for generating and testing hypotheses. Through applying these methods across the curriculum by predicting what happens next in a story, hypothesizing why an historical event occurred, or testing ideas about what will happen in a science experiment, students will practice and apply tools necessary to generate and test hypotheses. The decision making tree (La Raus and Remy 1978) encourages students to identify problems, consider alternative solutions, hypothesize about the short and long term consequences of alternatives, and choose actions based on their values. The "tree" helps students to visualize the decision-making process. The "futures wheel" (Pike and Selby 1988) is another model that invites students to consider the consequences of an event. The event or problem is written in the middle of a chalkboard; single lines are drawn to immediate consequences, double lines to second-order consequences, and so on. Strategies such as the decision tree and the futures wheel help students appreciate the problematic nature of global issues and understand that human choices can create alternative futures.⁴ Students use problem solving skills in ventures and agencies i.e. how to make bigger profits, how to present a

⁴ **Publication Information:** Article Title: Examining Global Issues in the Elementary Classroom.
Contributors: Ann V. Angell - author, Patricia G. Avery - author. Journal Title: Social Studies. Volume: 83.
Issue: 3. Publication Year: 1992. Page Number: 114. The Questia.com

challenging case in court, hypothesizing the causes and possible solutions for increased crime between the hours of 3:00pm and 9:00am.⁵

- *Specific Feedback on Home Learning and Practice*

All of the students in our school will have home learning and homework responsibilities. They will all be required to practice essential skills and competencies in order to develop proficiency. Specific and timely feedback will always be provided to students on their home learning efforts and the impact of their practice. Students will understand that home learning is a time to both improve proficiency and to generate questions. All home learning activities will be followed up in the classroom to provide students with specific feedback.

Homework is effective in achieving different levels of learning. Students of lower ability can achieve grades as high as students with higher ability by increasing the amount of time they study at home. Homework has also been shown to be a significant factor in raising achievement scores at the middle and high school levels. At the elementary level, homework helps students to develop the habit of studying outside the school, to develop a positive attitude toward school and learning, and to help students understand that learning takes place outside the classroom.

Specific and timely feedback will always be provided to students on their home learning efforts and the impact of their practice. When homework is reviewed a teacher can learn what students know and what they need to learn to reach the targeted goals.

Students will understand that home learning is a time both to improve proficiency and to generate questions. All home learning activities will be followed up in the classroom to provide students with specific feedback.

- *Questioning Methodologies*

Teachers in our school will use a variety of question formats to engage students with differing learning styles. Question variations will enable students to remember, reason, relate, and imagine. Students will be taught questioning techniques to guide clarification processes and focus on problem solving behaviors. Students will be taught to recognize cues to understanding in both written and oral contexts. Through a variety of methods such as concept maps, time tables, flow charts, and time lines, they will learn to organize their work and focus attention on key issues.

Examples of questions that probe assumptions:

⁵ Et al

- What are you assuming?
- What could we assume instead?
- You seem to be assuming_____.
- Do I understand you correctly?
- Why have you based your reasoning_____rather than _____?

Examples of questions of clarification:

- What do you mean by? _____ Could you give me an example?
- How does_____relate_____to? Could you explain this further?
- Could you put that another way? _____ Would you say more about that?
- What do you think is the main issue here?

Examples of questions that probe reasons and evidence:

- What would be an example?
- Do you have any evidence of that?
- Could you explain your reasons to us?
- ***Choosing Goals and Objectives and Systematic Feedback***
Becoming a life-long learner requires early student engagement in selecting learning objectives and seeking feedback on the quality of one's understandings and performance competencies. The school's instructional methodologies will guide students in the process of selecting learning goals to which the student makes a personal commitment. This process will teach students to clarify their learning objectives for the tasks assigned. Our students will be taught to seek out and make use of feedback from others to improve the quality of their understanding and performance skills. Student learning portfolios will be used to enable students to focus on priority objectives and gather work products, which will serve as a basis for feedback reflecting growth toward mastery of their targeted objectives.
- **Summarizing and Note Taking**
Comprehension is a critical element in successful learning. Comprehension is accelerated by recurring opportunities for students to summarize the essential meaning of the subject under study. Students will be taught note-taking techniques so that key points are recognized and recorded as tools for later review and study. The use of summaries and note taking enhances students' ability to recognize key concepts, think, and express themselves in writing while expanding their vocabulary in the academic disciplines being studied.
- **A Repertoire of Supporting Methods**
The general practice methods described will set a basic pattern to the learning activities typical in our school's classrooms. Teachers will use assessment information and direct

observation of student performance to select additional and supplementary instructional methods to enhance student achievement. They will select strategies from a well-defined research-based repertoire of methods, which includes individualized instruction and group learning processes. Some methods will be used across the curriculum and others are specific to particular academic disciplines.

Across-the-Curriculum Methodologies

- *Parental Involvement Activities:* The charter school will encourage a “curriculum of the home” that is linked to and supportive of the student’s responsibilities at school. The methods that involve parents/guardians effectively in the child’s education include daily parent/guardian-child conversations about what is happening at school, encouraging student reading (academic and leisure), and parent/guardian-child discussion about the leisure reading. It includes thoughtful parental monitoring of television watching. It involves active support and interest in the student’s schoolwork. The charter school will hold regular training sessions to encourage these parent/guardian-child relationships and provide support to parents in nurturing the home-school connection.
- *Adjunct faculty of Venture and Agency community based mentors:* MicroSociety schools offer members of the community a wide array of opportunities to make direct investments in their students' education. Every business venture and government agency provides opening to share the knowledge and skills they use every day in the adult world of work. They collective effort of adults investing a few hours each on a regular basis changes the anatomy and chemistry of the school. In this rapid paced knowledge based economy, involvement from the world outside schools – from industries of finance, business, manufacturing, engineering, science and technology, government, higher education and culture and the arts – is essential to help students and teachers keep pace.
- *Time on Task:* defined as the percentage of classroom time when students are actively engaged in learning. When students are actively engaged in learning they are: Focused, Listening, Reading, Writing, Discussing, and Learning. Learning tasks are centered on the standards-based core curriculum. As a general rule, the more time students spend on core academic disciplines, the higher they will achieve.
 - ✓ Teachers will design activities that focus student use of time on academic content. Attention will be directed to the content and performance skills that should be mastered at specific grade levels and ages.
 - ✓ Teachers will have the assignments planned and well thought out. Anticipate and factor unexpected occurrences or events that could impact students’ time-on-task.
 - ✓ Have all the necessary materials available
 - ✓ Post assignments for students to see and copy
 - ✓ Have students begin working immediately with an assignment
 - ✓ Monitor that the students have begun the assignment

- *Direct Teaching*: An approach to learning requires that students construct knowledge and meaning. Application of a constructivist strategy to a standards-based curriculum requires a balance of student inquiry and direct teaching. “Direct Teaching” is a structured approach to teaching which involves a high level of interactivity. Teachers will use the Key Elements of Direct Teaching- The Madeline Hunter model emphasizing modeling, guided practice and independent practice.
- There are 7 stages:
 1. Establish the objectives of the teaching
 2. Draw the pupils into the topic (referred to as the “anticipatory set” and sometimes placed first in order here)
 3. Make expectations and assessment standards clear to pupils
 4. Teach the topic:
 - Deliver the input
 - Provide modeling/demonstrations
 - Give directions for pupils
 - Check for pupils’ understanding
 5. Give guided practice in the task
 6. Draw teacher – controlled
 7. Provide independent practice

A constructivist approach to learning requires that students create knowledge and meaning. Application of a constructivist strategy to a standards-based curriculum requires a balance of student inquiry and direct teaching. The charter school’s teachers will use direct teaching to enhance student ability to construct knowledge and make content connections. These include: (1) the daily review of essential concepts, homework, and re-teaching; (2) engagement with new content/skills, but in small steps; (3) guided student practice with careful teacher monitoring; (4) clarifying feedback and reinforcement of success; (5) individual practice; and, (6) weekly and monthly reviews of key content/skills.

- *Teaching/Learning Strategies*: Students will be taught to monitor and manage their own learning. This includes learning to plan, allocate time, and review prior learning. This will be accomplished by:
 - ✓ Teachers modeling these behaviors for students;
 - ✓ Guided practice where students plan learning strategies with teacher help;
 - ✓ Independent student application of learning strategies to master specific instructional objectives.
- *Tutoring*: Students learn at different rates. Individualized assistance helps focus student effort and provides additional time on task. Students will not only receive tutoring from teachers and volunteers during and after school as needed, they will also learn to tutor others. The process of organizing to help each other deepens understanding of the content and fosters time-management and communication competencies.

- *Competency-Based Learning:* The instructional methodologies teachers in our school will use are not designed to “cover” the curriculum, but to enable students to master it. Competency-based or mastery learning focuses on clear identification of the concepts to be mastered, on-going assessment to measure actual learning, and adjustments in instruction based on assessments. Feedback systems and re-teaching processes will be used to help students until mastery is accomplished.

4. Differentiated Learning

The Charter school will strive to reach out effectively to students of varying readiness, interests, and experiences in the world. In our classrooms, teachers will begin where students are. They will accept and build upon the premise that learners differ in important ways. Therefore, they will be ready to engage students through different learning modalities and by using varied instructional approaches matched to student learning styles. In our classrooms, teachers will motivate students to grow, nurturing strengths and addressing specific weaknesses as necessary. If necessary, groups of students who are significantly behind grade level will receive accelerated learning to bring them to grade level.

5. Instructional Methods Guide Student Learning

Use of 21st Century Methodologies as Learning Tools: The instructional methodologies to be employed at the charter school are carefully matched to our philosophy and the learning strategies needed to accomplish our mission. Among the major beliefs that guide teacher choices on methodology is recognition that life is a systemic experience. In an effective, high-quality school, instructional methodologies must be structured on realities of how humans learn and the nature of the information age culture in which students live. The charter school will be structured on these realities:

- *An Active Learning Focus:*
The central issue in reforming education is to make students active learners and enable parents to help with the process in meaningful ways.
- *Data-Driven Decision-Making:* Students will be trained to use systems thinking, continuous process improvement methods, and data analysis tools for problem solving. Students will apply these concepts to their schoolwork to prepare them for the workplace and higher education.
- *Project-Based Learning:* Projects are a central part of the school’s multidisciplinary instruction. Teachers will plan projects that support grade-level themes. The projects will involve community organization partners to the greatest extent possible. Students will be required to develop individual and group projects every nine weeks. Project-based learning is an effective strategy to extend student learning. Projects will extend student learning by allowing them to investigate, construct knowledge, problem solve, and use multiple forms of creative expression. Technology is an integral part of student presentations and displays. Students will work individually or in groups to prepare presentations, produce products, or extend knowledge. Projects help students build

conceptual understanding and provide opportunities to engage students in meaningful, creative activities.

- *Learning Centers:* Learning centers are small areas within the classroom where students work alone or together to explore literacy activities while the teacher provides small-group instruction. The classroom is a beehive of activity. Students should be engaged in problem solving activities. John Dewey once said, “the only time we think is when we’re given a problem” The classroom that’s child centered is based on learning centers. There will be a language center with learning goals, perhaps a media center with opportunity to listen to taped stories or create a multimedia presentation on the computer. There will be a math center with many manipulatives. MicroSociety ventures and agencies are also learning centers and provide classroom teachers opportunities to connect curriculum to the real world through myriad case studies. The goals are always clearly stated prior to students engaging in learning activities. The teacher again, facilitates the learning throughout the centers. Activities at the centers take into consideration multiple intelligences and learning styles. The learning centers begin with whole class instructions and end with whole class discussions on the learning that took place.
- *Methods of Technology Infusion*
Technology is a critical tool in the Information Age and is part of the active learning routine in each classroom. Every classroom will have networked student computer workstations with Internet and worldwide web access, on-line access to the media center electronic card catalog, on-line access to the school’s CD-ROM collection of reference resources, student e-mail on an in-house network, and access to the school’s instructional software collection.
- *Flexible Uses of Time and Variable Grouping Strategies:* Students, working in small learning teams, will use the competencies outlined in the SCANS report as learning tools. Groups will rotate from task to task based on teacher and student developed schedules. Different groups may be doing different tasks. For example, a small group may be working with a teacher in a directed learning activity while other groups work on personal learning projects cooperatively agreed upon by student, teacher, and parent/guardian, while others work on technology supported instruction.
- *Personal Learning Goals:* One of the core purposes of education is to enable the students to take over their own education and become lifelong learners. Like other skills, you must “do it” to master it. Therefore, every student, in addition to routine school selected objectives, will have personal learning goals. Such goals, selected by the student in consultation with teacher and parent/guardian, will focus on something the student sees as a valuable or interesting thing to learn. Portfolios, shared at intervals with parents and teachers, will share student progress on these learning agendas.

- **Core Curriculum Subject Area Strands and Unifying Concepts**

In our curriculum, the four academic subjects of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. Permeating the strands of each subject are unifying concepts that provide links between the content that is introduced and taught in each strand, enriching the delivery of the standards-based curriculum.

The following table lists the strands and unifying concepts for each of the core disciplines.

Discipline	Strands	Unifying Concepts
Language Arts	Reading, Writing, Listening and Speaking, Viewing and Presenting, Research Skills	Communication Skills and Strategies through real world application in MicroSociety Court, Museum etc.
Social Studies	History, Geography, Civics and Government, Economics	Global Perspective, Individual Social Competency through real world application in MicroSociety government and business, international travel agency as well as history museum
Math	Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis	Communication, Problem Solving, Reasoning and Proof, Representations, Connections through constant application in all phases of business from initial marketing analysis to selection and measurement of retail location space to ongoing operations and sales data analysis, measurement of products etc.
Science	History and Nature of Science, Science as Universal Inquiry, Physical Science, Life Science, Earth and Space Science, Science and Society	Systems, Order, Organization, Evidence, Models, Explanation, Change, Constancy, Measurement, Evolution and Equilibrium, Form and Function all are demonstrated by students who create, run and actively participate in MicroSociety Museums

See Attachment E for Implementation Guidelines and Interventions

- *Technology Literacy:* Students will be engaged in mastery of the use of technology as a learning tool of the Information Age at all grade levels. Grade appropriate activities will be provided in each major strand of technology literacy:
 - Basic operations and concepts
 - Social, ethical, and human issues
 - Technology productivity tools
 - Technology communications tools
 - Technology research tools
 - Technology problem-solving and decision-making tools.
- *Internet access:* Classrooms will have computer workstations with Internet and worldwide web access, on-line access to reference resources, and access to the school's instructional software collection.
- *Multimedia production for targeted objectives:* Teachers and students will develop multimedia lesson banks and projects in core academic disciplines. Students will have access to software to review information or to prepare individual and group assignments.
- *Individualized software supplementation:* Students are prescribed specific curriculum support software based on identified individual needs and each student's learning style and learning goals. As possible, computer training for parents/guardians will be available.

Instructional Technology Plan: Technology is a critical tool in the Information Age and is part of the active learning routine in each classroom. Thomas L. Friedman in the book *The World is Flat* (2006) connects the importance of technology to the future of our students and this country as a whole. "The first, and most important, ability you can develop in a flat world is the ability to 'learn how to learn' – to constantly absorb, and teach yourself, new ways of doing old things or new ways of doing new things. That is an ability every worker should cultivate in an age when parts or all of many jobs are constantly going to be exposed to digitalization, automation, and outsourcing, and where new jobs, and whole new industries, will be churned up faster and faster. In such a world, it is not only what you know but how you learn that will set you apart. Because what you know today will be out-of-date sooner than you think". The charter school founders understand the importance of learning the advancement of technology in cross content infusion. The Penn Hills Charter School of Entrepreneurship will utilize the PA Academic Standards for Science & Technology; 3.6 Technology Education and 3.7 Technological Devices to develop curriculum that matches the educational philosophy of the school.

The vision of our school is to prepare our students for the future they will inherit. They will need to handle technology routinely and seamlessly. Our students must be active thinkers, problem solvers, managers of information and socially responsible. They must know how to communicate effectively and work collaboratively. They must learn the lifelong process of "learn how to learn".

It is the goal of the school to transform classrooms into lively, stimulating, and academically sound learning environments enriched by the use of technology. The students' involvement with instructional technology will bring them in touch with such equipment as computers, scanners, video and digital cameras, calculators, robotics, digital microscopes, Smartboards, weather stations etc. and involve them to become active participants in their own learning process.

Not only will technology affect the way students learn but it will also provide educators with the opportunity to employ new teaching strategies and innovative ways to deliver information. Technology will be used to enhance the instructional process in all curricular areas and it will be a vehicle used to focus instructional strategies on the development of higher order thinking skills, communication skills, and collaboration skills.

A group of dedicated stakeholders, inclusive of administrator, staff and parents, will complete an instructional technology plan as part of the school's SEP process, to have a single strategic plan for educational technology, Chapter 4 education, professional development, teacher induction, special education and school improvement that meets the requirements of the PA School Code and the Pennsylvania Department of Education. The technology plan will include specific goals to achieve our educational challenges and the five criteria established by the FCC for E-Rate funding eligibility.

Our technology plan will include:

Grade level goals for students will ensure academic achievement and social responsibility for all students by integrating technology into all areas of the PA Academic Standards. The students will:

- Develop basic computer operations and concepts, conduct research using the internet, databases and other appropriate sources of electronic information.
- Choose appropriate technology productivity tools to use with the correct communicator to complete instructional assignments.
- Appropriately use technology problem solving and decision-making tools.

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

Proposed School Calendar

The charter school will have 192 school days, instead of the legally-required minimum of 180 days. The School will begin on the first day of the City of Penn Hills's school calendar, and follow the school holidays of the City of Penn Hills.

Kindergarten classes will be full-day and students will receive 5 ½ hours of instruction, ½ hour more per day than is required by law. Students in grades 1-5 will receive 6 and 1/2 hours of

instruction a day, instead of the legally-required minimum of 5 instructional hours. Students in 6th-8th grades will receive 7 hours of instruction a day, plus 40 minutes for lunch, instead of the legally-required minimum of 5 and ½ instructional hours.

School day will begin at 8:00am and end at 3:00pm. Our Charter School will provide students with an extended school day and an extended school year. Penn Hills Public Schools will provide students with transportation for the extended school day. They will also provide our charter school students with transportation for the extended school year as per the requirement under Section 1726-A of the Charter School Law.

The daily schedule below will apply for each full-day of school, with the exception of one day every two weeks when the school will have an early dismissal on Friday afternoon to accommodate a staff development session for teachers. The professional development session will be two and a half hours in duration and begin at 2:00 p.m.

Core subject areas will be delivered through block scheduling. Blocks are comprised of guided instructions, small work group instruction, team projects, independent work, hands-on assignments, and online interactive learning. In addition, the students have an opportunity to participate in additional instruction, further enrichment, or sports via after-school programming.

Kindergarten:

- 90-minute block for reading and language arts
- 75-minute block for mathematics
- 135 minutes per week for science
- 180 minutes per week for social studies (may also be infused into the Language Arts Block)
- 70-minute block for physical education, music and art (varies by day)
- 40-minute block for lunch, recess and nap

1-5th grades:

- 90-minute block for reading and language arts
- 75-minute block for mathematics
- 135 minutes per week for science
- 180 minutes per week for social studies (may also be infused into the Language Arts Block)
- 70-minute period for physical education, music and art (varies by day)
- 40-minute block for lunch and recess
- 60 to 90-minute block for after-school programs

6th-8th grades:

- 90-minute block for reading and language arts
- 60-minute block for mathematics
- 225 minutes per week for science
- 240 minutes per week for social studies (may also be infused into the Language Arts Block)
- 70-minute block for physical education, music and art (varies by day)
- 40-minute block for lunch
- 60 to 90- minute block for after-school programs

See Attachment F for Proposed School Calendar

4. SCHOOL ACCOUNTABILITY

School:

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

The Improvement Planning Process and Key Stakeholder Involvement:

The Board of our charter school will develop and file, through the annual report to the school district and the Pennsylvania Department of Education, a school improvement plan known as the School Excellence Plan (SEP). The SEP will be developed accommodating the Chapter 4 regulations pertaining to strategic planning. These include: (1) developing and filing with the Department a new strategic plan every six years and revising and filing it at the mid-point and, (2) involving the active participation of parents, students, school directors, teachers, school administrators, other school personnel, business and other community representatives in the development of the plan. The objectives on the SEP will be aligned with the goals in this charter application, which accommodate the State No Child Left Behind (NCLB) accountability indicators. The annual school budget will align fiscal and human resources in order to meet the stipulated goals. The SEP will include action plans for each of the stated objectives. Strategies addressing the academic needs of the subpopulations stipulated in the State plan to accommodate the NCLB legislation will be incorporated.

The implementation of the SEP will be monitored by the principal and regional Imagine Schools' staff to gauge progress and to make informed decisions about providing technical assistance to the school. A formal mid-year check and end-of the year evaluation will be conducted each school-year by the Board of Trustees to determine adequate progress and cost-effective strategies for improving organizational and student performance. During these evaluation processes the goals and objectives of the SEP will be revisited, reviewed and revised if necessary. The annual report to the Pennsylvania Department of Education will document the progress made by the school in meeting the stated objectives which the Board will share with all of the school's stakeholders.

The school improvement process will be driven by: (1) the use of the Penn Hills Public Schools' student/school data collection system, STARS and Real Time Information (RTI); (2) ongoing assessment using the instruments in the Penn Hills Public Schools schedule as well as additional assessments aligned with the Imagine Schools curriculum; (3) a data interpretation system; and (4) ongoing data analysis that will enable the instructional and administrative staff to make informed decisions to develop educationally sound action plans. As our statements of best practices and habits of practice and our assessment plan indicate, our school plans to assess

student performance on a frequent and continuous basis. Summaries of this data related to the extent to which our charter school is achieving the goals of the SEP will be presented to the Board quarterly. The Board will use this data as part of its mid- and end-of-school-year evaluation of the SEP and make decisions to modify the plan based on the information this data provides.

In addition to being involved with the initial creation of the SEP, stakeholders representing the entire school community (directors, administration, school staff, students, parents/guardians, business partners, community residents and organizations, institutions of higher education, etc.) will be involved in a mid- and end-of-year process to assess and monitor the school's performance as well. This will be accomplished by establishing a Self-Evaluation Team composed of representatives of the charter school's community. The team will be chosen by the Parent Community Organization (PCO), in collaboration with the principal. Team members will review data from each of the goals and objectives in the School Excellence Plan and use self-evaluation forms to record their observations and make recommendations for improving the school's performance. The data will be collected, analyzed and evaluated against the targets projected. Conclusions will be drawn about strengths and weaknesses and how to improve on all counts. This data will be summarized in a report to the Board of Trustees.

The School will also conduct an annual School Climate Survey of parents, students, and staff in May of each school year. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas about how the school can be improved in the areas of curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.

Meanwhile, the Directors will go through a similar process, using the same self-evaluation forms. The Directors, working in collaboration with the principal, will make decisions about how to most effectively make mid-course or annual modifications to the School Excellence Plan based on the interpretation of the data by the school community and the Trustees.

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

Research shows that the only factor that consistently impacts students' learning is the teacher.

In The Penn Hills Charter School of Entrepreneurship, staff will be held accountable through performance evaluations. The performance plan will also include a professional growth plan for each employee aligned with the School of Excellence Plan (SEP). Each staff person in each employee role area of the school will have an annual performance plan and contract and an end-

of-year evaluation will be conducted. Contracts will be renewed for another year on the basis of the outcome of the annual evaluations.

The principal's performance plan will include the use of a performance standards rubric that assesses the school's student assessment results, and the principal's instructional and organizational leadership, management and equity/appreciation of diversity practices, relationships with the school community, and professional responsibilities.

Teachers

At the start of each academic year, the principal will collaborate with individual faculty members to develop a Professional Improvement Plan (PIP). The PIP will be maintained for each faculty member in the form of a portfolio which will include but not be limited to, itemized goals and accomplishments, reports of classroom observations and relevant professional

In addition to professional development linked closely to improving performance, teachers' performance plans will also include goals related to their impact on the rate of academic improvement the school is attaining as measured by student learning gains. This part of the evaluation will examine teaching as leadership, including the extent to which: students work at or above grade level; students who are not working at grade level are making adequate progress to ultimately attain grade level proficiency performance; students and their families are driven to a sense of urgency and purpose; the teacher exhibits a strong sense of focus of control, maintaining high expectations in the face of challenges; and the teacher infuses new ideas into the classroom.

The Penn Hills Charter School of Entrepreneurship will use Charlotte Danielson's, *The Framework for Teaching*, as an evaluation tool. "The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions."

Charlotte Danielson outlines measures relating to quality teaching organized into four domains, each with several components. These measures are:

Domain 1: Planning and Preparation:

1. Demonstrates knowledge of content and pedagogy
2. Demonstrates knowledge of students relating to their age group, varied
3. approaches to learning, skills and knowledge, and interests and cultural heritage
4. Selects instructional goals that have value, clarity, and balance, and are suitable for diverse students
5. Demonstrates knowledge of resources for teachers and for students
6. Designs coherent instruction using appropriate learning activities, instructional
7. materials and resources, instructional groups, and lesson and unit structure
8. Assesses student learning using techniques that are congruent with instructional goals, criteria and standards, and uses assessments for planning

Domain 2: The Classroom Environment:

1. Creates a classroom environment of respect and rapport in both student-teacher and student-student interactions
2. Establishes a culture for learning, instilling the importance of content and student pride in work, and sets expectations for learning and achievement
3. Manages classroom procedures, including instructional groups, transitions, materials and supplies; performance of noninstructional duties and supervision of paraprofessionals and volunteers
4. Manages student behavior, setting expectations, and monitoring behavior, and responding to misbehavior
5. Organizes physical space safely and in a way that enhances the effective use of physical resources for learning

Domain 3: Instruction:

1. Communicates clearly and accurately in oral and written directions and procedures
2. Uses questioning and discussion techniques to encourage student participation
3. Engages students in learning through representation of content, activities and assignments, student grouping, instructional materials and resources, and structure and pacing of instruction
4. Provides feedback to students in a timely fashion that is accurate, substantive, constructive, and specific
5. Demonstrates flexibility and responsiveness in adjusting lessons, responding to students, and displaying persistence

Domain 4: Professional Responsibilities:

1. Reflects on teaching
2. Maintains accurate records of student work and progress, as well as noninstructional records
3. Communicates with families to provide information about the instructional program and individual students and to engage families in the instructional program

4. Contributes to the school and district
5. Grows and develops professionally in terms of enhanced content knowledge and pedagogical skill and service to the profession
6. Shows professionalism through service to students, advocacy, and decision making

Teachers will be evaluated formally at least three times a year. Teachers will meet with the Principal prior to the observations. The *pre-conference* will focus on what the objective of the lesson will be. A *post conference* will be scheduled after the observation with a discussion about the strengths and weaknesses of the lesson and area of improvement. An action plan will be devised for improving the teacher's strategies.

Teachers will be evaluated using a rubric that assesses their performance using Imagine Schools' guiding principles:

- (1) **contributions to shared values** (seeks and accepts responsibility for the success of the school community; treats each student, parent/guardian, and staff as unique persons and; is involved in significant decision-making opportunities designed to improve the learning community);
- (2) **support for parent choice** (partners with parents in educating the child; encourages meaningful parent involvement in the classroom and school; supports education at home through parent education and suggestions for home activities; communicates regularly with parents; and seeks partnerships with community groups);
- (3) **models character formation** (involves students in care for the classroom and the school environment; involves students in community projects; involves parents/guardians, students and staff in defining important characteristics to teach in character development; uses the adopted character development program; integrates character education into academic lessons; and works with parents/guardians, and students on behavior plans as necessary);
- (4) **academic student achievement** (holds high expectations for all students; uses assessment data to plan appropriate instruction and student activities; engages all students in learning; uses adopted curriculum; makes lesson objectives, assessment and performance criteria clear to students; uses effective instructional methods that match different student needs and learning goals; provides opportunities for students to demonstrate knowledge in class, and teach and tutor other students; provides frequent feedback to students about progress; establishes positive relationships with students; provides appropriate and effective individual help for students; provides appropriate homework and feedback; and effects learning gains in students);
- (5) **economic sustainability** (reviews school budget/expenditures monthly; participates in budget planning and implementation activities that result in economic sustainability; recruits families to enroll children in the school; monitors classroom expenditures for effectiveness and

efficiency; understands both the school's and Imagine Schools' financial situation; and can answer key financial questions about the school); and

(6) **professional growth** (participates successfully in activities aligned with professional goals).

Imagine Schools, Inc., the charter operating organization partner for the charter school, will be held accountable by the Board of Trustees. The Directors will conduct annual reviews of performance. The performance plan for this will contain areas of evaluation, methods and tools for conducting the evaluation of and a timeline for each area.

The evaluation tools are contained in Attachment G.

Support Staff

The principal will complete annual performance evaluation for each support staff member based on the job descriptions. The evaluation will measure actual performance relative to the standards and/or goals established at the beginning of the school year upon hiring.

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

The parents will have an integral part in their child's education, both in oversight and what goes on in the school. They as well as their child will have access to teachers, staff and administrators.

As a school in the Imagine Schools' family, our charter will highly value parent involvement. The Founding Coalition of The Penn Hills Charter School of Entrepreneurship recognizes that parent choice and satisfaction is vital for the ongoing viability of the school. This is the single, most important factor in maintaining a student enrollment that will sustain the school and the satisfaction of parents with our school will be among our highest priorities. Additionally, the Founding Coalition recognizes that parental involvement is critical if the school's robust goals for student achievement are to be achieved. To attain the highest amount of parental involvement possible, the Founders are designing a school that will allow parents/guardians to play an integral role in the life of our charter school.

Initially, parent/guardian representatives and community representatives will be part of a Task Force that provides input to the principal, teachers, other school staff and the Board of Trustees as they engage in activities to establish the school during the period March through August, 2011.

Additionally, a Parent Community Organization (PCO) will be established on which parents/guardians, teachers, staff, and community representatives will sit. The PCO will provide a vehicle for these stakeholders to have meaningful voices in school governance and decision-making over the short-term. The primary purpose of the PCO will be to meet monthly to monitor the education programs and the business operations of the school and make

recommendations to the principal and to the Board of Trustees to improve the performance of the school.

Another key aspect of parent and community involvement in the life of our charter school is having input into the establishment and regular reviews of our charter school's strategic plan, the SEP. This vehicle will provide parents/guardians, teachers, staff and community representatives with a mechanism to have meaningful voices in school governance and decision-making over the long-term. Parents, teachers and staff members of the PCO will work with the principal to choose the Self-Evaluation Team, on which they will serve. This team will review the progress our charter school is making to achieve its goals and objectives and make recommendations for improving school performance over the long-run, which will be reviewed by the staff, principal and Board of Trustees as part of the data considered when the SEP is revised.

Parents and community members will also be involved in school governance and decision-making by serving on the Board of Trustees and by being part of a group that will hear complaints brought before the Board, called the Advisory Grievance Committee.

We will provide timely information to parents, and conduct parent/teacher conferences. These practices include: holding parent/guardian teacher conferences four times a school year at the conclusion of each grading period; regular teacher/parent/guardian communication during each report period as necessary; and workshops two times a school-year to help parents learn more about how they can support curriculum and instruction in the home, and to answer any questions they have about how to interpret student assessment information. Information about how assessment scores relate to our charter school's No Child Left Behind (NCLB) goals and the progress students are making to achieve the same will be part of the information presented during the conferences and workshops.

Parent Involvement is defined in the No Child Left Behind law as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ..." Meaningful parental involvement opportunities are a cornerstone of the charter school. As required by NCLB law (Section 1118, Title 1), our charter school's parental involvement policy statement will be written jointly by families and school personnel, approved by, and distributed to families of participating children and the local community. It will also be on our school's website and a copy of it will be on file in the library/multi-media room at our school. The goal of this policy will be to develop a partnership that will promote the social, emotional, and academic growth of our children⁶.

To achieve the highest amount of parental involvement possible, the Founders are designing a school that will allow families to play an integral role in the planning and development of

⁶ http://www.ncpie.org/nclbaction/parent_involvement.html

educational programs and services. Parent/guardian representatives will be part of a Parent/Community Task Force that provides input to the principal, other school staff and the Board of Trustees as they engage in activities to establish the school during the period March through August, 2011.

Additionally, once the initial school year begins a Parent Community Organization (PCO) will be formed that has parent representatives as members. The PCO will monitor the education programs and the business operations of the school and make recommendations to the principal, teachers, other school staff and to the Board of Trustees. A parent representative from the PCO will be elected to serve on the Board of Trustees and be part of a group that will hear complaints brought before the Board through the Grievance Committee.

The Charter School will comply with all Title I regulations⁷ requiring the school to:

- Develop with parents a written parent involvement policy that is then distributed to parents and made available to the local community.
- Convene a convenient annual meeting of parents to inform them of the policy and their right to be involved.
- Offer flexible parent involvement meetings and if necessary with Title I money provide child care, transportation or home visits.
- Involve parents in an organized and ongoing way through participation as members of the PCO, in the planning, review, and improvement of school programs.
- Develop with parents a school-parent compact that outlines actions to be taken to improve individual student academic achievement.
- Build capacity for parent involvement in the school by helping parents understand academic content standards and state academic achievement standards and assessments, as well as provide materials and training to parents, teachers, pupil services personnel and other staff designed to foster greater parental involvement. Bi-annual training sessions will be held for this purpose.
- Integrate activities with other programs: Individuals with Disabilities Education Act, English as a Second Language, Head Start, etc.

The following steps will be taken to create a parent involvement policy⁸:

- Bring together an action team that represents the people who will carry out the policy, including parent leaders who reflect the diverse families in the school.
- Find out how families and school staff will work together to improve student achievement. What they are interested in doing and learning about? What supports do they need? (Focus groups, surveys, and interviews are best practices to gain this information).

⁷ <http://www.ncpie.org/nclbbulletin/NCLBBulletin1.pdf>

⁸ http://www.ncpie.org/nclbaction/parent_involvement.html

- Draft the policy and revise it to respond to needs and interests. Focus on action – what needs to happen and when.

The parent involvement policy will be developed in collaboration with families and will include⁹:

- A vision statement that says what the school community believes about the importance of family-school partnerships to high student achievement.
- Specific steps that the school and families will take to work as partners to improve achievement, such as a school-family compact, family learning activities, personal learning plans, and student support teams.
- Terms of engagement – such as times for parents to observe in classrooms, availability of interpreters and translation, principal office hours, opportunities for parent-teacher communication, etc.
- Information about standards and assessment, and how to monitor student progress.
- Who will be responsible for carrying out the policy, including school staff, parents, and community members?
- Resources, such as funding, space, equipment, and staff time and positions.
- Guidelines for measuring whether the policy is working, such as parent involvement goal attainment and improved student attendance.
- How parents, school staff, and community members will learn about what the policy says.

The following is a sample of an elementary school policy from the Public Education Network and National Coalition for Parent Involvement in Education.¹⁰ It will not be our charter school's exact policy, as that will be written in collaboration with families, but it is a useful sample:

Vision: Parents are their children's first and most important teachers. Research tells us that parent involvement makes a big difference. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school -- and the schools get better.

Our school is committed to being family-friendly and to working as partners with our families to help ALL our students learn to high levels.

⁹Et. Al.

¹⁰ http://www.ncpie.org/nclbaction/parent_involvement.html

Our school encourages families to be:

- Teachers of their children at home
- Supporters of our school and of public education
- Advocates for their own and other children, and
- Decision-makers in school policy and practice

To be fully family-friendly, our school will provide:

1.) A welcoming environment.

- Friendly signs welcome visitors and explain how to get around the building.
- Standards of welcoming behavior apply to all staff, including front office staff, bus drivers, security guards, custodians and cafeteria workers.
- Visitors and callers are greeted politely and immediately and can get information easily.
- A comfortable family resource room is a place for parents to meet, and lends books, games, and educational information for families to use at home.

2.) Programs and activities to engage families in improving student achievement.

- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
- Programs and activities help families understand what their children are learning and promote high standards.
- Workshops, learning kits, and other activities show families how to help their children at home -- and respond to what families say they want to know about.
- The school reports to parents about student progress and how teachers, parents and community members can work together to make improvements.

3.) Strong relationships between teachers and families.

- The school welcomes new families, offers tours, and introduces them to staff and other families. Bilingual speakers are available to help families.
- Teachers and families can meet face-to-face and get to know each other, through class meetings, breakfasts, home visits, and class observations.
- Teachers or advisors make personal contact with each family at least once a month.
- A family liaison helps teachers connect to families and bridge barriers of language and culture.

4.) Opportunities for families to develop their skills, self-confidence and contacts.

- Families are involved in planning how they would like to be involved at the school.

- School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
 - The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
 - Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- 5.) Professional development for families and staff on how to work together productively.
- Families learn how the school system works and how to be effective advocates for their children.
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
 - Families and staff can learn together how to collaborate to improve student achievement.
 - The school reaches out to identify and draw in local community resources that can assist staff and families.

To help promote parental/guardian support for and involvement in our charter school, we will also institute a process requiring all parents/guardians to voluntarily sign an agreement upon admission of their children to the school. This agreement will pledge them to support connections between the school and the home and to volunteer in school activities. These activities include tutoring in the classroom and after-school, serving on committees and as room parents, chaperoning fieldtrips, and working on special school projects. Parents will be also requested to represent the school at local, state and national conferences and meetings as well, and be encouraged to play an active role in school fundraising events. Through fundraising projects, parents will help to provide their children with additional activities to enhance their learning, especially outside the school.

Our charter school's policy will be for the volunteer to work under teacher supervision, following these three R's:

1. **Responsibility:** regular in attendance; supportive of the school's administration and teaching staff; aware of the importance of planning; concerned about all students; enthusiastic about each student; and discrete, sincere, dedicated and punctual
2. **Rapport:** recognizes the child's need to improve self-image and independent learning habits; offers the child genuine friendship; recognizes the individuality of each student; provides a relaxed, friendly and caring atmosphere with students; respects the staffs' ultimate responsibility for the health, welfare and education of each student; provides opportunities for each child to be successful; cooperates, coordinates and communicates continually with school administrators, faculty members and staff; expresses concerns and raises questions with supervisor.

3. **Rewards:** shares satisfactions with the child; meets student needs and provides or supports the promotion of quality education and enrichment activities; and receives the sincere gratitude of the school community.

Every volunteer working directly with children will have obtained criminal and child abuse clearances before they begin their activities.

All communication to parents/guardians will be in multiple languages as necessary to ensure that all parents can fully understand the information that is being transmitted to them.

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

The Penn Hills Charter School of Entrepreneurship will submit its annual budget to the Pennsylvania Department of Education by the required date each year. We are committed to giving our entire school community a voice in the financial decisions of the school knowing that ultimately it is the Board that is responsible for the final decisions.

In addition, we will have a financial report presented at the monthly board meetings.

We will submit financial reports and comply with all required audit procedures.

The Penn Hills Charter School of Entrepreneurship will use the Finance Manual of Imagine Schools, Inc. to manage its finances on a daily, monthly, quarterly and annual basis. The manual defines internal processes including: (1) financial work flow, finance transition, segregation of duties, benefits worksheet, corporate invoicing, a monthly closing checklist, year-end entries and preparation of 1099's; (2) instructions for the effective use of the MAS500 financial accounting system; (3) cash management including establishing bank accounts, credit card processing steps, credit card processing, and bank reconciliation procedures; (4) audit procedures including a financial preparation checklist and audit risk; and (5) grants financial management including Title I explanation and audit checklist, grant tracking and OMB circular A.

This financial management system recognizes that to achieve the proper conduct of business and full financial accountability, sound financial internal controls are essential. No single employee or official shall have sole fiscal custody and control over assets and liabilities and record keeping. All cash disbursements and purchases will be made only for the authorized purposes in the proper amount not exceeding the budget unless there is prior authorization by the Board of Trustees.

In addition, there will be adequate separation of duties between the approval and payment functions. All purchase orders must be properly documented and approved by the designated

approval officer and submitted to the business administrator prior to the placement of the order, and he/she will approve or disapprove them only after a review for sufficient funds.

When items and services are received, accounts payable will be created with payments being disbursed upon the proper approvals. All payments must be approved by a resolution of the Board of Trustees. The business administrator will oversee the budget and advise the Board of fund balances so that voucher approvals are made by the Board with full knowledge of funds available. Checks will be generated upon receipt of approved vouchers.

The Board will conduct monthly reviews and approvals of the following financial reports: statements showing budgeted and actual amounts and any variances and cash reports and bank reconciliations. The Board will also review quarterly revenue and expense statements of activities and un-audited balance sheets and statements of changes in fund balances, if any. These statements will be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting. Year-end un-audited financial statements of fiscal performance, along with the results of academic performance, will also be submitted to our school's Board in this manner.

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

Treatment of Student Records

The charter school will adhere to all confidentiality requirements and parent/guardian and student rights provisions specified in federal laws. The Penn Hills Charter School of Entrepreneurship will protect, secure and maintain the security and privacy of all student records. Student educational records that are kept in hard copies will be maintained in a locked file room in locked file cabinets. Student information kept electronically will be restricted and available only to staff with a "need to know" status. Only select administrative and academic staff with need to know will have access to the records. Everyone entering a student record will sign in and will therefore be recorded as having accessed a particular student's records.

Parents and students will have the right to access their children's or their education records; an opportunity to seek to have the records amended; and some control over the disclosure of information from the records. Parents will have the right to access, seek to amend or consent to disclosures of their children's educational records except when the school either has in its possession or has been provided information by appropriate authorities that a court order exists denying same.

Access to Education Records

In compliance with FERPA, Parents and students Penn Hills Charter School of Entrepreneurship will have access to view their child's/their educational records upon written request (forms will also be provided by Student Services). Parents can also request a copy of their child's records in writing and one will be sent within 30 days. A free copy will be provided on the first request; after which the requesting party will need to pay the cost of copying. Any information pertaining to any student other than the student of record will be redacted.

Parent's requests for corrections will be taken very seriously. At the very least the parent's statement will be entered into the student's record indicating the parent's corrected understanding or perspective on a record perceived to be inaccurate. If this is deemed less than acceptable by the parent they will be offered the choice of a hearing to amend the records. If the hearing does not result in an amendment of the records, the parents will again be offered the opportunity to place a written statement that will be both kept in the record and will be disclosed with educational records except in the following situations:

- a) When a parent or student is seeking to change a grade or disciplinary decision.
- b) When the parent or student is seeking to change the opinions or reflections of a school official or other person reflected in an education record.
- c) When a parent or student is seeking to change a determination with respect to a student's status in special education programs.

Disclosure of Education Records

In compliance with FERPA, The Penn Hills Charter School of Entrepreneurship will:

- Require written, dated, signed parental consent stating the purpose of the disclosure before disclosure of student education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

See Attachment H***Disclosure of Education Records Without Parental Consent***

The Penn Hills Charter School of Entrepreneurship will disclose student records without parental consent in the following situations:

1. When there is confirmation that the request has been appropriately issued by a legitimate school district whereby necessary educational interests are clearly indicated;

2. When a student is in the process of withdrawing from Penn Hills Charter School of Entrepreneurship and seeking to enroll in another school.
3. When the disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
4. When the disclosure is pursuant to a lawfully issued court order or subpoena.

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

The Penn Hills Charter School of Entrepreneurship will use the MMS student information system. It is a commercial SIS that is connected to the Pennsylvania Information Management System (PIMMS). It is used by multiple districts both locally and nationally. It houses student information, attendance, grade books, health records etc.

An accurate child count is necessary and required because the school's funding is based on enrollment. In addition, because The Penn Hills Charter School of Entrepreneurship wants to foster a positive relationship with the districts, we will want to place extra emphasis on our accounting procedures and accuracy so that we foster a relationship of trust with our sending districts.

With respect to attendance, our charter school will work with our students' resident school district(s) to observe compulsory attendance laws in accordance with the Public School Code.

We will report to the student's school district of residence the unexcused absence of three days or more of any student so that appropriate officials there can follow-up the situation as per the law. We will maintain open communication with the appropriate district official to be informed about the actions taken.

Student Evaluation:

A. Describe plans to evaluate student performance.

The school improvement process will be driven by a student/school data collection system, ongoing assessment, a data interpretation system, and ongoing data analysis that will enable the instructional and administrative staff to make informed decisions to develop educationally sound action plans. Our school plans to assess student performance on a frequent and continuous basis. The approach will provide valid, reliable, and timely information for teachers to modify

instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively.

In addition to mandating 100% participation in the PSSAs and to ensure that The Penn Hills Charter School of Entrepreneurship is meeting its stated mission and objectives we will administer all of the assessments used by the Penn Hills Public Schools as assured in the statement below. We will also use additional assessments as noted below.

As stated earlier in this application, our charter school's curriculum is aligned with State Standards and the instructional methods the school will use as well as its school-year assessment system will be aligned with these state standards. As our goals indicate, every effort will be to bring increasingly larger numbers of students to learning gains within each school year and to proficiency as measured by the statewide assessments to meet the AYP goals as defined in the state's plan.

All students will be administered the state assessments, except those special education students who meet the criteria for administering the Pennsylvania Alternate System of Assessment and those first year students with limited English proficiency who are exempted from portions of the assessments under the guidelines adopted by the Pennsylvania Department of education.

The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students as it relates to the goals in their annual performance appraisal. Teachers will be expected to use a variety of assessments and to know how to apply and integrate assessment data to improve student performance on our standards-based curriculum requirements. Teachers will use assessment strategies to assist in assuring continuous progress. For example, teachers will assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance.

Pre-test and post test results will be utilized to inform teachers of students' strengths and weaknesses, and to focus on instructional intervention. Whenever possible, the school will use alternative forms of assessments. Test items will measure student achievement on grade level expectations. Items will include both multiple-choice and performance tasks.

In addition to the assessment system of the Penn Hills Public Schools, our charter school will utilize the following assessment measures:

- Fall and Spring administration of the Stanford 10 norm-referenced test.
Assessments aligned to the standards and state tests to determine student gains or learning gaps over the academic year across quartile distributions. Students who do not achieve the identified goals will have a personalized plan developed and approved by the parent, student

and instructional staff to establish the methodology and personalized support/intervention required to move them incrementally toward proficiency. The plan will focus teaching on the success of each student. The fall outcomes will be benchmarked against the spring outcomes (the spring administration will be part of the Penn Hills Public Schools assessment system) to determine the annual learning gains of students.

- Imagine Schools' Standards-Based Assessment Unit Tests in reading, mathematics, science, and social studies – grades 3 and above, administered four times a year. Once the curriculum that is aligned to the Pennsylvania Academic Standards has been developed, the teachers in grades 3 and above will engage in a curriculum mapping process that will have embedded unit tests that measure mastery of grade level standards. Unit tests will be given to all grades 3 and above students at the end of each nine-week period. Teachers will use the unit test results as an ongoing guide to student instructional needs and to enhance student progress. Students not meeting mastery must be on approved intervention plans.
- Imagine Schools' Writes is a series of assessments that will measure student writing proficiency in grades 3 and above. The tests require students to write responses to assigned topics during each of the four testing periods.
- Classroom assessments: As Popham (1999) defines it, Performance-based classroom assessments require that students demonstrate the ability to apply their knowledge and skills in a way that closely approximates the behavior stated in the standard. For example, a performance assessment to measure a standard that calls for a student to demonstrate speaking skills would require that the student do an oral presentation-not write about it or complete multiple-choice items. In a performance assessment, the student is doing exactly what the standard calls for: demonstrating a designated use of the skill, process, procedures or producing the product. Performance assessments can take the form of oral presentations, events, problem-solving exercises, exhibits, demonstrations, debates, projects, etc. Even portfolio assessment, which is a method of assessing students by looking at specific work across time, can be viewed as a performance assessment. The classroom assessments will not only provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies.

TENTATIVE ASSESSMENT SCHEDULE

Grade	Assessment	Dates
K	DIBELS All Students	Start of School – October 2011 December 2011 – January 2012 May 2012
	ACCESS (ESL only)	TBD
1	DIBELS All Students	Start of School – October 2011 January 2012 May 2012
	ACCESS (ESL only)	TBD
	SRA	September 2011 May 2012
2	DIBELS All Students	Start of School – October 2011 January 2012 May 2012
	ACCESS (ESL only)	TBD
	SRA	September 2011 May 2012
3	DIBELS All Students	September 2011 January 2012 May 2012
	ACCESS (ESL only)	TBD
	SRA	September 2011 May 2012
	Standards-Based Assessment Unit Tests	End of each marking period. Approximately every 9 weeks
	Imagine Schools Writes	End of each marking period. Approximately every 9 weeks
	PSSA Math and Reading	TBA (March 2012)
	PSSA Math and Reading Make-ups	TBA (April 2012)

The test assessment schedule for the Penn Hills Public Schools for the 2011-12 school-year is unknown. We expect the 2011-12 schedule to be similar to the 2010-11 schedule, which we have reviewed. The assessment schedule for the additional measures we will use is indicated within the description of them above.

B. How will student development towards the school's overall learning goals and objectives be measured?

As stated earlier in this application, our charter school's curriculum is aligned with State Standards and the instructional methods the school will use as well as its school-year assessment system will be aligned with these state standards. As our goals indicate, every effort will be made to bring increasingly larger numbers of students to learning gains within each school year and to proficiency as measured by the statewide assessments to meet the AYP goals as defined in the state's plan.

As a key evaluation of academic achievement, we will measure "same student" annual individual learning gains in math and reading. Each student will be given a standardized pre-test at the beginning of the year and a post-test at year's end. The analysis of the two assessments measure the annual learning gains specific to each child.

The result is a valuable indicator of the yearly growth. Assessments administered by the school (SAT-10, Benchmark Assessment Tests, PSSA) in a range of subjects will also help teachers, parents/guardians and students tailor each child's education by focusing on the student's particular strengths and challenges. During the year, the thematic curriculum will allow for other types of student assessments, e.g. student portfolios, journals, and projects. Teachers will receive on-going professional development determined by needs assessments and will be trained to identify and respond to different learning styles with diversified instruction.

Knowing their own learning styles and those of their students enables teachers to implement a variety of strategies to ensure that all students find success with Imagine's Standards-Based Curriculum. Additionally, teachers will use project-based thematic units, collaborative classroom activities, literature and information rich learning environments, and classroom cultures of inquiry to help students maximize their potential. Further information can be found throughout the Education and Curriculum sections of the document.

Personal Learning Goals: One of the core purposes of education is to enable the students to take over their own education and become lifelong learners. Like other skills, you must "do it" to master it. Therefore, every student, in addition to routine school selected objectives, will have personal learning goals. Such goals, selected by the student in consultation with teacher and parent/guardian, will focus on something the student sees as a valuable or interesting thing to learn. Portfolios, shared at intervals with parents and teachers, will share student progress on these learning agendas.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Our charter school assessment system will inform students, teachers, and parents/guardians about where a student is succeeding and what needs strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction in the form of the Student Success Plan (SSP). The plan will be developed and approved by the parent, student and instructional staff to establish the methodology and personalized support/intervention required to move them incrementally toward proficiency. This plan will ensure the long-term educational success of each child and will assist students in making the academic years both rewarding and memorable. The SSP serves as a record of each child's personal and educational accomplishments, and includes an individual learning method that allows a child to utilize his/her strengths and then focus more intently on areas that may need improvement. All of this information is recorded and evaluated throughout the school year. Additionally, the SSP will guide students and parents/guardians in understanding what full mastery of a standard is, and it will keep parents/guardians informed about student progress.

The SSP will provide the necessary steps to help ensure a successful and enriching experience for every student. It's tailor-made to provide an individualized approach to educating children academically as well as providing personal guidance as he or she grows and changes at the school. The SSP also brings parents/guardians, teachers, and students together to help provide a strong support system for individual growth.

The SSP sets the stage for individualized attention for every child and includes the following items:

- *Getting to Know Your Child* - provides the school with a list of the child's favorite things, as well as his or her strengths and weaknesses.
- *Parent/Student Commitment* - shows each child's and parents commitment to his or her education.
- *Student Success Plan Checklist* - a timeline of what will happen with the SSP and how it will positively affect the child and parent throughout the school year.
- *Student Performance Profile* - tracks the details of each child's progress in reading, writing, and mathematics, which are the core subject areas that will be examined and measured.
- *Strategies for Student Success* - lists exercises for school and home that will help each child excel educationally, while helping him or her to fully enjoy a warm and compassionate educational environment.
- *Student Goals* - indicates how each child is doing in the core subject areas and provides guidance if a child needs help in any or all of these subjects.

The SSP will be the primary vehicle, along with student report cards four times a year and parent teacher conversations as appropriate and quarterly parent conferences, through which teachers communicate to parents/guardians to keep them informed about the progress their child is making in school.

To meet the requirements of the Pennsylvania Accountability System, data will be disaggregated and analyzed using the sub-groups as defined in the Pennsylvania Accountability Plan. These groups include:

- The total student population
- Race/ethnic groups including: white; African American; Hispanic; Asian Pacific Islander; and Native American
- Low income students
- Students with disabilities
- Students with limited English proficiency

The Board of Trustees will meet regularly and receive reports from the Administrative Team, regarding student progress toward the school's learning goals, as measured by standardized tests, student test scores from grade level rubrics, and evidence from student portfolios and projects. In addition, the Board of Trustees will conduct an Annual Review of student achievements relative to the goals and objectives of the school each year. The results of this Review will be made public in an Annual Report, and a copy will be submitted to the School District and to the PA Department of Education by August 1st each year. An outside evaluator will be solicited within the first three years of operation to examine student performance relative to the school's operations and to provide feedback on whether the school's emphasis and resources are most effectively organized. Results from the Pennsylvania System of State Assessment (PSSA) in its respective grades will be particularly scrutinized, as they provide information on proficiency and reference points to other students in their age group. Results of these tests will be reviewed thoroughly by the Board of Trustees, by the Administrative Team and by the teachers within two months of their receipt. Information from the school-wide tests will be included in the Annual Report. Results from these tests will be used by teachers and other staff members in professional development sessions to review the school's progress toward meeting its high academic standards. These sessions will identify areas where student performance is particularly weak, and enable teachers and other staff to develop corrective action plans to improve the focus and direction of the school.

5. SCHOOL COMMUNITY

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

Five (5) community members came together to form the Founding Group for The Penn Hills Charter School of Entrepreneurship. They are people who have a passion for public education and who are dedicated to improving it for children in Penn Hills. They are fully supportive of the traditional public schools, they also feel that competition and innovation in the system is healthy.

Shortly after The Penn Hills Charter School of Entrepreneurship Founding Group formed, they focused their attention on building a strong Board of Trustees for the proposed charter school. The initial board will be composed of the five founders described above in the Founding Coalition section of this application. The educators, parents, business people and community members who have agreed to sit on the first Board of Trustees of the charter school document sustainable support at the governance level.

The Founding Group has also worked diligently to build a broad base of community support for Charter School. Public hearings will be scheduled as part of the review process for this application will be one manifestation of this fact. There, speakers will show their passion for the proposed charter school and their resolve that it be established.

The signatures of residents and parents, found in **Attachment I** is another indicator of the strong support that exists in the community for the establishment of the school.

We will compile a list of state wide learning opportunities to include colleges, libraries offerings... We will establish the relationships with the institution so that our students will know what opportunities are available, the contact person and the process for participation.

Once the application is submitted, it is our intent to spend time in reaching out to those organizations that we are aware of that can mentor us and provide opportunities for collaboration with us for the benefit of our students.

Some of the organizations that we would like to partner with are:

- YMCAs
- Local Museums
- Universities

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

Parent Involvement is defined in the No Child Left Behind law as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ..." Meaningful parental involvement opportunities are a cornerstone of the charter school. As required by NCLB law (Section 1118, Title 1), our charter school's parental involvement policy statement will be written jointly by families and school personnel, approved by, and distributed to families of participating children and the local community. It will also be on our school's website and a copy of it will be on file in the library/multi-media room at our school.

The goal of this policy will be to develop a partnership that will promote the social, emotional, and academic growth of our children¹¹.

The Charter School will comply with all Title I regulations¹² requiring the school to:

- Develop with parents a written parent involvement policy that is then distributed to parents and made available to the local community.
- Convene a convenient annual meeting of parents to inform them of the policy and their right to be involved.
- Offer flexible parent involvement meetings and if necessary with Title I money provide child care, transportation or home visits.
- Involve parents in an organized and ongoing way through participation as members of the PCO, in the planning, review, and improvement of school programs.
- Develop with parents, through the use of a SSP, a school-parent compact that outlines actions to be taken to improve individual student academic achievement.
- Build capacity for parent involvement in the school by helping parents understand academic content standards and state academic achievement standards and assessments, as well as provide materials and training to parents, teachers, pupil services personnel and other staff designed to foster greater parental involvement. Bi-annual training sessions will be held for this purpose.
- Integrate activities with other programs: Individuals with Disabilities Education Act, English as a Second Language, Head Start, etc.

The following steps will be taken to create a parent involvement policy¹³:

- Bring together an action team that represents the people who will carry out the policy, including parent leaders who reflect the diverse families in the school.

¹² http://www.ncpie.org/nclbaction/parent_involvement.html

¹³ http://www.ncpie.org/nclbaction/parent_involvement.html

- Find out how families and school staff will work together to improve student achievement. What they are interested in doing and learning about? What supports do they need? (Focus groups, surveys, and interviews are best practices to gain this information).
- Draft the policy and revise it to respond to needs and interests. Focus on action – what needs to happen and when.

The parent involvement policy will be developed in collaboration with families and will include¹⁴:

- A vision statement that says what the school community believes about the importance of family-school partnerships to high student achievement.
- Specific steps that the school and families will take to work as partners to improve achievement, such as a school-family compact, family learning activities, personal learning plans, and student support teams.
- Terms of engagement – such as times for parents to observe in classrooms, availability of interpreters and translation, principal office hours, opportunities for parent-teacher communication, etc.
- Information about standards and assessment, and how to monitor student progress.
- Who will be responsible for carrying out the policy, including school staff, parents, and community members?
- Resources, such as funding, space, equipment, and staff time and positions.
- Guidelines for measuring whether the policy is working, such as parent involvement goal attainment and improved student attendance.
- How parents, school staff, and community members will learn about what the policy says.

The following is a sample of an elementary school policy from the Public Education Network and National Coalition for Parent Involvement in Education.¹⁵ It will not be our charter school's exact policy, as that will be written in collaboration with families, but it is a useful sample:

Vision: Parents are their children's first and most important teachers. Research tells us that parent involvement makes a big difference. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school -- and the schools get better.

14 Et. Al.

15 Et. Al.

Our school is committed to being family-friendly and to working as partners with our families to help ALL our students learn to high levels.

Our school encourages families to be:

- Teachers of their children at home
- Supporters of our school and of public education
- Advocates for their own and other children, and
- Decision-makers in school policy and practice

To be fully family-friendly, our school will provide:

1.) A welcoming environment.

- Friendly signs welcome visitors and explain how to get around the building.
- Standards of welcoming behavior apply to all staff, including front office staff, bus drivers, security guards, custodians and cafeteria workers.
- Visitors and callers are greeted politely and immediately and can get information easily.
- A comfortable family resource room is a place for parents to meet, and lends books, games, and educational information for families to use at home.

2.) Programs and activities to engage families in improving student achievement.

- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
- Programs and activities help families understand what their children are learning and promote high standards.
- Workshops, learning kits, and other activities show families how to help their children at home -- and respond to what families say they want to know about.
- The school reports to parents about student progress and how teachers, parents and community members can work together to make improvements.

3.) Strong relationships between teachers and families.

- The school welcomes new families, offers tours, and introduces them to staff and other families. Bilingual speakers are available to help families.
- Teachers and families can meet face-to-face and get to know each other, through class meetings, breakfasts, home visits, and class observations.
- Teachers or advisors make personal contact with each family at least once a month.
- A family liaison helps teachers connect to families and bridge barriers of language and culture.

- 4.) Opportunities for families to develop their skills, self-confidence and contacts.
 - Families are involved in planning how they would like to be involved at the school.
 - School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
 - The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
 - Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.

- 5.) Professional development for families and staff on how to work together productively.
 - Families learn how the school system works and how to be effective advocates for their children.
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
 - Families and staff can learn together how to collaborate to improve student achievement.

 - The school reaches out to identify and draw in local community resources that can assist staff and families.

To help promote parental/guardian support for and involvement in our charter school, we will also institute a process requiring all parents/guardians to voluntarily sign an agreement upon admission of their children to the school. This agreement will pledge them to support connections between the school and the home and to volunteer in school activities. These activities include tutoring in the classroom and after-school, serving on committees and as room parents, chaperoning fieldtrips, and working on special school projects. Parents will be also requested to represent the school at local, state and national conferences and meetings as well, and be encouraged to play an active role in school fundraising events. Through fundraising projects, parents will help to provide their children with additional activities to enhance their learning, especially outside the school.

Our charter school's policy will be for the volunteer to work under teacher supervision, following these three R's:

4. **Responsibility:** regular in attendance; supportive of the school's administration and teaching staff; aware of the importance of planning; concerned about all students; enthusiastic about each student; and discrete, sincere, dedicated and punctual
5. **Rapport:** recognizes the child's need to improve self-image and independent learning habits; offers the child genuine friendship; recognizes the individuality of each student; provides a relaxed, friendly and caring atmosphere with students; respects the staffs' ultimate responsibility for the health, welfare and education of each student; provides opportunities for each child to be successful; cooperates, coordinates and communicates continually with

school administrators, faculty members and staff; expresses concerns and raises questions with supervisor.

6. **Rewards:** shares satisfactions with the child; meets student needs and provides or supports the promotion of quality education and enrichment activities; and receives the sincere gratitude of the school community.

Every volunteer working directly with children will have obtained criminal and child abuse clearances before they begin their activities.

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

Our charter school will have an environment where: teachers are accountable to each other, the principal, students, and parents; students are accountable to teachers, each other and their parents; and parents are accountable to teachers and the school. We expect that most conflicts related to our school will be resolved through these accountability channels. It is expected that most parent complaints pertaining to curriculum and instruction, classroom management, relationships between and among students, etc. will be resolved at the classroom level. The principal will provide an additional level of accountability for these kinds of complaints and will serve as a mediator in the event that satisfactory resolutions do not occur. It is expected that parental complaints about overall school operations will be resolved by lead teachers and/or the principal.

Parental complaints that cannot be resolved at the school level can come to the Board of Trustees through the vehicle of the Board Advisory Grievance Committee (AGC). This Committee will be composed of parents and teachers, and community members who will be selected using a process to be determined by the PCO. Members of the Committee will hear and work to resolve conflicts that otherwise cannot be settled. The AGC will have five members (three parents and two teachers) who will use the following procedures to process grievances:

- Only written grievances outlining the alleged violation and the remedy sought on a form developed by the AGC will be heard.
- All members of the AGC must attend meetings to review such grievances.
- The AGC members must review and respond in writing documenting their recommendation(s) within 7 days from the receipt of the grievance.
- The AGC members may have a formal meeting with the grievant(s) should they so choose. This step is at their discretion.
- A grievant(s) not satisfied with the resolution the AGC members have made may appeal it to the Board of Trustees.

When the Board of Trustees needs to consider an appeal from a grievant(s), the decision of the AGC will be reviewed by the Executive Committee. Formal meetings with the members of the AGC and with the grievant(s) will be held and the Committee shall make a recommendation to either uphold the decision of the AGC or to make another course of action to resolve the issue to the Board of Trustees for a vote.

The Board of Trustees will inform the school community of its grievance process through a handbook and on its website in the place that describes the structure of the Board and how it operates to effectively govern the school. This handbook will be distributed to parents/guardians, school staff and members of the PCO.

6. EXTRA-CURRICULAR ACTIVITIES (athletics, publications and organizations):***A. Describe the program of extra-curricular activities planned for the charter school.***

The Penn Hills Charter School of Entrepreneurship will offer extra-curricular activities as an extension of the overarching mission of the school and in keeping with the philosophy of the founding coalition. Students will be encouraged and aided in the pursuit of their interests and goals in all areas.

The administration of The Penn Hills Charter School of Entrepreneurship will actively attempt to build positive relationships with the school districts throughout the state. We will work with students and families to make our students involvement in school district activities easily accessible. Should a student seek an opportunity that is unavailable through their district, we will aid them in locating a suitable program in their area. By helping students to pursue their outside interests, we will give them additional opportunities to discover their own genius.

Within the school, we will actively work to develop extra-curricular clubs and programs for our students. These clubs and programs will not only allow students an opportunity to find additional opportunities for personal growth and success but will further increase the sense of community that is so much a part of the founding coalition's philosophy.

Boys and girls will have equal opportunity to participate as stated in 022 PA Code §4.27 (1999) that requires students of both sexes to have equal access in interscholastic and intramural programs.¹⁶

The extended day learning will be a mandatory component of The Penn Hills Charter School of Entrepreneurship. It will allow our students to interact among themselves and with adults in a more relaxed atmosphere. Research shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, better school attendance, increased social competence, and less substance abuse and behavioral issues including gang involvement. School attendance and school connectedness are the single most important protective factors identified with reducing risky behaviors including substance, acting out in class, fighting, bullying, and emotional distress. Research also indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, and reduce behavioral issues.

Program offerings will vary based on the menu developed as a result of the teacher, parent and student surveys conducted in August. The sessions will be 60-90 minutes.

¹⁶ <http://www.nasbe.org/healthyschools/states/Topics.asp?Category=C&Topic=2>

- Academic Support and Enrichment; Homework Assistance; Tutoring; Math, Literary, and Science Programs; Clubs and Associations; Technology; Fine and Performing Arts; Board Games; etc.
- Social Skill and Youth Development; Mentoring; Service Learning; Leadership; Prevention Programs; Peer Mediation; Character Education; Career Preparedness; College Readiness; etc.
- Physical, Health, and Recreational; and Recreation Activity; Intramurals; Sports Opportunities; Exercise Activities; Team Building; Health and Wellness Activities; etc.
- Family and Community Involvement.
Partnership Building; Volunteer Recruitment; Parent Education; Family Engagement; Community Outreach, Service Learning; etc.

Tutoring and mentoring will be mandatory for students who need extra academic effort to create the ability necessary for them to attain their learning and state mandated goals. Copious records of the tutoring will be kept and reviewed by the student's teacher on a regular basis.

As per the charter school law, our students will also, should they so choose, have access to extracurricular activities not provided by our charter school in their district of residence if the student is able to fulfill the requirements of participation. We will provide written confirmation to the resident school district of the data necessary for each student to document whether he/she meets the criteria for participation and we will pay the resident school districts charge, should there be any, for our students to participate in resident district extracurricular activities. This charge shall be on a "cost-basis" only.

At the middle school level, we will maintain the same athletic eligibility standards as the Penn Hills Public Schools. Students will be eligible if they maintain 5 or more marks of "C" (exclusive of physical education), or a 2.0 or better GPA (including physical education) at the end of the previous report card period. Students must have passed and be enrolled in and passing at least four (4) full-credit subjects. Academic eligibility for the fall sports season will be based on the end-of-year final grades and not on the fourth report period grades. Grades for the first, second and third report periods will be used as the last previous grades to determine eligibility for activities that start or are in progress once the report period has ended. Middle students will not be allowed to participate in extracurricular activities at the expense of the tutoring services they may need. If both can be accommodated, fine; however, if not, the student will be asked to participate only in the tutoring services.

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 extracurricular activities within the school district.

There have been no agreements entered into to date with any school districts. As mentioned earlier, The Penn Hills Charter School of Entrepreneurship will contact the Penn Hill school district to enquire as to what arrangements/agreements can be made regarding student participation in local district extracurricular activities. We understand and acknowledge the requirements under BEC 10/01/04 pertaining to students participation in extracurricular activities in the school district of residence.

Every effort will be made to minimize cost by attempting to exchange services. In addition when our student population is established we will continue our efforts with their respective districts to negotiate for their requested participation in extracurricular activities. We will also support them in any other extracurricular endeavor they wish to pursue.

The school will provide any and all documentation necessary to the individual districts to establish eligibility for the student. It is understood that the participation in local district activities can have a positive effect for all the schools involved.

1. STATEMENT OF NEED

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

There is a need for this type of school for many reasons: it provides a bridge to 21st Century skills of all kinds, it promotes financial literacy (which is sorely lacking in most schools), it develops citizenship skills, it helps students find their strengths/interests and build on them, it reinforces goal-setting and promotes self-confidence, it is motivating and makes learning relevant. The *MicroSociety* learning environment provides a real setting in which to practice what they learn in the classroom, and a rich and vibrant setting for learning how to be ethical, caring social beings.

Also, wanting to keep in line with one of the purposes of charter – which is to provide innovation in education—we believe that there is currently no school in Penn Hills that has the same overall mission of the Penn Hills Charter School of Entrepreneurship which is to:

- Authentically and austerely meet the needs of all students enrolled
- Provide a rigorous academic curriculum aligned to the state common core standards
- Support all students in narrowing the achievement gaps they may have as quickly as possible
- Support entrepreneurial endeavors integrated with the supplementation of MicroSociety program
- Provide Character Education for all students K-8
- Provide a collaborative learning environment that views all community members as vital to the educational benefit of our students
- Provide learning opportunities that are embedded in meeting the needs of “real life” situations
- Commit ourselves to stay abreast of the newest trends in education and be willing to pilot such at the Penn Hills Charter School of Entrepreneurship for the potential benefit of our students

Two examples of this last point are:

Organizational Innovation

Penn Hills Charter School of Entrepreneurship will aspire to hire, develop and work with its staff in ways consistent with Imagine School’s unique and highly decentralized decision making approach to operations. This approach is based on Dennis Bakke’s [2006] best-selling book titled “Joy at Work”, which describes the central piece that “Fun” has played in the operating a success at AES Corporation. AES was cofounded by Mr. Bakke in 1982 and grew to become one of the largest and most successful independent power companies in the world (with \$40 billion in assets) under Mr. Bakke’s leadership.

1. Statement of Need

The Joy at Work philosophy is central to operating an Imagine School. People have Fun when they are empowered to be creative, take risks, understand school finances and make significant decisions, including spending decisions. Imagine Schools hires highly qualified professionals and then empowers them, under the oversight of the Governing Board and guided by our Shared Values, to do their jobs to continually improve the effectiveness of each school. Enthusiasm, quality outcomes and a sense of personal responsibility occur when a small team of people or an individual is trusted enough to be given authority to make a significant decision.

We also think this approach makes common sense - people closest to the information make better decisions and most people want to make the right decision – even if it is one they haven't made before. Coupled with the authority to make decisions is the responsibility to get advice from peers and others. Important decisions are not to be made in a vacuum. Incorrect decisions are a part of taking risks; but advice helps all of us make better ones. We expect every teacher and principal to understand school finances and to seek opportunities for additional revenue and grant funding.

Imagine people grow in confidence, experience and leadership ability by having the chance (and being believed in enough) to be given the responsibility to decide matters important to their school. This single unique organizational innovation results in staff that are quicker to act, who are prepared to take leadership responsibility sooner, who make better decisions and who learn how to take advantage of the enormous learning opportunities that results from making mistakes. People fear taking risks in places where mistakes are viewed as deserving of punishment as opposed to those places where mistakes are viewed as opportunities to learn. We should all take personal responsibility for our mistakes, but also to learn from them and be encouraged through them. This is what we aspire to do with every Imagine person – and every student we help educate.

Because Imagine Schools is a national organization, there sometimes exists concern that the school will not be “locally” operated. In fact, Imagine’s “Fun” philosophy encourages the exact opposite because within the framework of our six measures of excellence, staff members are expected to make their own decisions on how the school executes its operation. Operating decisions are made locally. Parents who choose to send their children to Penn Hills Charter School of Entrepreneurship have to be satisfied that the school is offering a quality alternative as they have the option to leave at any time. In addition to being the right thing to do, it is in the best interest of the school (actually necessary for the school’s survival) to make decisions that yield satisfied parents.

The advantages of being nationally connected are significant and unique as well. Each Imagine school undergoes a Schools of Excellence review every three years. The review is conducted over several very intensive days by a team of Imagine people from others schools and states with a mix of areas of expertise (finance and accounting, curriculum, instructional leadership, charter compliance, etc.). This team helps the school being reviewed to better appreciate what objective observers see that they are doing well and also how they might improve (based on the review teams own experiences and using a defined review process created by Imagine). In addition, the

review team members take back the experience to their own schools). The opportunity for face to face sharing of best practices and learning from each other's mistakes benefits all the people involved. This process allows our schools to continually improve using on the ground experiences of a wide array of Imagine people.

Imagine's decentralized organization, aspiration to make Fun part of every Imagine person and our Schools of Excellence review process are unique organizational elements that will a part of Penn Hills Charter School of Entrepreneurship.

Academic Innovation

There are plenty of innovative approaches to education that instruct students how the world works. These practices link the gap between the artificial schoolhouse world and the richness and excitement of culture and nature. What is familiar about all these learning methods is an educational philosophy that sees the student as an active participant in constructing authentic knowledge about the world.

One unique way of teaching students about how the world works is to reconstruct the world inside a school building. This is the basis of the MicroSociety approach to learning, which was created by a Brooklyn school teacher George Richmond in 1967 in response to his "at risk" 5th graders lack of enthusiasm for the traditional school curriculum (Richmond, 1997).

The *MicroSociety*® program is a cutting-edge elementary and middle school model through which students apply academic skills as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, floating teachers, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. The *MicroSociety* program has helped dozens of schools dramatically increase student motivation, improve discipline, meet high academic standards and boost test scores and attendance.

At Penn Hills Charter School of Entrepreneurship, the student day will consist of time in the classroom and time when students apply that curriculum in real world activities. Students of all ages will work, govern, and participate in building their society inside school. Students will work in real time. They will establish businesses, vote, serve on juries, shop, pay taxes, and settle disputes in court, LIVE! They will build a marketplace with stalls and shops, a courtroom with a judge's bench and a witness stand and a legislative chamber where laws are made and officers conduct business – all student-sized. It will be real. It will not be a simulation or a token economy. It will be a dynamic complex, and always progressively sophisticated learning environment.

1. Statement of Need

The *MicroSociety* program has been cited by the US Department of Education for its impressive results in serving children whose high poverty, racial or ethnic background, handicap, or English language deficiency place them at a distinct disadvantage for being successful in our society. In every group, *MicroSociety* students experienced advances in academic achievement and improved attendance, behavior and attitude toward school. As one reviewer reported, "the program is revolutionary, phenomenal, and truly on the cutting edge of education."

In a 2003 study of schools with multi-year *MicroSociety* programs, Arete, Inc. found that across all grades in all *MicroSociety* schools reading and math scores improved 14% and 21% respectively over two years.

Incrementally, both reading and math increased 7% in the first year and in the second, 7% for math and 14% for reading, far exceeding the Adequate Yearly Progress requirements under *No Child Left Behind*.

The *MicroSociety* model has been used successfully in schools across the country to address the issues of student achievement, school climate, student attendance, student motivation, within school faculty and administration communication, parent involvement, and community partner involvement.

Penn Hills Charter School of Entrepreneurship will also prepare an Individualized Learning Plan for ALL students and will measure each student's annual learning gains. While Penn Hills Charter School of Entrepreneurship students will take year end proficiency tests consistent with all other Penn Hills public schools, we also test our children using the Stanford 10 test at both the beginning and end of the school year to determine the amount each student learns from the beginning of the year to the end. Traditional end of year proficiency testing typically fails to take into account where the student started the year and thus can't determine the degree of "value added" by the school for each student during the year.

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

Studies have shown that students with low expectations of success encounter events and situations that limit their future expectations. *MicroSociety* provides structured experiential learning activities using multiple domains including mathematics and social studies to guide young students in discovery and to introduce options to inspire success.

The charter school model allows flexibility in curriculum, providing freedom for educators to develop research-based instructional practices that will be infused throughout all subjects. It is expected that students will enroll from around the Penn Hills district and beyond. A charter school not bound by feeder pattern geography will accommodate this circumstance.

Additionally, the charter is a perfect medium in which to have additional instructional time and a longer school year, not only for focused schools that have traditionally had low student achievement, but as a matter of course. It is also a perfect medium to install the practice of having an individual education plan for each student, and more resilient approaches for teachers as they work closely with students, parents, staff, volunteers, and community partners to achieve the goals in these plans.

When the charter school's mission and principles match those of the *MicroSociety* organization, it is extremely powerful. Good charter schools have a common belief system that involves a strong commitment on the part of everyone at the school, and that team focus and approach is what it takes to get the most from all the possibilities that the *MicroSociety* learning environment has to offer.

2. SCHOOL DEMOGRAPHICS

A. What are the school’s enrollment projections for the first five years? What is the school’s 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 grouping?

The Penn Hills Charter School of Entrepreneurship will serve grades K-8; beginning at the elementary level with grades K-3. Class size is proposed to be approximately: Kindergarten: 18 students, grade 1: 20 students, and grade 2: 22 students. Grades 3 through 8 will have 24 students each. Each grade will have up to three classes. Actual class size will vary according to actual enrollment.

After opening with K-3rd grades, we propose to grow one grade a year. Each year, 54 additional Kindergarteners will be admitted. Each grade will have up to three classes. We’ll also allow children to enter in other grades as space allows. To the extent permitted by law and required by school district policy, as noted above, we will provide some preference for children transferring from Schools in Need of Improvement / Corrective Action as defined by NCLB.

The following chart documents the *proposed* enrollment by year one through full enrollment in year six:

Year	K-Full	Gr.1	Gr.2	Gr.3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	
Age →	5	6	7	8	9	10	11	12	13	
2011	54	60	66	72						252
2012	54	60	66	72	72					324
2013	54	60	66	72	72	72				396
2014	54	60	66	72	72	72	72			468
2015	54	60	66	72	72	72	72	72		540
2016	54	60	66	72	72	72	72	72	72	612
Student - Teacher Ratio	18/1	20/1	22/1	24/1	24/1	24/1	24/1	24/1	24/1	

Kindergarten will be open to children who turn five years of age on or before September 1st of the year in which they start Kindergarten classes. Kindergarten will be open to students who turn five years of age after September up until the end of December should they be determined by an appropriate assessment to be developmentally ready to enter Kindergarten. The ages of students in other grades will correspond accordingly. Children accepted into upper grades, e.g. at the opening of the charter school, or due to openings in upper grades in subsequent years, may be: (1) younger than the target age if they were enrolled in Kindergarten in a school district with a different age requirement or (2) older than the target age, if they have needed to repeat grades in schools they previously attended. The minimum number of students needed to operate the school over the long run is approximately 250.

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

As of the census^[1] of 2000, there were 46,809 people, 19,490 households, and 13,272 families residing in the township. The population density was 2,460.1 people per square mile (949.7/km²). There were 20,355 housing units at an average density of 1,069.8/sq mi (413.0/km²). The racial makeup of the township was 73.58% White, 24.24% African American, 0.13% Native American, 0.54% Asian, 0.01% Pacific Islander, 0.34% from other races, and 1.15% from two or more races. Hispanic or Latino of any race were 0.63% of the population. The Italian American population is very numerous in the township.

There were 19,490 households out of which 26.3% had children under the age of 18 living with them. The per capita income for the township was \$20,161. About 5.6% of families and 7.5% of the population were below the poverty line, including 10.8% of those under age 18 and 6.2% of those age 65 or over.

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

This location was selected because of the need in the district as perceived by the Founding Group.

The Penn Hills School District (PHSD) is a public school district located in suburban Pittsburgh, serving the community of Penn Hills, which is about 10 miles east of Downtown Pittsburgh. The district is one of the largest suburban school districts around Pittsburgh. The Pennsylvania Department of Education projects a 500 student decline in enrollment by school year 2014 to an enrollment of 4200 students.^[2]

In 2009, Penn Hills School District was ranked 475th out of the 497 ranked Pennsylvania School Districts by the Pittsburgh Business Times 2010. The ranking was based on student academic performance as demonstrated in 3 years of PSSAs on: reading, writing, math, and one year in science. In 2008, the district ranked 474th out of 498 and in 2007, the district ranked 464th of 501 school districts for student academic achievement.

In 2009, the high school is in Corrective Action II 3rd year due to the persistent low academic achievement of students as demonstrated by PSSA results and the graduation rate. Linton Middle School is in Corrective Action II 3rd year for continuing poor academic achievement especially in reading. Both Forbes Elementary School and Penn Hebron Elementary Academy are in warning status for lagging student reading scores.

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

In 2009, K-12 enrollment was 4,544 and the percent economically disadvantaged 50%. The economically disadvantaged rank (out of 106 local) was 81, overachiever rank. (out of 105 local) was 104 as Pittsburgh Business Times 2010.

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 founders have notified the Penn Hills School District through several phone call as well as registered mail indicating our plans to apply for a charter to open in fall 2011. A copy of the registered letter of intent addressed and sent to the Penn Hills School District is found in **Attachment J**.

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

The letter referenced above indicated the desire of the Penn Hills Charter School of Entrepreneurship to maintain a collaborative relationship with the School District. In addition, the founding members recognize that communication between the school and the District is crucial to maintaining a positive relationship. The Penn Hills Charter School of Entrepreneurship will maintain open lines of communication between the school and the local 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, institutional leaders and others, through the use of letters of support, surveys, or other tangible means.

The Penn Hills Charter School of Entrepreneurship founders believe that the key to a successful charter school is community support. However, this support must be stronger than individuals merely agreeing to sign a petition in support of the school. A successful school requires individuals and community organizations willing to invest in the school. This investment includes parents who intend to enroll their children in the school, community members interested in volunteering in the school, and community groups interested in partnering with the school financially, programmatically, or otherwise.

Shortly after the Founding Group formed, they focused their attention on building a strong Board of Trustees for the proposed charter school. The initial board will be composed of the five founders described above in the Founding Coalition section of this application. The educators, parents, business people and community members who have agreed to sit on the first Board of Trustees of the charter school document sustainable support at the governance level.

The Founding Group has also worked diligently to build a broad base of community support for The Penn Hills Charter School of Entrepreneurship. The upcoming public hearing scheduled as part of the review process for this application will be one manifestation of this fact. There,

3. District Relations/Evidence of Support

speakers will show their passion for the proposed charter school and their resolve that it be established.

The 256 signatures of residents and parents of Penn Hills and adjacent districts, found in **Attachment I** is another indicator of the strong support that exists in the community for the establishment of the school.

I. 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.

Five community members came together to form the Founding Group for The Penn Hills Charter School of Entrepreneurship...an Imagine School. They are people who have a passion for public education and who are dedicated to improving it for children in Penn Hills. They are fully supportive of the traditional public schools, they also feel that competition and innovation in the system is healthy.

James D. Carmine, PhD, SUNY Stony Brook, is a professor of philosophy at Carlow University. He has been at Carlow since 1989, and was chair of the department of philosophy and the pre-law advisor for nearly twenty years. Dr. Carmine also developed and taught a philosophy and ethics program for Gifted, 3rd, 6th, 11th and 12th grade students in the Penn Hills Public Schools from 1997-2010. He also teaches a bi-annual, Carlow University, college-credit philosophy class at the Penn Hills High School. Dr. Carmine Developed "TAKE YOUR FATHER TO SCHOOL DAY," with Mark Brentley for the Penn Hills Public Schools in 1999, which was endorsed by Governor Ridge as statewide initiative in 2001. He also served on the Charter School Proposal Grant Application Review Board, Pennsylvania Department of Education, Rounds 6 and 7, in Harrisburg, 2000, 2001. He has run for various political offices including Mayor of the City of Penn Hills in 2001.

Reference:

Dr. William Stewart, Chair Dept. of Philosophy
Carlow University
3333 Fifth Avenue
Pittsburgh PA 15213, Ph 412-578-6032

1. Profile of Founding Coalition

Yvonne M. Comer-Holbrook - a retired educator from the Penn Hills Public Schools with 30 ½ years of service.

During her tenure with the Penn Hills Public Schools, she was a school- based K-8 Mathematics Coach at Miller African-Centered Academy, a district-wide K-5 Mathematics Coach for 10 years, 4th and 5th grade Mathematics Specialist at Fulton Academy, a Mathematics Teacher at Milliones Middle School and at Prospect Middle School.

She has also been involved with Mathematics Education at the state and national levels: PSSA with DRC, the New Standards Reference Examination for Mathematics and scoring for the Quasar Project at the University of Penn Hills.

Since retirement, June 2008, she has been servicing on the Education Committee for the Mount Arafat Community Activity Center as a committee member and tutor for their Middle Grades Mentoring Project.

Tanya B. Smith – As an Independent Training Consultant/PQAS Certified Instructor Created and facilitated several training modules regarding knowledge areas of child development, parent involvement, and early literacy.

Mrs. Smith is an Adjunct Professor/ Academic Advisor at the Community College of Allegheny where she Taught eight different courses in the departments of psychology and early childhood and development; Developed and measured learning outcomes for all courses and students; Assessed student performance and maintained attendance and grade records Utilized a variety of instructional methods to create an effective learning environment including discussion and applied group activities; Attended professional development activities to assure currency in both discipline, knowledge and instructional methods; Received consistent scores of high 4s – 5s/5 on Student Opinion Surveys.

As a Parent Education Coordinator/Trainer/Consultant, Mrs. Smith facilitated parent education groups, Developed new training modules for parent programs, implemented a complete training and certification program for community agencies and educators, provided early literacy training and consulting services to school districts, childcare centers, community agencies, and the Connecticut State Department of Education, Enhanced program effectiveness and design through research and practice in emergent literacy, family literacy, parent involvement, adult learning principles, and bilingual education, supervised parent education staff, interns, and volunteers, wrote reports and proposals to foundations, corporations, and other funding sources, and prepared budgets and monitored spending for programs.

1. Profile of Founding Coalition

Mrs. Smith also developed kind and caring curriculum for bully prevention and education, attended training in safety kids curriculum, and provided various other clerical duties on an as needed basis.

At the Allegheny Children's Initiative & Enhanced Treatment for Children, Mrs. Smith implemented individual and family therapy as prescribed by treatment team, assessed need areas of the child in relation to medical necessity, focused on a range of treatment modalities that addressed the individual needs of the child and family, including reality therapy, behavioral modification, and provided direct supervision and consultation on the implementation of treatment to Therapeutic Staff Support (TSS) and Mobile Therapist (MT).

References:

Dr. Sandi Koebler
former Director of Training
Beginning with Books
724-864-0963

Gyndolyn Bradford
Assistant Dean
CCAC Braddock Hills Center
412-271-0201

Jan Sapotichne
Assistant Director
Pittsburgh Association for the Education of Young Children (PAEYC)
412-421-3889

Bruce T Hall, CPA, is a Penn Hills resident. He has been a local business owner since 1982.

Mr. Hall is a Board member of the Penn Hills Chamber of Commerce, Board member of the Penn Hills YMCA, and a Past Member of the Penn Hills Planning Commission (6 years). He is a graduate of Robert Morris College (1972). He worked at Price Waterhouse & Co 1972-1978

Reference:

Howard Davidson- Director of Planning, Penn Hills Municipality

1. Profile of Founding Coalition

Sarah Hummel lives in Verona, PA with husband Paul Nyapas. She currently work in the field of Early and Behavioral Intervention. Mrs. Hummel began a career in Early Intervention to provide children with disabilities and delays and their families with the tools to reach their highest potential. My favorite quote is an inspiration to me every day: “Be the change you wish to see in the world” -Gandhi

Sarah Hummel graduated from the University of Pittsburgh and began working in the new construction sales industry for several years. The money was great, but something was missing! Despite a few successful years in sales, She decided to make a career change. Through the inspiration of the birth of her nephew who was born with Down Syndrome, Sarah Hummel decided to pursue a Masters degree in Early Intervention. Sarah Hummel received her Master’s degree in August of 2010.

Sarah Hummel currently works as a Service Coordinator for The Alliance for Infants and Toddlers. She has just begun a job as a Behavior Specialist Consultant for Wesley Spectrum Autism Services. She is continuing her education and working toward a Board Certified Behavior Analyst certification. Sarah Hummel wishes to continue to help children and their families to achieve their goals and pursue their dreams.

Jordan Taradash
VP of Operations
Embed Success
516-319-9452

Diana M. Knoll, M.Ed.
EI/Autism Specialization Project Coordinator
ABA Program Advisor
Early Intervention Program
University of Pittsburgh
412-648-2133

Johanna Taylor, M. Ed, BCBA
EI/BCBA Supervisor
University of Pittsburgh
412-716-3455

1. Profile of Founding Coalition

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 Founders of The Penn Hills Charter School of Entrepreneurship came together as one person, Dr. James Carmine, shared the vision with another and another and another. Along the way he met many people who are enormously discontent with their educational choices, with children who are not being taught in their current educational settings. Together they met people who have and are going through in educational programs where at times they are bored and other times overwhelmed. They created a program that will address individual needs of children in a safe and loving environment where each is cared for and valued as a human being.

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

The founding partners have planned to hold community meetings during the 2010 school year. In addition, we will be activating the school website as an available tool to introduce interested individuals to the goals and mission of the Penn Hills Charter School of Entrepreneurship, recruit more founders and gain even more support. Our public relations committee will be actively writing articles in various newspapers and print media within the Pittsburgh/Penn Hills area.

We have found that it is during the completion of tasks related to the planning of the Penn Hills Charter School of Entrepreneurship, that we meet individuals that share the same mission and goals as that of the Penn Hills Charter School of Entrepreneurship.

Some of the organizations that we plan on partnering with were mentioned earlier in this application and include:

- YMCAs
- Local Museums
- Universities
- Local Businesses

The founders hope that as the charter process continues, more community meetings are held and more partnerships are sought, more individuals and organizations will join the founders and bring their varied experiences with them.

1. Profile of Founding Coalition

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

Beginning well before the projected date for the opening for the school, the Penn Hills Charter School of Entrepreneurship plans a series of “Community Forums for Educational Alternatives” that will be open to the public and will serve as an invitation to individuals and community groups to become involved with our new vision of education. In addition, we plan to post announcements at all local venues and in the local media describing our plans. This is an ongoing process that will continue even after the school has begun. It will include specific outreach to individual community organizations in Penn Hills (i.e. churches, civic clubs).

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.*

As a public school, the Penn Hills Charter School of Entrepreneurship will ultimately be responsible to the PA State School Board and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the administrative staff and establishing a reporting relationship between the Board and the administrative staff. The board will be responsible for ensuring that the school operates in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the Penn Hills Charter School of Entrepreneurship's Board of Trustees will be required to take action on the above-listed items

Budget Planning, Timeline and Process for Amendment

Our Board of Trustees will approve annual budgets. The fiscal year will be from July 1 to June 30. Each year a preliminary budget will be presented to the Board for the ensuing school year at the April Board meeting. The preliminary budget will be developed by the principal and

2. Governance

Imagines' Regional Director during the months of March and April. The principal will seek input from the staff and the PCO during the process to develop the budget. The annual budget development process will include an analysis of the SEP by the principal, Imagine's Regional Director (this analysis will include the modifications, if any, made to the plan by the mid-year SEP review process, which is described in Part II, Section c) School Improvement Planning of this application. The Board Executive Committee will review the proposed budget for the ensuing school year prior to presenting it to the Board at its April meeting. The Executive Committee's review of the proposed budget for the next fiscal year will include an analysis of its alignment with the current SEP. Public notice will be given of the proposed budget and the proposed budget will be made available for public inspect at least 20 days prior to the date set for adoption of the budget.

The Board will work with the principal and Imagine School's Regional Director to make any modifications to the budget, if necessary, and approves the annual budget at its June Board meeting. The Board will also approve any amendments to an annual budget during its fiscal year as necessitated to accommodate effective and efficient school operations or to provide for revisions made to the SEP at the mid-year review of the plan. The principal will present the recommended revision(s) of the budget at a Board Executive Committee Meeting providing the reasons for the change. If the Executive Committee supports the revision(s), it will be brought before the full Board of Trustees for a vote.

The Board will also maintain a five-year financial plan, the first of which has been submitted as part of this application. Each year at the April Board meeting, in addition to reviewing the preliminary annual budget, the next five-year budget plan will be reviewed as well. The five-year budget will align with the long-term goals of our charter school as contained in the SEP. The Board will approve the five-year budget at its June meeting as well.

Maintaining an Unreserved Fund Balance

The budget for each school year will have a 5% contingency reserve built into it to ensure that unbudgeted occurrences do not cause a deficit situation. Once our charter school is up and running, we will project our student counts conservatively, which will result in higher revenues than budgeted. Expenditures in our initial five-year budget are based on years of historical data and analysis to ensure against overspending to the greatest extent possible.

Description of Various Fiscal Policies and Procedures***Cash management***

Our policy will be to manage cash in the most effective and efficient manner possible to maintain a positive cash flow to be able to invest our funds when feasible and to minimize, and when possible eliminate, the need to loan money to pay obligations.

2. Governance

We will maintain procedures for depositing cash and checks as per the following. Cash will be received for food services, fundraisers for student activity funds, field trips, etc. As cash is received it will be brought into the business office and a two-part receipt will be completed. The cash will be counted by both the business administrator and the person who is presenting it for deposit. Both will sign the receipt to document their agreement with the amount counted. The cash receipt and source of the funds will then be logged onto the weekly deposit summary form. Funds will be deposited within three-days of receipt into the designated bank account. The deposit slip shall be made out in duplicate, the original to be placed with the money being deposited at the bank. The copy will be retained at the school along with the deposit summary report and recorded in the accounting system by the business administrator. Checks received will be listed on a deposit slip and on the weekly deposit summary form. Checks over \$5,000.00 will be taken to the bank immediately. The bank deposit slips shall be made out in duplicate, the original to be placed with the checks being deposited at the bank and the duplicate to be attached to a copy of the check. The internal procedure for the copy of the deposit slip is the same as that used for cash deposits.

Our cash forecasting and management procedures will begin with the preparation of each annual budget. After a solid draft of the budget is prepared and before it is given to the Board of Trustees for review, a projected cash flow will be created by month based on the timing of revenue receipts and payment obligations. This worksheet may point out times during the year, especially at the beginning of the year, when cash flow will become negative and payment of obligations may be difficult. Any projections of negative cash flow will trigger Board decisions about whether to borrow cash from Imagine Schools or another source, or to enter into leases for large ticket items such as equipment, which would allow for smaller payments over a longer period of time, or some combination of these two approaches. We expect our cash flow and management issues to be most pronounced during our start-up years as we are growing to full enrollment. In the long run, with the careful attention we will give to budgets, cash flow, and expenditures each year and month, cash flow should cease to be an issue.

Investment of public funds

Our policy will be to invest our public funds in the most effective and efficient manner possible, using appropriate investment plans (such as a sweep investment account) to yield the greatest amount of interest income possible, while at the same time attending with diligence to our cash flow projections and payment obligations.

Investments of public funds will only be made after the principal receives a resolution duly approved by a vote of the Board of Trustees at a regularly scheduled meeting and signed by the president of the Board. Interest generated from investments will be recorded upon receipt of the account statement and reconciled to the general ledger. Decisions about when and how to use

2. Governance

interest income as revenue for school expenditures will be made either via the annual budget review and approval processes or during a given fiscal year, using the process described above to amend an annual budget that has been approved by the Board of Trustees. Reports on the status of invested funds will be part of the routine fiscal reporting procedures outlined above.

Effective management of capital assets

Our policy will be to manage capital assets, both those purchased using our charter school's funds and those donated to us, in the most effective and efficient manner, capitalizing items valued at over \$1,000.00 that have a useful life of more than one year, depreciating them over time using commonly accepted useful life guidelines.

When a purchase is identified as a capital asset, an identification tag will be placed on each item, and its location, date of and value at the time of purchase will be entered into a log. We will depreciate our capital assets annually and their value will be lowered according to their useful life span. The depreciation will be recorded in the general ledger and reflected on our charter school's annual balance sheet. We will also record the disposal of capital assets, both on our log and in the general ledger.

Effective debt management

Our policy for effective debt management will be to amortize it as quickly over time as possible to have the least amount of interest payments and to free up the revenues financing the debt service for use for the education of students.

Debt is an inevitable factor, especially during the start-up period of our charter school. Already factored into our five-year budget is the payment of a \$250,000.00 loan from Schoolhouse Finance, Inc., the financial arm of Imagine Schools, for funds to use during the period March through August, 2011, prior to the inauguration of our first annual budget. When debt is incurred, our Board of Trustees will follow the policy above and amortize loan funds over the shortest period of time across the fewest number of annual budgets possible. This is the case with the start-up loan, which if we are successful in attaining full enrollment as scheduled during the our first school-year, we intend to pay back that very year, eliminating longer term principal and interest payments. Loan payments will be made on a timely basis and recorded in the general ledger correctly. Data on the status of loan payments will be part of the routine fiscal reporting procedures outlined above.

Competitive bidding, volume discounts, and special pricing agreements

Our policy will be to engage in competitive bidding for all work of any nature on the school's property where the cost is more than \$10,000.00, and to seek volume discounts and special pricing agreements whenever it is feasible. For work on any nature of school property,

2. Governance

competitive public bidding will be used with the contract being awarded to the lowest responsive and responsible bidder.

When engaging in competitive bidding, we will develop a Request for Proposal (RFP), advertise the opportunity in at least two newspapers at least three weeks prior to the bid opening and mail the proposal to vendors who have requested to be on our vendor bid list and to vendors whose names are known to our charter school. The RFP will be available at least ten days prior to the date set for the receipt of the bids. Only bids that conform to the terms in the RFP will be considered, we will make our decision after speaking to former customers/clients to determine their degree of satisfaction with the product(s). We will seek to engage the lowest bid whenever that is possible. We will also seek to engage minority and women owned businesses to have diversity in the pool of vendors that provide goods and services to our charter school.

We will also seek volume discounts and special pricing agreements whenever possible. We will engage in bulk purchasing of supplies to the extent feasible. We are open to partnering with the Penn Hills Public Schools and other charter schools in the region for this purpose. We will use the Imagine Schools network as well. This includes discounts on computers, software packages, telecommunications, curriculum materials and assessments.

Accounting for grants

Our policy will be to only use grant and supplemental funds for stated purposes, as per the budget as aligned with the program/project guidelines as approved by the grantor. Individual donations will also be used only for the purposes stated by the donor. Any modifications in the use of funds will only occur with the prior approval of the grantor or donor.

The process to initiate a grant fund will begin with the submission of a proposal to request the funds. Prior to its submission to the funding source, the proposal, which will contain a narrative description and budget as defined by grantor guidelines, will be presented to the Board by the principal and approved by the Board. The Board will also approve all supplemental funds in this manner as well.

Upon approval of a grant and/or supplemental fund, the principal shall forward the original Board minutes and related grant document/contract to the business manager. Any subsequent grant amendments shall also be sent to the business manager. Copies of these documents shall be maintained in a secure fireproof cabinet that allows easy access. A separate account will be set up for each grant/supplemental fund and revenue and expenditures will be identified by the account number and grant/program title on deposit slips and requisitions to provide for proper tracking of the use of the funds. Financial reports will compare expenditures to budgeted amounts. Financial and program reports will be sent to the grantor as per the schedule outlined

in the contract. Any amendments to the program or budgets of grant/supplemental programs will not be made without prior approval of the grantor.

Individual donations will also be placed in separate accounts, the number of which will be on all deposit slips and requisitions to allow the funds to be properly tracked. Reports will be sent to the donor as specified at the point when the donation is made to our charter school.

Provisions for Annually Auditing the School

Our charter school will engage certified public accountants from a reputable accounting firm to conduct an annual audit of all accounts and financial transactions. The scope of this audit shall include an examination of the books, accounts and moneys and cash bank balances of the board and of any officer or employee and of moneys derived from any other activity related to the school's operations that were conducted under the auspices of our Board. This audit shall be completed no more than four months after the close of the school fiscal year. All findings will be reported to the Board of Trustees and made available to the school's stakeholders for review.

B. How will the Board of Trustees be selected?

Members of the Founding Group will become the initial Board of Trustees. The Board will be composed of no less than five (5) and no more than nine (9) persons, two (2) of the members Teacher and parent will be selected by the principal and PCO. Members can serve up to two consecutive three-year terms and will need to leave the Board for at least one year before returning to it to serve additional terms. The Board will meet at least ten times in any given school year to conduct its business, and the meetings will be advertised and open to the public as required by the Sunshine Law, except when an executive session that is closed to the public is allowed under the Sunshine Act. The reason for holding an executive session will be announced at the open meeting occurring immediately prior or subsequent to the session. All stakeholders of the school will be invited to attend the public meetings and the time and place of the meetings will be posted at the school, advertised in local newspapers, and announced on our charter school's website.

The Founding Group will secure a broad range of professional skills in the initial group of Board members, carefully considering the contributions that each member can make to the Board, using the areas of representation and disciplines defined below. Collectively the Founding Group contains expertise in the areas of: K-8 public education, including special education, English Language Learners, character education, project-based learning; strategic planning and professional development; community knowledge; parent leadership practices; school business

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operations and policy; and financial and human resource management. Subsequently, after the initial Board is seated, nominations for membership will be made to the Board through its Nominating Committee and the Board will elect new members from a proposed slate.

The criteria the Founding Group used and subsequently the Board Nominating Committee will use to select Board members comprise a full range of the representation and disciplines necessary to direct the policy of the school in a comprehensive manner. These areas of representation and disciplines include:

- K-8 public education, including expertise in project-based learning and character education
- Strategic planning and professional staff development practices
- Community knowledge, leadership and expertise in establishing viable school/community partnerships
- Parent leadership
- Business operations and policy
- Financial management
- Human resource policy
- Legal affairs

The process to select people to serve on the Board involves orienting prospective candidates to the mission and purpose of the school, discussing the contributions they may make to the governing body, assessing their ability and willingness to make these contributions, carefully reviewing their resumes and bio- sketches, and checking their references. The overall goal is to select people who will have a passion for the school and who have attained excellence in their professional area.

The Penn Hills Charter School of Entrepreneurship understands that the key to maintaining continuity of the vision of the founders lies in careful selection, informing prospective members of the scope of their responsibility, providing training and subsequent learning experiences, and maintaining a strong support mechanism that members will be able to rely on.

The process to select people to serve on the Board involves orienting prospective candidates to the mission and purpose of the school, discussing the contributions they may make to the governing body, assessing their ability and willingness to make these contributions, carefully reviewing their resumes and bio- sketches, and checking their references. The overall goal is to select people who will have a passion for the school and who have attained excellence in their professional area.

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

It has been the experience of the founding coalition that the key to maintaining long-term continuity between their vision and the Board of Trustees lies in board development and orientation. Initially, founders will manage the Board recruitment process and convey the school's mission and the individual expectations for Board members to all candidates. Newly recruited Board members will enter with a firm understanding of the school's mission, the founding coalition's vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and old Board members to merge into an effective team.

D. Describe the roles and responsibilities of the Board.

The overall responsibilities of the Board members will include:

- Establishing a strategic school improvement plan to clearly articulate mission, purpose, aims and education program of the charter school and the business goals that the principal and Imagine Schools will be held accountable for achieving.
- Monitoring the overall performance of the school to ascertain the extent to which student achievement and other goals for improving the school are being attained, including efficient management of the school's business and financial operations.
- Reviewing bylaws for the Board and overall policy for the school.
- Approving annual and long-term budgets of anticipated income and expenditures for the school, and ensuring that the annual financial audit and other required reports are prepared and filed.
- Selecting a highly qualified principal, with input from Imagine Schools, to operate the school.
- Approving and maintaining an operating agreement with the educational service provider, Imagine Schools, Inc.
- Supervising and evaluating Imagine Schools, Inc. and the principal in performance of their respective duties and obligations.
- Assisting fundraising efforts to secure supplemental resources for school development initiatives and special projects.
- Ensuring that the school is in compliance with all local, state and federal laws to which it is to be held accountable.
- Monitoring regular reports on the results of the education program and monthly financial reports.
- Filing all annual reports and audits as required to the Penn Hills Public Schools, and to state and federal authorities.
- Preparing written records of attendance at and minutes of Board meeting

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Only candidates who can make a substantial commitment to one or more of the areas of the Board responsibilities cited above will be placed in nomination for a Board seat. In this manner, the Board will be comprised of highly qualified individuals who can promote and advance the vision for and the performance of our charter school.

The Board will maintain Executive, Finance, Education, and Nominating Committees to effectively govern the school. All committee meetings will be advertised and open to the public as required by the Sunshine Act. Members of these committees will be expected to meet as necessary during the school year to conduct business. The roles and responsibilities of these committees are:

Executive Committee: The Executive Committee will be comprised of the officers of the Board, including the president, vice-president, secretary, treasurer, and legal counsel. The committee will: supervise the principal and the contract with Imagine Schools to operate the school; establish and monitor annual school budgets; ensure all reports and audits are prepared and filed; establish and monitor Board bylaws and school policy; possess and exercise the powers of the Board in the management of the affairs and property of the corporation during the intervals between Board meetings, report all of its actions and recommendations to the Board at its next meeting, and make provisions to establish and monitor the school's strategic plan.

Finance Committee: The Finance Committee will review budgets initially prepared by staff and prepare the necessary documents for presentation to the Board. It will, also, working with the staff, design financial reports for the Executive Committee and Board that are accurate, timely, and meaningful. The Finance Committee will also recommend the selection of an auditor, and work with the school business manager and the auditor to produce the annual audit. It will also review the terms and conditions of major grants and contracts.

Education Committee: The Education Committee will monitor the results of the school's education program, giving special focus to whether the goals for student achievement defined in the School Excellence Plan are being achieved, review and recommend revisions to the curriculum of the school as necessary, and build and maintain relationships between the school and appropriate organizations to establish innovative educational programming.

Nominating Committee: The Nominating Committee will prepare a slate of candidates for election as directors and officers of the corporation using the criteria stated above. The president will appoint the members of this committee in consultation with the Board.

The strategic plan of the school will include goals for the Board to achieve. Once the Board will have established its goals, the Executive Committee will determine a related professional development plan for Board members to ensure that governance of the school is continuously

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strengthened and that the Board models high performance management for staff, including the principal, teachers, other school staff, as well as for students, parents and community partners. During each school year, the Board will engage in regular reviews to assess the extent to which its goals are being achieved. The following are terms and conditions and of a Board member.

Term: Three years, unless elected to fill an unexpired term

Appointment Process: Elected by the Board of Trustees to serve as a voluntary member, receiving no remuneration for Board service.

Attendance: Attendance at all Board meetings, assigned committee meetings, and special Board events and retreats is expected. Board meetings will be held at least 10 times a school year. Committee meetings will meet up to once a month and Board members will be assigned to at least one committee.

Accountability: To the Board of Trustees and the school students, staff, parents, and constituent community.

Resignation: In writing to the president of the Board.

Responsibilities:**General:**

1. Attend meetings and execute roles and responsibilities regularly.
2. Be well prepared and informed about issues on the Board's agenda.
3. Oversee and evaluate strategic education and business plans and support management in carrying out these plans.
4. Approve, review and evaluate the operating agreement with Imagine Schools, Inc.
5. Assume leadership roles as requested and possible, including participating on at least one Board committee.
6. Assist with identifying and recruiting future Board members and in the development of viable succession plans.
7. Inform the principal about community activities and events relevant to the school's mission.

Strategic:

1. Assist in the development of short- and long-term goals for the Board's strategic plan.
2. Provide advice and counsel regarding new educational and business models that are cutting edge.
3. Support the implementation and monitoring of the school's strategic direction.

Personnel:

1. In partnership with Imagine Schools, Inc. hire and participate in the evaluation of the principal.
2. Approve and review personnel policies, including the staff performance appraisal system.

Fundraising:

1. Support staff as possible in identifying and securing supplemental resources for innovation and development of the school.
2. Participate in fund-raising events.
3. Contribute financially to the school within the ability to do so.

Finance:

1. Approve and review the school's budget, audits and financial reports.
2. Ensure adequate funds are available to finance the school's operations.
3. Ensure that the school operates in an economically self-sustaining manner, avoiding deficit spending.
4. Assist in identifying best financial practices and best sources for significant school expenses.

Marketing and Outreach:

1. Represent the school in the community and communicate with constituents, funding agencies, policy makers and other interested parties.
2. Initiate and develop contacts that serve to enhance the school's educational and business operations to assist it in carrying out its mission.
3. Provide advice on the school's relationship to the communities it serves, governmental agencies and other organizations as possible.
4. Assist in the development of marketing strategies and plans to ensure the school is fully enrolled and known in the communities it serves.

Evaluation of the Principal:

The Executive Committee of the Board will establish and maintain a performance plan for the principal, which will have goals and objectives on which he/she is to be evaluated and will include a professional growth plan. The goals and professional growth plan will be aligned with the direction of the Board's strategic plan, the School Excellence Plan. The professional growth plan will be the result of a self-evaluation process in which Executive Committee members and the principal will participate. Mid-year assessments will be made of the goals contained in the performance plan and an end-of-year evaluation will be conducted.

The principal's individual performance plan will include an evaluation of the school's rate of academic improvement as per the goals in the School Excellence Plan, which will include the goals set forth in this charter application that fulfill the requirements of No Child Left Behind.

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The plan will also evaluate the principal as an educational leader who: facilitates a shared vision, communication, and excellence; works to ensure a safe and secure environment and build a culture that is open, honest, and fair where staff and students have respect, integrity, and support; and models continuous improvement and strong leadership and organizational skills.

Board Policies and Procedures:

The Board's policies, some of which are contained in the bylaws defined below and in other sections of this application, will include but not be limited to: (1) definitions of powers, functions, membership, organizing for annual meetings, officers, and committees; (2) procedures for regular, special and emergency Board meetings including parliamentary authority, presiding officer, notices, agenda, conduct, public participation, administrative participation, minutes and the criteria for open and closed meetings; (3) duties of the officers and Board members; (4) the procedures for establishing, maintaining, revising and assessing the results of the School Excellence Plan; (5) the relationship between the Board and Imagine Schools, Inc., the charter school operator, establishing and evaluating performance as per the conditions of the operating agreement; (6) program related matters including educational outcome and process goals, curriculum adoption, selection of instructional materials, implementation of programs for special needs students, Title I services and parent participation, homework and field and other school-sponsored trips, guidance and counseling, homebound instruction, school-sponsored clubs and activities, and annual education reports; (7) an employment program; (8) parent and student handbooks defining policies related to admissions, withdrawal from school, electronic devices, attendance, absences, tardy arrivals, immunization, use of medication, promotion, placement and retention, reporting student progress, grading, student conduct and discipline, the student grievance procedure, and student government; and (9) finance including federal funds, grant funds, investment income, bad checks, student fees, fines and charges, fiscal planning, budget preparation, budget hearings, budget implementation, purchasing, payroll authorization and deductions, petty cash, and accounting system; (10) property including dangerous weapons and the maintenance and use of school facilities; (11) operations such as the school calendar, day and week schedule, public records, personnel files, student records, confidentiality, school safety information, crisis intervention, emergency evacuation of the school, toxic hazards, reporting accidents, control of communicable and blood-borne diseases, food and transportation services, and insurance and bonding; and (12) relations for telephone communications, school information, public complaints, school visitors, public attendance at school events, school support organizations, and with parents, educational institutions, organizations and businesses and special interest groups.

Conflict of Interest, Gifts and Gratuities and Code of Ethics

The policy governing conflict of interest is that Board members shall perform their official duties in a manner free from it. To this end: (1) no Board member shall use his/her position as a Board member to benefit either him/herself or any other individual or agency apart from the total interest of the charter school, and (2) when a member of the Board determines that the possibility of a personal interest conflict exists, she/he will, prior to the matter being considered, disclose his/her interest (which shall become a matter of record in the minutes of the Board) and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon. The school, its administration, and every member of the Board of Trustees will fully comply with the Public Official and Employee Ethics Act.

With respect to gifts and gratuities, the Board shall be duly appreciative of public interest and good will toward our charter school but will reserve the right to specify the manner in which gifts are made, to define the type of gift or gratuity it considers appropriate and to reject those which it deems inappropriate or unsuitable. Basically, gifts and gratuities given by individuals who and organizations that have had, may have or have the potential to have a contractual relationship with our school will not be deemed acceptable.

Appropriate gifts, grants, bequests and gratuities will be accepted and acknowledged by the Board. They will be used to carry out the wishes of the donor and will be subject to the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Finally, our statement of ethics that will apply to the Board of Trustees, Officers and employees shall be that of the Code of Professional Practice and Conduct for Educators contained in 22 Pa. Code 235.1 – 235.11. Essentially this code calls upon educators to: be prepared and certified (for our charter school as defined in Act 22) in their areas of assignment; maintain high levels of competence throughout their careers; exhibit consistent and equitable treatment of students, fellow educators and parents, respecting the civil rights of all and not discriminating on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest; impart to students principles of good citizenship and societal responsibility; exhibit acceptable and professional language and communication skills; open-minded, knowledgeable and use appropriate judgment and communication skills; keep confidence in confidential information unless required to be disclosed by law or by a clear and compelling professional necessity; and exert reasonable effort to protect students from conditions which interfere with learning or are harmful to students' health and safety.

The Board will also develop policies to ensure:

- The appointment of an Affirmative Action Officer; a Section 504 Officer and a Title IX Coordinator; and
- Staff development for certificated and non-certificated employees every school year that will be open to parents and community members, to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, sexual orientation, or social or economic status.

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

Recognizing that our charter school will only be as successful as its ability to build a cohesive staff team whose members are passionate about the success of each student, the principal will have a primary goal to build positive relationships between and among teachers and other school staff. The principal will model the fact that the success of the school depends on the staff working collaboratively so that the energy and effort of one staff member contributes to that of the others. The principal will conduct weekly planning sessions. The lead teachers will conduct planning sessions for the primary, intermediate and prep academy teaching staff, and coach teachers and model collaborative practices. Teachers will be represented on the PCO and have input to the administration on issues related to school governance and operations. Teachers will be collaboratively involved in the development and review of our charter school's SEP. And each summer, the principal will participate with the teachers and other school staff in activities that involve planning for the ensuing school year.

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

As a school in the Imagine Schools' family, our charter will highly value parent involvement. The Founding Coalition of The Penn Hills Charter School of Entrepreneurship Charter School...an Imagine School recognizes the parent choice and satisfaction is vital for the ongoing viability of the school. This is the single, most important factor in maintaining a student enrollment that will sustain the school and the satisfaction of parents with our school will be among our highest priorities. Additionally, the Founding Coalition recognizes that parental involvement is critical if the school's robust goals for student achievement are to be achieved. To attain the highest amount of parental involvement possible, the Founders are designing a school that will allow parents/guardians to play an integral role in the life of our charter school.

Our charter school will also highly value having teacher, staff, student and community involvement as well. To ensure that all of these stakeholders have meaningful voices in school

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governance and decision making, we are developing several processes that will become part of our school culture.

Initially, parent/guardian representatives and community representatives will be part of a Task Force that provides input to the principal, teachers, other school staff and the Board of Trustees as they engage in activities to establish the school during the period March through August, 2011.

Additionally, a Parent Community Organization (PCO) will be established on which parents/guardians, teachers, staff, and community representatives will sit. The PCO will provide a vehicle for these stakeholders to have meaningful voices in school governance and decision-making over the short-term. The primary purpose of the PCO will be to meet monthly to monitor the education programs and the business operations of the school and make recommendations to the principal and to the Board of Trustees to improve the performance of the school.

Staff, parent and community involvement in the life of our charter school, already been described in Part II, Section c of this charter application, is having input into the establishment and regular reviews of our charter school's strategic plan, the SEP. This vehicle will provide parents/guardians, teachers, staff and community representatives with a mechanism to have meaningful voices in school governance and decision-making over the long-term. Parents, teachers and staff members of the PCO will work with the principal to choose the Self-Evaluation Team, on which they will serve. This team will review the progress our charter school is making to achieve its goals and objectives and make recommendations for improving school performance over the long-run, which will be reviewed by the staff, principal and Board of Trustees as part of the data considered when the SEP is revised.

Parents and community members will also be involved in school governance and decision-making by serving on the Board of Trustees and by being part of a group that will hear complaints brought before the Board, called the Advisory Grievance Committee.

Disseminating Performance Information to Parents/Guardians

We will provide timely information to parents, and conduct parent/teacher conferences. These practices include: involving parents in developing the SSP for their child(ren); holding parent/guardian teacher conferences four times a school year at the conclusion of each grading period; regular teacher/parent/guardian communication during each report period as necessary; and workshops two times a school-year to help parents learn more about how they can support curriculum and instruction in the home, and to answer any questions they have about how to interpret student assessment information. Information about how assessment scores relate to our

charter school's NCLB goals and the progress students are making to achieve the same will be part of the information presented during the conferences and workshops.

G. Submit copies of the school's by-laws, contracts and other documents required by pending charter school legislation or applicable law. The requirements for the bylaws follow:

The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a Board member to perform his or duties as outlined in the Charter School Law. No Board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice-president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage. Procedures for dismissal of an employee must be contained in the bylaws.

See Attachment K for DRAFT By-laws

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

Board members' names are listed below. Their resumes are included in ***Attachment L***.

Dr. James Carmine, President
11519 Clematis Blvd
Penn Hills, PA 15235
412-371-5508

Ms. Tanya Smith
479 Darrell Drive
Penn Hills, PA 15235
412-855-3545

Mr. Bruce T. Hall, Treasurer
12013 Frankstown Road
Penn Hills, PA 15235-3435
(412) 793-6612

Mrs. Sarah Hummel
1923 Outlook Dr.
Verona, PA 15147
412-334-2520

Ms. Yvonne M. Comer-Holbrook

I. 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/hidden_chapters_%28manual_of_accounting%29
Contact Teresa Bradley at (717) 787-9819 or by email, tebradley@state.pa.us at for a sample copy of the budget form PDE-2028.

Start Up Budget

Start up funds will be advanced by Imagine Schools. The table below identifies typical operational costs of staffing, equipping a temporary office, and marketing, etc., but in the event the costs are greater than this, Imagine Schools will advance the additional funds needed to pay all start up costs.

Typical Start up Costs

January 1st through June
30th

Item	Cost	Explanation
Principal	\$40,000	Half year salary
Business Manager	\$20,000	Half year salary
Misc. Employees	\$27,350	4 employees @ four months
Employee Benefits	\$20,587	25% of salaries
Office Space	\$9,000	6 months @ \$1500 monthly
Phone/Internet	\$1,150	6 months @ \$250 set up / 150 monthly
Temp Furniture	\$3,000	To be added to final lease on furniture
Supplies	\$1,500	6 months @ \$250 monthly
Temp Technology	\$5,200	technology
Copier	\$6,000	technology

Copy supplies	\$2,000	Monthly charge on per copy cost est,
Marketing	\$38,000	Taken from past marketing budgets
Recruiting	\$5,000	Taken from past recruiting budgets
Other	\$70,000	See Assumptions**
Total Expenses	~\$250,000	

Start up costs related to securing a facility (legal, permitting, surveys, etc) are incorporated into the cost of the facility assumed by Schoolhouse Finance .

Start-Up Budget Assumptions**

The funds for start-up will be advanced by Imagine Schools. The Operating Budget has a line item called Start Up for the amortized repayment of the development and start up cost of the Penn Hills Charter School of Entrepreneurship. The “Other” Start Up costs above are comprised of costs for Imagine Schools' assistance in student demographic analyses, real estate search, property negotiations, property contracting, permitting, charter application development, charter contract negotiations, public relations, parent information sessions, principal selection, etc.

A copy of the Penn Hills Charter School of Entrepreneurship startup and operating budget are attached to this application as **Attachment M.**

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.

Competitive bidding, volume discounts, and special pricing agreements

Our policy will be to engage in competitive bidding for all work of any nature on the school's property where the cost is more than \$10,000.00, and to seek volume discounts and special pricing agreements whenever it is feasible. For work on any nature of school property, competitive public bidding will be used with the contract being awarded to the lowest responsive and responsible bidder.

When engaging in competitive bidding, we will develop a Request for Proposal (RFP), advertise the opportunity in at least two newspapers at least three weeks prior to the bid opening and mail the proposal to vendors who have requested to be on our vendor bid list and to vendors whose names are known to our charter school. The RFP will be available at least ten days prior to the

date set for the receipt of the bids. Only bids that conform to the terms in the RFP will be considered, we will make our decision after speaking to former customers/clients to determine their degree of satisfaction with the product(s). We will seek to engage the lowest bid whenever that is possible. We will also seek to engage minority and women owned businesses to have diversity in the pool of vendors that provide goods and services to our charter school.

We will also seek volume discounts and special pricing agreements whenever possible. We will engage in bulk purchasing of supplies to the extent feasible. We are open to partnering with the Penn Hills Public Schools and other charter schools in the region for this purpose. We will use the Imagine Schools network as well. This includes discounts on computers, software packages, telecommunications, curriculum materials and assessments.

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

To date there has been no fund raising done and none is expected to be necessary as state, local and federal revenues are adequate to cover projected expenses. We have already had plans submitted by parents to generate capital. Some of the plans are: using auction sites such as eBay to sell donated products or services; cookbook sales; the pursuit of gifts, grants, cooperative fundraising projects to include activities such as Box Tops for Education, School Pop, etc.

It is our plan to have a committee appointed by the board, as soon as possible, whose main responsibility will be to coordinate and pursue fundraising, grant and donation opportunities with the help of our parents and students.

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

The treasurer 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 or 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 of 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. 15*

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.

The Business Administrator/Treasurer of the Penn Hills Charter School of Entrepreneurship 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 Penn Hills Charter School of Entrepreneurship 's 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 the Penn Hills Charter School of Entrepreneurship 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 or 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 of 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. Penn Hills Charter School of Entrepreneurship agrees to approve, adopt and implement the following policies and procedures defined above.

There will be specific financial procedures in place that will be approved by the Board, these procedures will be amended and updated from time to time as necessary. All state laws and Generally Accepted Principles of Accounting will be followed. These policies and procedures will be approved by the Board.

All purchases of goods over \$10,000 will be executed through an RFP process. Purchases between \$5,000 and \$10,000 may use the RFP process. All single source purchases must be accompanied by Sole Source justification memo and for amounts over \$10,000 must have RFP process attached. All purchases over the limit set previously will have board approval.

It is understood that each operating budget will be an estimate only and that there may be unforeseen circumstances that may make adherence to the budget impracticable, and departures from the Proposed Budget may be required. If the revenues of the school for any year are less than budget or if any expense category exceeds the budget, the Board of Trustees and administration will meet promptly to determine if an adjustment to the operating budget is necessary.

Financial Statements- the Board of Trustees and the Business Administrator will examine the monthly financial statements to ensure that the school is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be one of the reports used to assist the Board of Trustees, in making decisions that ensure the school's financial viability while meeting the school's mission.

Audit- An accounting firm or other appropriate third party will perform an audit of the books and records maintained for the school in accordance with applicable regulations. This audit is to be completed and a report to be furnished within 90 days after the end of the fiscal year. The annual school audit will be conducted according to the requirements set forth by the appropriate governing bodies.

Operating Account- Bank account(s) will be established by the designated parties on an agency basis for the school, with mutually acceptable financial institutions. These will be the Operating Accounts. All gross revenues are to be deposited into the Operating Accounts by the designated parties and all operating expenses will be paid out of the same accounts for and on behalf of the school. These accounts shall be used exclusively in connection with the operation of the school.

2. FACILITY

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

We believe that a high quality school building is an important ingredient in providing a quality education. Just as government-operated schools use bonds to finance schools, Imagine Schools (through its affiliate, Schoolhouse Finance) uses its credit to provide the financial backing for long-term leases and building purchases. Each school's lease rate is based on the actual costs to purchase, construct or renovate the school building and associated land.

Schoolhouse Finance has successfully financed and had constructed or renovated over \$350 million in new school facilities over the past 5 years. Included the facility in use in Pittsburgh by the Environmental Charter School.

Schoolhouse Finance generally leases buildings from third party owners for at least 15-25 years in order to provide a long-term, stable location.

- Each individual school (in this case PHCSE) sub-leases the building from Schoolhouse Finance only for the period that its individual charter is valid (usually 5-10 years).
- The school is not taking on a bigger or longer term obligation than it can handle, and the financial burden needed to secure a stable, long-term and high quality building is shouldered by Schoolhouse Finance.
- Schoolhouse Finance does not generate a net surplus (it lost \$2.5 million in SY 2009) and is operating solely to provide quality school buildings for Imagine schools. Its purpose is to "bridge the gap" between the financial market's credit requirements and the minimal credit quality of stand-alone charter schools.

Consistent with the approach outlined above, Schoolhouse Finance has identified a local third party landlord with interest in acquiring a building and/or land for use by PHCSE, renovating or constructing the facility and then leasing it to schoolhouse Finance, who will in turn sublease to PHCSE.

Several potential suitable facilities have been identified for PHCSE, including buildings currently owned by the Penn Hills School District which are no longer in use as schools by the district or which will be removed from service by the district when a planned new, larger elementary school building is constructed. The buildings we understand that are currently unused as schools (or will shortly be) are:

Forbes Elementary; 785 Saltsburg

Penn Hebron Elementary; 105 Duff Avenue
Washington Elementary; 2501 Main Street
William Penn Elementary; 226 Penn School Drive
Shenandoah Elementary; 700 Idaho Ave

Of these, we are most interested in Shenandoah given its size of approximately 55,000 square feet, which would be more than adequate for the PHCSE student population of just over 600.

Obviously, the school district would need to have interest in selling one of these properties to us, but given the district's intent to construct a single new facility, the best and highest use for the previous facilities would be sale to a party intending to continue to use the facility as a school serving local families.

In the event the district is not interested in selling one or more of the facilities for PHCSE's use, we and Schoolhouse Finance are continuing to evaluate alternative sites and would either acquire and renovate/expand an existing building or acquire vacant land in the district on which a new facility would be constructed.

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 individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The desired facilities are currently or recently in service as schools. Any required upgrades to meet current code (if necessary) will be performed as part of renovations undertaken

As stated above, Schoolhouse Finance has constructed or financed over \$350 million in high quality, ADA compliant public school facilities and will assure the facility meets all code requirements and provides an affective learning environment.

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

We would anticipate contracting for janitorial and maintenance services and have included associated expenses in our budget and forecast.

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

Please see 2A above.

E. Describe facility financing plans.

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

Please see 2A above.

3. LIABILITY AND INSURANCE

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

Employee Insurance

Our charter school will offer medical, dental and vision care insurance coverage to our full-time employees and their dependents. Premiums are paid on a pre-tax basis. These plans will provide our charter school employees with comparable benefits to those provided by the resident school district.

There are two plans proposed to be offered. The first is Preferred Provider Organization (PPO) Option I, utilizing the Blue Cross Blue Shield preferred provider network of hospitals and doctors. Under this plan an employee may go to any physician or facility within the network of providers without a referral and office visits are covered with a co-pay of \$30.00 per visit. A calendar year deductible of \$500.00 (\$1,000.00 family) will be in place for services related to inpatient hospitalization, outpatient surgery, and lab work, including X-rays. Once the annual deductible is met, the plan pays at 100%. Should an employee elect to go out of the network, he/she would be responsible for meeting a calendar year deductible of \$1,000.00 (\$2,000.00 family) and 50% of the services to a maximum of \$6,500.00 per member and \$13,000.00 per family. Prescriptions are covered at \$10.00 for generic, \$40.00 for formulary name brands, and \$80.00 for non-formulary brand-name drugs. The monthly premium is based upon coverage elected.

The second proposed plan is Preferred Provider Organization (PPO) Option II through which a richer plan will be offered without a calendar year deductible for in network care and virtually all services are covered with a co-pay of \$20.00 per visit. Additionally, an employee can have increased coverage for out-of-network services. When using out of network physicians, the employee would be responsible for 20% of the services (rather than 50%), after meeting the calendar year deductible of \$250.00 (\$500.00 family) and the maximum out of pocket co-insurance is lowered to \$2,000 per member and \$4,000 per family. Prescriptions are covered under this plan at \$15 for generic, \$30 for name brands and \$60 for non-formulary brand-name drugs. This plan is available at an increased monthly premium.

We also propose to offer a Dental Preferred Provider Organization (PPO) plan. This plan allows a member to use a dentist of their choice or within a "preferred" Mutual of Omaha network.

3. Liability and Insurance

Most preventive services are covered 100%, and basic, major and orthodontia would be covered on a sliding scale from 80% down to 50% after certain annual deductibles are met. The annual maximum benefit allowed is \$1,000 for the combined coverage. For employees interested in obtaining dental care only, a stand-alone plan will be made available.

Our Vision Care plan will be offered as part of the Blue Cross Blue Shield health plan. The plan provides eye exams every 24 months and materials for a small co-payment. The vision care plan is included in the PPO1 and PPO2 medical plans.

The monthly premiums employees pay for these plans will be:

	Single	2 Person	Family
PPO 1	\$64.83	\$138.18	\$276.38
PPO 2	\$130.29	\$283.38	\$445.60
Dental	\$6.84	\$23.09	\$30.79

School Insurance

We have developed our proposed school insurance profile using information from Marsh USA. Marsh USA is one of the largest insurance brokers in the United States. The risk profile proposed for our charter school is deemed to have adequate insurance to mitigate the consequences of identified risks. The Principal of our charter school will be trained in employer practices to mitigate the liabilities that may arise from inappropriate behavior. Once our charter school is operational, we will retrain the school's administrative staff and faculty on a regular basis.

Insurance rates are determined on the number of students, teachers and other staff as well as the building value, and assets. Below is an example of some of the identified school-level risks and their associated methods of mitigation.

- Property Casualty: Insurance; Maintenance Program; teacher supervision
- General Liability: Administrator and teacher training; student supervision; Insurance

3. Liability and Insurance

- Employer Practices Liability (including Teacher-Student Interaction): Administrator and teacher training and retraining; insurance
- Employee Theft: Background checks, fingerprinting and drug testing; bonding of employees who handle cash
- Financial Reporting Misstatement: Monthly internal budget vs. actual reviews; formal Operational Team meetings; annual external audit
- Attendance and Student Files Statistical Data: Random review and audit of student files; daily review of attendance reports; spot checking of class counts.

Our charter school will obtain insurance in order to comply with requirements specified by applicable state statutes. However, our charter school expects to have the following typical coverage:

- Errors and Omissions Insurance and Employment Practices Liability in the amount of \$3,000,000 per act/omission.
- Officers and Directors Liability Insurance in an amount of \$3,000,000 per act.
- Fidelity Bonds
- Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence.
- Automobile Liability Insurance in the amount of \$1,000,000 with a \$1,000 collision deductible.
- Employees Liability Insurance in the amount of \$3,000,000 per act/omission
- Property in the full replacement value with a \$5,000 deductible for all perils except a \$5,000,000 limit for earthquake and flood with a \$50,000 deductible.

Where applicable the school's Board of Trustees will be named as an additional insured. Our charter school will carry the necessary workers compensation insurance and unemployment compensation insurance.

The insurance companies that provide coverage will have rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

Our charter school will obtain insurance in order to comply with requirements specified by applicable state statutes. However, our charter school expects to have the following typical coverage:

- Errors and Omissions Insurance and Employment Practices Liability in the amount of \$3,000,000 per act/omission.
- Officers and Directors Liability Insurance in an amount of \$3,000,000 per act.
- Fidelity Bonds
- Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence.

3. Liability and Insurance

- Automobile Liability Insurance in the amount of \$1,000,000 with a \$1,000 collision deductible.
- Employees Liability Insurance in the amount of \$3,000,000 per act/omission
- Property in the full replacement value with a \$5,000 deductible for all perils except a \$5,000,000 limit for earthquake and flood with a \$50,000 deductible.

Where applicable the school's Board of Trustees will be named as an additional insured. Our charter school will carry the necessary workers compensation insurance and unemployment compensation insurance.

The insurance companies that provide coverage will have rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

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

Upon approval of the charter school, actual revenues will be based on students registered on June 1, 2011. Adjustments to this enrollment figure will be made on October 15, and the last day of school. The enrollment will be documented by student enrollment forms that are signed by parents/guardians. Our average daily enrollment will not exceed the enrollment as specified in our charter.

The Penn Hills Charter School of Entrepreneurship will use the MMS student information system, a commercial SIS that is connected to the Pennsylvania Information Management System (PIMMS), to maintain an electronic student enrollment file. These include documenting the assessment of residency and the transfer of a student to our charter school as well as the categorical aid (special education, bilingual, distance learning network, instruction supplemental aid, etc) for which each student is qualified.

An electronic student attendance log will be maintained daily in the school. Attendance will be taken immediately at the beginning of the school day by classroom teachers and transmitted to our charter school's office. Any student who arrives to the school after the start of the school day will report to the office before proceeding to the classroom. The tardy incident will be recorded in the attendance log. Parents will be asked to contact the school by phone whenever their child is going to be absent and send a written excuse to the teacher when the child returns to school. Early dismissals of students will only be allowed if a parent reports to the office to request the same.

1. RECRUITING AND MARKETING PLAN

A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

Once the founding Board of Trustees has selected the principal, he/she will work with the Board to secure a contract with a communications and marketing firm to develop a marketing plan to recruit students and staff for our charter school. Initially, for the first year of our charter school the marketing and recruitment efforts will begin in the first quarter of 2011 and continue until we reach full enrollment.

We will develop a long-range marketing plan that focuses on recruiting students for the next entering class of Kindergarten. The key strategies of this plan will focus first on sibling recruitment, then on providing information to pre-school programs in churches and community organizations throughout the East End of the city, and in targeted mailings to parents who have Kindergarten aged children. Our recruitment each school year will begin in the late fall and conclude in the early spring and continue on until the opening of school if necessary.

Our recruitment plan will be focused in three primary areas. First, we will spend a significant amount of time and energy focusing on grassroots community outreach efforts. This will build on the work we have begun with parents, residents, community leaders, and community organizations that are active in the area. We will continue to visit community organizations, attend community meetings, and call upon community leaders in order to introduce the school and share enrollment information with these groups. We will make direct contact with parents through meetings at places of worship and community and recreation centers. The principal and Board of Trustees will be assisted in this effort by a Parent/Community Task Force.

Second, we will hold regular parent information sessions, which will be “open house” style in various locations across the Penn Hills district and openly publicized through direct mail invitations, community bulletins, list serves, and the school website. Parents and guardians will have the opportunity to submit enrollment forms at these parent meetings, as well as online.

Third, we will create and distribute a number of different materials and use various forms of media to share information about our innovative MicroSociety charter school in a variety of ways. Our different materials will include brochures, posters, postcards, and signs at our proposed site in order to create some familiarity with our school and raise awareness about our program. These materials will be distributed at daycare centers, after-school programs, libraries, and recreation centers. To achieve the goal of a student body that reflects the demographics of the Penn Hills district, our marketing plan will include targeted mailings to the homes of parents with school-age children across diverse neighborhoods and radio and public television to provide additional advertising, choosing radio stations that draw a wide base of listeners.

We believe this recruiting strategy will give a large number of parents the opportunity to learn about our charter school and to attain the enrollment numbers we seek. In the event that we do not reach our enrollment goals for 2011, we will develop a contingency budget plan that will allow us to maintain the quality of our program in its first year

B. What type of outreach will be made to potential students and their families?

Publicity:

Our policy will be to recruit a broad-cross section of students to achieve a student body that mirrors the resident population of the Township of Penn Hills, our primary service area where the school will be located, to the greatest extent that registration and enrollment allows. As per our marketing plan described in Part I, Section c of this application, we will widely advertise the goals and objectives of the school and the dates and times that a series of Orientation Sessions will occur at the school and in communities across the East End. These sessions will inform parents/guardians of the application process to enroll students in the school and those who so choose may fill out an application for enrollment at the session.

Information about the Orientation Sessions will be disseminated using fliers, letters, and newspaper, radio and local television ads. We will engage a professional communications and marketing firm to design this information and to develop recruitment campaigns to distribute it to residents of the city. These activities will also include sending information to the homes of families in a diverse cross-section of neighborhoods to ensure that the recruitment campaign is not discriminating in any way.

The founders of our school and our community partners will also engage in efforts to inform parents/guardians about the opportunity our school offers their children. They will distribute recruitment campaign information via community leaders and organizations, including churches, libraries, recreation centers, local shops, laundromats, child-care centers, real-estate offices, housing developments, dance and music schools, salons, food stores, and other appropriate places including community events.

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.

Our school will be open to all students on a space-as-available, first-come-first-serve basis within each grade. The school will not discriminate on any basis, including intellectual ability, measures of achievement or aptitude, athletic ability, disability, English language proficiency, race, creed, gender, sexual orientation, national origin, religion, or ancestry. The reader will note that disability is in our non-discrimination admission criteria attesting to our understanding that we will not exclude enrollment to any student because that student has a disability, an Individual Education Plan (IEP), or a Section 504 Plan, except if by municipal preference and lottery as described below.

There will be no admission requirements, and no tests of any sort will be given to determine whether admission is granted. Admissions preference will be given to all students who reside within the School District of Penn Hills and no preference will be given to any particular residence(s) within the city limits. In accordance with Pennsylvania's Charter School Law, we will give preference to students of parents/guardians who have been actively involved with the development of our charter school, and to siblings of students already enrolled in the school.

The non-discriminatory policy delineated here will apply during the enrollment for the initial year of our charter and for each subsequent year thereafter as we enroll students in Kindergarten and in grades where seats are available.

Our Understanding of Chapter 711 – Charter School Services and Programs for Children with Disabilities

Chapter 711 specifies how the Commonwealth, through the Department of Education, will meet its obligation to ensure that charter schools comply with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations in Federal 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and Section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance).¹⁷

The requirements of 34 CFR Part 300 include: (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and

¹⁷ [http://www.pattan.k12.pa.us/regsforms/Chapter711\(Charter Schools\).aspx](http://www.pattan.k12.pa.us/regsforms/Chapter711(Charter%20Schools).aspx)

related services designed to meet their unique needs and prepare them for employment and independent living; (b) To ensure that the rights of children with disabilities and their parents are protected; (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.¹⁸

According to Chapter 711.7, a charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services. A charter school may not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.¹⁹ Our charter school will uphold all regulations outlined in Chapter 711.

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.

Our charter school will enroll all students who submit a timely application, unless the number of applications exceeds the capacity of the grade level or building. In this case, students shall be accepted using a random selection process described in below with certain exceptions. These exceptions are that enrollment preference shall be given to: pupils returning to our charter school in the second or any subsequent year of operation; pupils residing in the school district in which the charter school is located; and siblings of pupils already enrolled in the building. As stated above, we will also reserve a percent of open seats in a given year for student transfers under the Penn Hills Public Schools No Child Left Behind choice transfer program, if we are required to do so.

During the first year of our charter school's operation, the enrollment period will depend on when we are granted a charter. If we are granted a charter early 2011, we will begin the enrollment period as soon as the principal is selected and the student and staff recruitment plan is in place. During our first year, however, we will endeavor to have an application period of at least three months duration, after which a lottery will be held if necessary. In any event, for the first year, if our charter school is not fully enrolled, we will continue the enrollment process into the beginning of the school year. In subsequent years, our enrollment period will most likely be between November and the end of February, with a lottery taking place on March 1st, if it is necessary. In the event that parent/guardian applications enroll more students in a particular grade than there are spaces, all of the applications for that grade will be entered into a random drawing using the processes defined in the next paragraph.

¹⁸ <http://www.washingtonwatchdog.org/documents/cfr/title34/part300.html#300.1>

¹⁹ <http://www.pabulletin.com/secure/data/vol31/31-23/1031.html>

As stated earlier, preference will be given to students who reside in the Township of Penn Hills. When the total number of city students enrolling in our charter school exceeds the spaces available, we will conduct a lottery for these city students to determine who will become enrolled in the school. When the total number of city students enrolled does not exceed the spaces available in our school, we will enroll non-city students to take the remaining seats. When the number of non-city students enrolling is more than there are spaces for them, a lottery will be held for the non-city students to determine which of them will become enrolled in the school.

If a lottery becomes necessary, all applicants whose names are in the pool will be assigned a number in the order they are drawn. Students will be assigned to their grade in numerical order, according to the numbers assigned. The number of spaces open in any given grade will be determined by subtracting the total number of spaces available minus the number of spaces already taken, given the exceptions cited above.

A waiting list will be developed for those students who are not fortunate enough to be able to enroll in our school, using the numbers they were assigned in the lottery. This list will be used to fill vacancies that occur in oversubscribed grades. The waiting list will be maintained from the date of the lottery until the end of the school year. Any applicants received after the lottery will be added to the waiting list and receive the next number on the list. If a student should decline a vacancy, their name will be removed from the waiting list, and the next student in line will be contacted.

Should our charter school need to conduct a lottery, it will follow all legal requirements. The lottery will be conducted at our school, in the late day or early evening at a time when members of the Board of Trustees, parents, community leaders and members of community organizations can be present. The time and place of the lottery will be widely advertised and it will be slated as a public event to which all stakeholders are welcome. The principal shall appoint the school office manager to preside over the drawing, the results of which shall be duly recorded by electronic means with all stakeholders present.

Proposed Timetable for 2011-2012 School Year

Upon Chartering	Interest Forms will be made available on website as well as request by mail
August 1	Admissions Lottery if needed
August 7	Notification of status of admissions sent to all parents who submitted interest forms. Enrollment packets given to parents
August 25	Enrollment packets due back to school
Proposed Timetable for subsequent years:	
February 1 thru April 1	Forms will be given to parents/students as requested
April 30	Deadline for notification of re-enrollment Notify new applicants of their status
Second week of May	Lottery conducted if necessary
May 20	Notification of status of admissions sent to all parents who applied and enrollment packets sent to those parents of children who have been accepted for enrollment.
By June 15	Completed enrollment packets returned to the charter school

This timetable is subject to change due to the timing of the granting of the charter and the approval by the Board of Trustees of a new time-line.

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

In accordance with § 17-1723-A of the Charter School Law, the Penn Hills Charter School of Entrepreneurship will not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school will not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation. The Penn Hills Charter School of Entrepreneurship brings equity to education by offering the same programs to all of the students enrolled regardless of location and/or disability.

3. HUMAN RESOURCE INFORMATION

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

Our charter school intends to hire highly qualified staff, the qualifications and responsibilities of which are presented in Part VI of this application. Teachers for all core subject areas will be highly qualified as that term is defined in the No Child Left Behind Act and its implementing regulations. At least seventy-five percent of our staff, according to Act 22 of 1997, must hold an appropriate state certification meeting the requirements contained in the Public school Code and in Chapter 49, including those in Section 49.12 related to age, good moral character and possession of a baccalaureate degree.

We will seek to hire a completely certified teaching staff; however, if it becomes necessary to hire uncertified teachers, this criteria will be followed: teachers with a least three years of elementary, middle or secondary classroom teaching experience; tenured or tenure-track college faculty; individuals with two years of satisfactory experience through the Teach for America program; and individuals who possess exceptional business, professional, artistic, athletic, or military experience. Non-certified teachers will be required to be making progress toward becoming certified over a two-year period.

We will seek to engage certified substitute teachers whenever possible; however, as per the policies of the Pennsylvania Department of Education, we will employ non-certified persons holding a bachelor's degree if necessary. If such a person is employed beyond 15 cumulative days, we will seek an emergency certificate from the Department.

The non-certified staff exception will not be in effect for permanent positions funded with federal funding, such as Title I programs, as defined by federal directives and for special education teachers as defined by Chapter 703 Charter School Services and Programs for Children With Disabilities to fulfill the requirements of a student's IEP.

To recruit high quality staff, announcements will be placed in local newspapers including the Pittsburgh Post Gazette, the Tribune Review and the Pittsburgh New Courier as well as national publications such as Education Week as appropriate. Announcements will also be sent to area universities and colleges with education programs, and the recruitment network of Imagine

schools will be used extensively. Imagine Schools operates over 50 schools in nine (9) states and the District of Columbia. The connections professionals in this network have in different localities across the nation are extensive, and we fully expect the Penn Hill area will be no exception.

The key elements of the staffing model for the school will include: (1) a detailed job description for each position in the school; (2) extensive recruitment activities; (3) a hiring process that includes an extensive set of interviews, review of references and criminal clearance checks (see below); (4) a comprehensive system of annual employee performance review, which will include plans for growth and development as well as performance improvement plans when results are below stated goals; (5) on-site management of all human resource issues; and (6) dismissal of staff who do not achieve the goals set forth in their performance improvement plans. (See ***ATTACHMENT N for Staff Qualifications and Responsibilities***)

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

The proposed number and positions of the full time staff for the first year of operation will be:

Principal	1
School Office Manager	1
School Business Administrator	1
School Administrator Assistant	1
School Social Worker	1
School Nurse	1
MicroSociety Coordinator	1
Academy Lead Teacher	1
Classroom Teachers	12
Special Education Teacher	1
ELL Teacher (if needed)	1
Enrichment Teachers	4
Instructional Aides	3
School Custodian	1
School Food Service Coordinator	1

The ratio of teacher to student in the classroom will be:

Kindergarten is 1:18 or 1:20 students with Instructional Aide

Grade 1 is 1:20 students

Grade 2 is 1:22 students

Grades 3 through 8 will have 24 students each.

Each grade will have up to three classes. Actual class size will vary according to actual enrollment.

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

Staff Development

We agree with President Obama that teachers are the single most important resource to a child's learning. Penn Hills Charter School of Entrepreneurship will ensure that teachers are supported as professionals in the classroom, while also holding them more accountable.

Specific structures will be put in place to support our proposed charter school teachers in order to achieve our mission and goals and to establish a culture where the Imagine Schools' key principles of shared values, academic achievement, positive character development and economic sustainability is firmly established. Teachers will develop a strong sense of ownership and belonging as part of a concerted effort to build this powerful school culture that will result in each teacher and each classroom as essential to the accomplishment of the school's mission to succeed with every student (*Professional Learning Communities*).

The professional development model we propose to use to support teachers in this pursuit is structured in a variety of ways and will use the strengths of and address the needs of our staff. Professional development will occur: before the school year begins; during regularly scheduled school-year meetings; and during regularly scheduled professional development days during the school year.

Over the first five-years of our charter school the summer professional development schedule will include a two-week session for teachers who are new to the school, and, beginning in Year 2, a one-week session for continuing teachers. The school year professional development schedule will include training, observation/assessment, direct involvement in development and improvement processes, study groups, inquiry/action research, mentoring and individually guided activities.

The summer two-week professional development session as defined below for teachers who are new to our charter school is designed to effect a thorough orientation to the culture, themes, and curriculum of our school. This session and the one-week session that will begin during the

second summer of our charter school for returning teachers will be designed using principles of effective professional development including: (1) a clear focus on learning and learners as the main key task for every teacher, every day; (2) aligning the structure of the school to accommodate individual and organizational change to improve performance; (3) incremental next steps that align with the vision for teaching and learning in our school to achieve greater excellence in best teaching and learning practices that can be achieved during the ensuing school year; and (3) ongoing professional development related to the day-to-day professional responsibilities of evaluating curricula, instructional activities and student assessment.

During the school year, in regularly scheduled *Professional Learning Community meetings*, bi-weekly professional development and planning sessions will occur. To provide time for this ongoing professional development, students will be dismissed two-hours early every two weeks on Friday. Leadership for these sessions will be drawn from internal professional expertise to the greatest extent possible using the principal and supports in our organizational design of Academy lead teachers and the MicroSociety education specialist teacher. We will also draw on the leadership of outside consultants to examine curriculum, instruction, assessment and school issues to improve the performance of our charter school. In these sessions, which will address priorities such as the following, teachers will be encouraged to learn from one another by frequently sharing their professional expertise:

- Literacy curriculum and differentiated instruction
- Mathematics curriculum and differentiated instruction
- Social Studies curriculum and differentiated instruction
- Engaging middle school students as tutors
- Training students to resolve conflicts peacefully
- Adapting for students with special needs
- Adapting for English Language Learners through the use of music, poetry and drama
- Helping families engage in the life of the school
- Project-based education
- Family systems
- Organizing and structuring classroom activities
- Arts for educational purposes
- Basic approaches to mentoring
- Effective preparation and use of Student Success Plans

Along with these regular staff meetings, our teachers will be supported with in-class modeling and coaching of concepts related to the curriculum, assessment, differentiated learning and classroom structure. These classroom sessions will be conducted by the principal, lead teachers, the MicroSociety coordinator, teachers and consultants who have expertise to share with their colleagues. In this manner, our charter school will use the strengths of its faculty and external

resource persons to address the professional development needs of its teachers. The in-classroom sessions will be tailored to the needs of each teacher in them. To provide for the flexibility needed to accommodate in-class professional development, a pool of dedicated substitute teachers will be developed to provide coverage in the classrooms of teachers who are providing professional development to their peers.

In addition, school year and summer professional development days will be primarily focused on curriculum mapping, analyzing assessment data to inform lesson planning, focusing on instructional practices to improve results of student work, and classroom organization and management skills. These activities will be planned to address issues that cannot be accommodated during the weekly professional development and planning sessions and they will be tailored, to the greatest extent possible to address the needs of the teachers as they wrestle with how to improve their teaching and classroom management skills.

The Penn Hills Charter School of Entrepreneurship will develop a Staff Development Plan that focuses on the enhancement of student learning through the Pennsylvania Academic Standards and addressed the eight key elements of High Quality Professional Development from NCLB.

The Charter school will convene a professional development committee responsible for developing, determining timelines, implementing, and evaluating the schools Professional Development Plan. The group will utilize focus groups, surveys, and checklist to determine professional development needs of the instructional as well as non-instructional staff in the commencement of the school year.

Our professional development model will be designed using the major assumptions of Appreciative Inquiry (Hammond 1996) which include:

- In every society, organization or group some things work well.
- In an organization, what is focused on becomes reality.
- Reality is created in the moment and there are multiple realities.
- The act of asking questions of staff in an organization influences the group in some way.
- People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known).
- The parts of the past that we carry forward should only be the best about the past.

- It is important to value differences.
- The language we use creates our reality.

Below is a representation of the staff development sessions projected for the 2011-2012 academic school year. Student portfolios, student exhibitions, "looking at student work" and most significantly curriculum and benchmarking, and MicroSociety are integral components of the educational agenda set forth by the Charter. The session will foster research-based criterion around the pre-stated topic.

*Looking at Student Work sessions will be predicated upon: Facilitators Book of Questions:

Resources for Looking at Student Work (David Allen and Tina Blythe)

Collaborative Analysis of Student Work: Improving Teaching and Learning (Amy B. Colton and Loretta S. Geof), Looking at Student Work Website (lasw.com), and Looking Collaboratively at Student Work: An Essential Toolkit (Horace). Teachers will explore through Professional Learning Communities reflections on teaching and learning, accountability (determining effectiveness of curriculum and instruction), progress of students meeting all Pennsylvania Academic Standards, and student development in the learning process..

*Portfolio sessions will incorporate Dennis Palmer Wolf's Performance Assessment Collaboratives in Education (PACE) as well as work from the Coalition of Essential Schools (CES). Staff will address portfolios as a representation of an array of performances. They will address topics inclusive of: what are student portfolios (determining content and purpose), who decides what goes into the portfolio (it can represent best pieces, evaluation of strengths, and weaknesses, works in progress, illustrations of project evolution through stages of design, drafting, and revisions), structural requirements, criterion application, progress monitoring, and chronicling student work through the opening of channels for constructive communication between student, teacher, and parents through student led conferences.

*Student Exhibition sessions will take into account the work of CES as well as the Annenberg Institute of School Reform identifying exhibitions as public Demonstrations of learning by students to teachers, parents, outside experts and other community members interested in evaluating the student's level of achievement. The working sessions will determine content and rubrics (assessment of student mastery of both knowledge and thinking skills required in the "real world"), and finally performance-based assessments of what the exhibition will look like, what it measures, how it's graded, how the Pennsylvania Academic Standards are applied, and public evidence of student learning.

* Curriculum Mapping and Benchmarking sessions will consist of work reflected from the

Pennsylvania Academic Standards Clarification Project with cumulative progress indicators which map a correlation between the Pennsylvania Academic Standards and the Charter

School Curriculum with clear and specific benchmarks for student achievement in the content areas. The curriculum mapping will focus on aligning all integrated components of the Pennsylvania Academic Standards, themes and big ideas, materials and supplies, MicroSociety strategies and techniques, assessments, and supplements.

Another source of professional development for the principal and faculty will be available from Imagine Schools. An annual conference is held in the spring for principals from across the Imagine Schools family, and in the summer, a week-long professional development session occurs for both principals and teams of teachers. At these sessions, significant collegial learning transpires about how to develop higher performing education programs aligned with best instructional practices and the Imagine Schools culture. As teachers connect through national conferences, they often set up blogs and other vehicles to network on a regular basis with colleagues geographically dispersed.

The requirements for continuing professional development for certificated staff will be in accordance with the provisions of the Public School Code and State Board of Education regulations.

The summer two-week professional development session for teachers who are new to our charter school as defined below is designed to effect a thorough orientation to the culture, theme, and curriculum of our school. The one-week session that will begin during the second summer of our charter school for returning teachers will be designed using principles of effective professional development including: (1) a clear focus on learning and learners as the main key task for every teacher, every day; (2) aligning the structure of the school to accommodate individual and organizational change to improve performance; (3) incremental next steps that align with the vision for teaching and learning in our school to achieve greater excellence in best teaching and learning practices that can be achieved during the ensuing school year; and (4) ongoing professional development related to the day-to-day professional responsibilities of evaluating curricula, instructional activities and student assessment.

During the school year, in regularly scheduled staff meetings, bi-weekly professional development and planning sessions will occur. To provide time for this ongoing professional development, students will be dismissed two-hours early every two weeks on Friday. Leadership for these sessions will be drawn from internal professional expertise to the greatest extent possible using the principal and supports in our organizational design of Academy lead teachers and the MicroSociety education specialist. We will also draw on the leadership of outside

consultants to examine curriculum, instruction, assessment and school issues to improve the performance of our charter school. In these sessions, which will address priorities such as the following, teachers will be encouraged to learn from one another by frequently sharing their professional expertise:

- Differentiated instruction for the science curriculum
- Literacy curriculum and differentiated instruction
- Mathematics curriculum and differentiated instruction
- Social Studies curriculum and differentiated instruction
- Adapting for students with special needs
- Adapting for English Language Learners through the use of music, poetry and drama
- Helping families engage in the life of the school
- Project-based education
- Family systems
- Organizing and structuring classroom activities
- Arts for educational purposes
- Basic approaches to mentoring
- Effective preparation and use of Student Success Plans
- Understanding MicroSociety

Along with these regular staff meetings, our teachers will be supported with in-class modeling and coaching of concepts related to the curriculum, instruction, assessment, differentiated learning and classroom structure. These classroom sessions will be conducted by the principal, lead teachers, the MicroSociety instruction specialist, teachers and consultants who have expertise to share with their colleagues. In this manner, our charter school will use the strengths of its faculty and external resource persons to address the professional development needs of its teachers. The in-classroom sessions will be tailored to the needs of each teacher in them. To provide for the flexibility needed to accommodate in-class professional development, a pool of dedicated substitute teachers will be developed to provide coverage in the classrooms of teachers who are providing professional development to their peers.

Concerning staff development in MicroSociety instructional strategies, the services of the MicroSociety Institute trainers will be called on to assist us. Trainers will provide on-site professional development, classroom observations and teacher mentoring and parent programs. Staff will participate in practical strategies that can be implemented in the classroom. Sessions will be designed for the age-level and demographics of the school.

The Professional Development Program utilizes the Standards for Staff Development published by the National Staff Development Council (NSDC) in its program design. The objectives of our professional development program are to enable teachers to:

- Work effectively with all their students;
- Teach an integrated curriculum that effectively integrates the MicroSociety projects into academic content areas as appropriate;
- Recognize and teach to different learning styles;
- Make productive use of all the resources that are provided to them.

Presenters for the professional development workshops cited above will also be selected from among Imagine Schools' regional and national staff, other professionals in the nation, and, school faculty, in cases where they have in-depth professional knowledge on any given topic.

Imagine Schools will also provide additional professional development support as follows:

New Teacher Induction Program: Special emphasis will be given to teachers who are new to teaching. There are two phases of the induction process. Phase one is to ensure collegial relationship building through the form of teaming. All new teachers, and newly hired teachers are involved in an orientation on-site. The induction includes an explanation of the program design, curriculum content, pedagogy, and accountability measures for the students. New teacher topics are also discussed in the first two-day agenda that focuses on classroom management, teacher support, and overall organization. New teachers are required to read materials, view videos and take courses online.

Phase Two of the Induction program is the Mentor Program. Each new teacher is assigned a mentor for ongoing support. The Teacher Mentor Program is designed to provide teacher support to enhance teacher quality and professional expertise. This is a part of the new teacher induction process. The program will focus on the delivery of content through effective instructional practices. Under the direction of the building principal, teachers will receive support from their Lead Academy Teacher and other teachers through coaching, modeling, team teaching, conferencing and feedback that will focus on content and instructional strategies. Mentors also participate in training on-line, attend scheduled professional development training sessions, and receive a stipend. Mentors will spend a two-year period with each inductee.

Imagine Schools Summer National Conference and Mid-year National Conference

Imagine provides an opportunity for educators, support staff and administrators throughout the country to come together to participate in workshops and intense working sessions. The Imagine staff will provide workshops providing best practices, innovations and new ideas to their peers. The Summer National Conference focuses on developing the capacity of a broad range of

educators (Principals, teachers, other staff members) to impact student achievement, the economic sustainability of the school, new school development, character education, and other issues. The Mid-year National Conference brings together Principals and other leaders to address similar topics in a format with fewer participants.

We understand as a local education agency that is supervised by the Pennsylvania Department of Education, we will be required to comply with all of the Department's compliance monitoring systems, provide all information requested by the Department, and complete all corrective action required by the Department. We will have access to the Department's staff development through its training and technical assistance network and intermediate units. We will also have access to the due process and complaint system already developed by the Department

Our staff development program will include regular opportunities for ELL teachers to learn more about how to be increasingly effective. These sessions will focus on curriculum, instructional methods and the latest research in the field. We will prepare notices and other information to the parents/guardians of ELL students about program and school activities in a language they can understand, and we will not deny any curricular or extracurricular activities to these students because of an inability to speak or understand English.

See ATTACHMENT O for 2011-2012 Proposed Staff Development Plan

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

Hiring & Contracts:

In its dedication to excellence in education, the Penn Hills Charter School of Entrepreneurship is committed to the employment of the most qualified staff.

Appointment of personnel shall be made on merit without regard to race, creed, color, national origin, sex, sexual orientation, marital status, or membership in an employee organization. An employee's deliberate misstatement of fact essential to qualifications for employment or determination of salary shall be considered as grounds for dismissal.

All prospective employees must provide the Principal and the Board of Trustees' Personnel Committee:

State of Pennsylvania certification where such certification is required;
Completed PA State Police Request for Criminal Record;
Completed PA Child Abuse History Clearance.

Additionally, within three months prior to employment, all employees are required to undergo a medical and tuberculosis examination conducted by a licensed physician.

Salaries:

The Penn Hills Charter School of Entrepreneurship will base employee salaries on a combination of factors, including experience, education, certification (if applicable), local marketplace salary conditions, and the employment position.

The Penn Hills Charter School of Entrepreneurship will determine salary increases as a result of job performance and the school's ability to pay. Salary increases are not automatic. In most cases, salary increases will be merit-based, coinciding with the employee performance review process. Promotional increases may be granted at any time or in combination with annual merit increases.

Discipline & Dismissal:

The Penn Hills Charter School of Entrepreneurship believes that its staff sets the tone for the educational environment. Therefore, all staff will be held to the highest level of professionalism. The following behaviors or situations are considered unacceptable and will result in disciplinary action up to and including dismissal (this list is for informational purposes only and is not meant to be inclusive):

- Use of corporal punishment or any inappropriate touching of a child or;
- Unprofessional or abusive behavior toward parents, co-workers and/or principals;
- Any conviction, past or present, of child abuse, child molestation, child neglect or sexual offenses;
- Falsifying company records, including but not limited to, job application, personnel records or signing another employee's time card, and/or falsifying hours worked;
- Deterioration of work performance;
- Substandard or inefficient performance of job duties;
- Chronic absenteeism or tardiness;
- Insubordination (failure to follow appropriate directions);
- Disclosure of confidential information to unauthorized persons;
- Leaving the job without permission and/or proper notification;
- Abusive or foul language;
- Misuse of work time, the telephone, computer system, or company property;
- Reporting to work while being under the influence of alcohol or drugs;
- Sale, purchase, use or possession of alcohol, drugs, or any illegal substance on school property;
- Any arrest or charge of a felony or any harmful act that may not be in the best interest of the charter school;
- Theft;
- Gambling on school property;
- Sexual harassment;
- Failure to comply with safety or security rules;
- Neglect of duty;

- Repeated violation of the no-smoking policy or dress code;
- Gross misconduct of any kind.

Disciplinary action may include an informal warning, a formal warning, a final warning, or, in some cases, discharge. Penn Hills Charter School of Entrepreneurship will determine what discipline is appropriate in each situation, and may discharge an employee at any time, with or without cause and without following any of the disciplinary steps described below:

- **Informal Warning:** This consists of an initial, oral warning from an employee's principal to inform him/her of a potential problem and what corrective actions are expected to be taken.
- **Formal Warning:** This consists of a written warning of a problem or situation from an employee's principal. The formal warning will state the specific reason for the warning, a plan of action to correct the problem, a reasonable time limit to correct the problem, the consequences of the warning, what will happen if the problem remains; and references to previous warnings (formal or informal) that relate to the current situation.
- **Final Warning:** This consists of a written warning from an employee's principal notifying the employee that he/she may be terminated if his/her performance does not improve or if misconduct reoccurs. The final warning should state the same points as noted in the Formal Warning.
- **Discharge:** The Penn Hills Charter School of Entrepreneurship reserves the right to terminate an employee without issuing any previous warnings. If discharge becomes necessary, the Principal will make a recommendation to dismiss the employee to the Board of Trustees, which will retain the final authority to dismiss any employee.
- **Suspension:** Depending upon the circumstance of the disciplinary action to be taken, an employee's principal, with consultation from the Principal, may decide to suspend an employee from work, with or without pay, pending investigation of the situation.

Vacation & Leave of Absence:

The Penn Hills Charter School of Entrepreneurship recognizes that situations occasionally arise which make it difficult or impossible for employees to either report to work or to fulfill their required job duties. Example:

- Sick/Emergency Leave;
- State Disability;
- Personal Leave;
- Family & Medical Leave;
- Funeral Leave;
- Jury Duty;

Sick/Emergency Leave:

The Penn Hills Charter School of Entrepreneurship will provide sick/emergency leave to all full-time employees to be used exclusively for legitimate health-related absences for employees and close family members. Any other modifications for the use of this time off will require prior approval by an employee's principal. An employee cannot use sick time off in lieu of vacation.

It is the employee's responsibility to utilize sick time in a responsible manner. If an employee is sick for two or more consecutive days, he/she will be required to bring in a doctor's note upon return to work in order to be compensated. Pay for sick days will be evaluated on a case-by-case basis.

Personal Leave:

The school may grant a personal leave of absence without pay for compelling personal reasons at any time. If an employee needs to request a personal leave, he/she should submit his/her request in writing stating the nature and duration of his/her personal leave to his/her principal with as much "lead time" as possible. The duration of an employee's leave is determined at the discretion of his/her principal based on the employee's needs as well as the needs of the school/department.

If personal leave is for medical reasons, a physician's note is required stating the reasons for the leave as well as specific dates of absence. At the conclusion of an employee's leave, he/she will also be required to submit a physician's note certifying that he/she is able to return to work.

If personal leave is approved an employee will be required to use all available vacation/sick time at the start of his/her leave.

Family & Medical Leave Act Policy:

The Federal Family and Medical Leave Act of 1993 allows employees to take unpaid leave for up to a total of 12 work weeks during a twelve-month period for one or more of the following:

- The birth of a child and in order to care for the newborn;
- The adoption or placement of a child for foster care;
- To care for a child, spouse, or parent with a serious health condition;
- Because of an employee's own serious health condition that makes him/her unable to perform the essential functions of his/her job.

To be eligible for Family Leave, an employee must be employed for at least 12 months and have worked a minimum of 1,250 hours in the 12-month period prior to the start of the leave.

Employees should make a request for Family Leave in writing to the principal at least 30 days in advance of their leave dates, or provide as much advance notice as possible.

Family Leave law requires that employees take all unused sick, personal, and vacation days at the start of their approved leave. When Family Leave is taken due to a serious health condition (an employee's or an employee's family member), employees must submit a medical certificate stating:

- The date when the serious health condition started;
- The probable duration of the condition;
- The medical facts of the condition from the employee's physician, that he/she is unable to perform the essential job functions (if the serious health condition is the employee's);

Funeral Leave:

The Penn Hills Charter School of Entrepreneurship grants up to three days leave of absence with pay if a death occurs in an employee's immediate family, defined as:

- Spouse;
- Child and/or step-child;
- Parent and/or step-parent;
- Mother-in-Law and/or Father-in-Law;
- Sister and/or brother.
- One-day leave of absence with pay will be granted if a death occurs to other members of an employee's immediate family, defined as:
 - Grandparents;
 - Aunts/Uncles.

Extensions of Funeral Leave may be granted at the discretion of the school if reasonable and necessary.

Jury Duty:

Employees will be granted a leave of absence to fulfill a Jury Duty summons. Employees will receive regular pay for a maximum of five days in any one calendar year. Penn Hills Charter School of Entrepreneurship requires that any payment employees receive from the court for jury service be endorsed and forwarded to their principal with their record of attendance form from the court. If an employee is dismissed early from jury service, prior to the end of his/her regular workday, the employee is expected to contact his/her principal to discuss his/her work schedule.

ATTACHMENT N for Staff Qualifications & Responsibility

E. Identify the proposed faculty.

No staff has been identified at this time, and the Founding Coalition Board will not move to hire staff until such time as a charter has been granted. At that time, the Board will move judiciously to recruit and hire the principal, in partnership with Imagine Schools. The Board and the principal, with input from Imagine Schools' regional financial staff, will recruit and hire the school office manager. The principal, with input from Imagine Schools' Regional Director will recruit and hire the faculty and other school staff.

The proposed number and positions of the full time staff for the first year of operation will be:

Principal	1
School Office Manager	1
School Business Administrator	1
School Administrator Assistant	1
School Social Worker	1
School Nurse	1
Classroom Teachers	12
Kindergarten- 3	
Grade 1- 3	
Grade 2- 3	
Grade 3- 3	
Special Education Teacher	1
ELL Teacher (if needed)	1
Enrichment Teachers	1
Art, Phys Ed, Library, MicroSociety Coordinator, Music	5
Instructional Aides	3
School Custodian	1
School Food Service Coordinator	1

F. 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.

Our charter school will not employ an individual to provide services to students who does not meet criminal clearances or whose certificate or licensure is suspended or revoked by the

Commonwealth of Pennsylvania or any other state. The procedures our charter school will use for criminal clearance follow.

For the protection of our students, all school staff members will be required to have current criminal clearances prior to employment. Aligned to Penn Hill Public Schools requirements, staff members of the charter school will be responsible for requesting and paying for the following clearances:

- Act 151 PA Child Abuse History Clearance (Form CY-113)
- Act 34 PA Criminal History Background Clearance (Form SP4-164)²⁰
- Federal History Clearance

Clearances must be under one year to be considered current and valid. If a new employee has a clearance that is more than one year old, they must request new clearances. Employees will be made aware of this requirement prior to hire, will be given appropriate forms and informed that they are expected to order their clearances immediately upon hiring. Completed forms will be kept on file in our charter school.

In addition to the founders who will be trustees, staff members, all school volunteers (parents, residents and education partner staff) are required to have both Criminal History Background Clearance and Child Abuse History Clearance Checks.²¹ For the founders/trustees, the clearances have been ordered and will be provided to the Penn Hill Public Schools as soon as they are received. Our charter school will inform volunteers of this requirement prior to the start of their assignments, and provide them with the forms to order their clearances. No staff or volunteer working with children will begin an assignment without clearances in place. Each volunteer will pay for their own clearances, except our charter school will pay for the cost of the clearance for parents whose children receive free or reduced cost lunches.

G. 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.

No employee will be hired or student enrolled in The Charter School of Entrepreneurship until this charter application has been approved. The appropriate child abuse clearances and criminal history forms will be supplied at that time.

²⁰ <http://www.pps.k12.pa.us/humanresources/hrforms.asp>

²¹ <http://www.pps.k12.pa.us/OpportunitiesforInvolvement.asp>

4. CODE OF CONDUCT

A. Discuss any rules or guidelines governing student behavior.

In our school, the principal, and selected staff, and parent representatives shall prepare a draft Code of Discipline before the start of school in September, 2011. The group will use the Penn Hills Public Schools' Code of Discipline as a base to draw from, making adaptations that align with the culture and character of our charter school.

Our school's Code of Discipline and any amendments to it will be approved by the Board of Trustees and this information will be disseminated in a handbook to all students and parents in our charter school. The Code will include all policies of conduct and the consequences associated with infractions. Specific rules of conduct will be posted in our school as part of our character education program. The Code of Discipline will be in compliance with all aspects of Chapter 711 of the State Board of Education Regulations and especially with the requirements of 22 PA Code 711.61 regarding the suspension or expulsion of students with disabilities.

The character attributes listed in this application (honesty, respect, integrity, responsibility, positive thinking, kindness and the pursuit of excellence) will be the foundation of our administration of the Code of Discipline and they will be reinforced in the character education instruction that is infused throughout the curriculum. The code will be applied consistently in an equitable and just manner in all classrooms and for all students by the principal, teachers, and other school staff to achieve the school climate, and student academic, social, and emotional performance necessary to attain the goals of the School Excellence Plan.

The staff will correct students for the purpose of building self-discipline, using active listening and conflict resolution strategies to mediate disagreements with students, parents, and colleagues. Consequences for violations of school rules will be proportionate to the infraction and the frequency of it. The Discipline Code will be developed to include penalties for:

<ul style="list-style-type: none"> • Cutting class/leaving school grounds without permission/truancy • Defacing school property • Extortion/gambling • Fighting • Forgery • Bullying • Sexual harassment 	<ul style="list-style-type: none"> • Smoking • Tardiness • Theft • Threatening staff/students • Willful disobedience/disruption of classes and events, etc.
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Students not mastering the core values and moral standards taught by the staff as aligned to the Discipline Code, and who demonstrate a continuous violation of these values, will be referred to a Student Assistance Team (SAT). This team will be comprised of staff members and parents/guardians. The SAT parent/guardian member of any student whose behavior is being considered by the team will recuse him/herself. The SAT team will assess and make recommendations for behavioral amendment and monitor the student's progress.

See Attachment P DRAFT Discipline Code

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

Serious violations of the Code of Discipline, including but not limited to arson, attacking school personnel/assault and battery, drug possession/use/trafficking/or being under the influence, alcohol possession /use/trafficking or being under the influence, false fire alarms, firearms/dangerous weapons or instruments, hacking school databases/defying firewalls, and trespassing/unauthorized inter-school trespassing, may result in suspension or expulsion. All suspensions and expulsions of students will be done in accordance with the procedures contained in Chapter 12 of Title 22 of the Pennsylvania Code.

Suspended regular and special education students will receive full-time alternative instruction during the period when they are out of school. Expelled regular and special education students will receive full-time alternative instruction until the time they enroll in another school, or until the end of the school year, whichever comes first. This alternative instruction will be sufficient to enable students to make adequate academic progress. Appropriate, least restrictive environment alternative instruction programs will be found and financed by the charter school for students who have been expelled.

Any suspended or expelled student will be afforded due process as described below. We will report all incidents of weapon possession to local law enforcement officials and expulsions for weapons possession to the Pennsylvania Department of Education by completing the Violence and Weapons Possession Report as per the law. Additionally, information on suspensions or expulsions for weapons possession or for any other reason will be included in the student's record.

Procedures for Suspending and Expelling Students with Disabilities:

With respect to suspending and expelling special education students, our Code of Discipline will include procedures to comply with federal laws and with Chapter 711 of the State Board of Education Regulations pertaining to the discipline of students with disabilities. Specifically, the Code of Discipline will indicate that changes in placement for more than 10 consecutive school

days in a school year or a series of removals that may constitute a “pattern of removals” of more than 15 consecutive school days (or any exclusion of a child with mental retardation) are considered to be changes in placement, and that before such exclusions can occur, a Notice of Educational Placement (NOREP) must be issued. If the child’s placement is changed for disciplinary reasons, the IEP team will meet within 10 school days to review the IEP and decide if it is appropriate and contains an appropriate plan that addresses the child’s problem behaviors. If such a plan is not included in the child’s IEP, a functional behavioral assessment will be conducted and a behavior plan developed.

In addition, within 10 school days after the decision to take disciplinary action that results in a change of placement, a manifestation determination will be conducted to decide if the child’s behavior was caused by the child’s disability, was in direct and substantial relationship to the child’s disability, or was a direct result of the schools’ failure to implement the child’s IEP. Children will not be disciplined for behavior that is determined to have been a manifestation of their disability.

The Code of Discipline will reflect that the school is permitted to remove a child with a disability to an alternative educational setting for not more than 45 school days without regard to whether the child’s behavior was a manifestation of the child’s disability, if the child carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance or has inflicted serious bodily injury upon another person while at the school. The manifestation determination will take place within 10 days of any unilateral placement.

Similar protections will be provided to students who are thought to be eligible for special education services or students who have a Section 504 Plan.

The school is aware that it must continue to provide a child with a disability a Free and Appropriate Public education during and after the discipline process. Parents will be provided with the required Procedural Safeguards Notice during each step of the process so that they are aware of their due process rights.

The alternative education program will meet and deliver the following criteria:

- Maximum student-teacher ratio of 10:1
- An Individualized Program Plan (IPP) for each general education student will be developed by a multidisciplinary team of professionals familiar with the student and will identify the appropriate instructional and support for addressing student’s needs. The team will review and revise, when needed the IPP. The student’s parents/guardian will be informed of the revisions to the IPP.

- The IPP will be implemented 30 calendar days of the student's placement in the alternative education program.
- For a student with a disability, the alternative education program will be consistent with the student's Individualized Education Program (IEP).
- Individualized instruction to students will address the Pennsylvania Academic Standards.
- The teacher providing instruction will be appropriately certified for the subject and grade level of the student
- Compliance with attendance policies will apply.

If placement in an alternative education program is not available, the student will be provided home instruction until placement is available. Home instruction will be provided at the student's home or other suitable out of school setting no later than five school days after the student leaves the general education program. The following minimum standards will be met:

- The charter school will develop an Individualized Program Plan (IPP) for delivery of instruction and maintain
- An Individualized Program Plan (IPP) for each general education student will be developed by a multidisciplinary team of professionals familiar with the student and parent to identify the appropriate instructional and support for addressing student's needs. The team will review and revise, when needed the IPP. The student's parents/guardian will be informed of the revisions to the IPP.
- The teacher providing instruction will be appropriately certified for the subject and grade level of the student.
- One-on-one instruction will be provided for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.
- For a student with disabilities, the home instruction will be consistent with the student's Individualized Education Plan (IEP) and meet the Pennsylvania Academic Standards.
- A parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Due Process Procedures for All Students

Due process procedures shall be set forth for all disciplinary action for all students, both those in regular and special education programs as follows: Our charter school will provide due process as a primary right to all students. Due process will be delivered prior to any and all consequences or choice of actions being provided to the student. The following due process laws will guide all decisions in regard to student discipline and expulsion.

As required by 22 PA Code 12.3, the school governing board will adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities. This conduct code will be published and distributed to students and parents or guardians and will also be available on our charter school's website and in the school library.²² Included in the student code of conduct, the governing board will define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by 22 Pa. Code 711.61 (relating to disciplinary placements) and 34 CFR 300.519--300.529 (relating to discipline procedures).²³

In the Fourteenth Amendment to the United States Constitution it states "...nor shall any State deprive any person of life, liberty, or property, without due process of law..." Students have both a liberty right and a property right. A student has a liberty right to a good reputation so any action that would stigmatize a student interferes with this liberty interest. The property right of a student is the expectation of an education, which is established by state law, so any action that would alter this expectation interferes with this property right. For example, if a student were to be expelled both a liberty interest related to reputation and a property interest associated with entitlement to schooling would be involved. The state can suspend or expel a student, but since both liberty and property interests are involved, the U.S. Constitution requires that the student be given due process before being suspended or expelled. The type of process, which is due, is determined by state law²⁴ as per Section 1318 of the Pennsylvania School Code which states:

"Every teacher or principal in charge of a public school may temporarily suspend any pupil on account of disobedience or misconduct, and any teacher or principal suspending any pupil shall promptly notify the district superintendent or secretary of the board of school directors. The board may, after a proper hearing, suspend such child for such time as it may determine, or may permanently expel him. Such hearings, suspension or expulsion may be delegated to a duly authorized committee of the board, or to a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the board."

The combination of deprivation of liberty and of property determines the process which is due for each type of deprivation, so generally speaking, the greater the deprivation, the greater the process that is due. Basic information concerning due process issues regarding suspension and expulsion of a non-exceptional student is presented in the table below.

²²

http://www.bucknell.edu/Academics/Academic_Offices_Resources/PA_School_Law/Students/Suspension_nonexceptional/Pa_Code_12.3.html

²³

http://www.bucknell.edu/Academics/Academic_Offices_Resources/PA_School_Law/Students/Suspension_nonexceptional/Pa_Code_12.6.html

²⁴ http://www.departments.bucknell.edu/edu/ed370/student_due_process.html

ACTION	BY WHOM	DUE PROCESS
Suspension less than 3 school days	Principal or person in charge of the school	Student must be informed of the reasons and given an opportunity to respond; parents and Board president shall be notified immediately in writing
Suspension exceeding 3 school days up to 10 days (or more than 10 days if pending expulsion)	Principal or person in charge of the school	Informal Hearing consistent with Sect. 12.8(c) of the regulations of the State Board of Education in 22 Pa Code
Expulsion Exclusion from school for more than 10 school days May be permanent expulsion from the school rolls	Board of school directors	Formal Hearing consistent with Sect. 12.8(b) of the regulations of the State Board of Education in 22 Pa Code. The hearing can be held before the entire board, an authorized committee of the board, or a hearing examiner appointed by the board, <u>but</u> a majority vote of the entire board is required to expel a student.

Informal hearings will be conducted within the first 5 days of the suspension as required by 22 Px. Code 12.8(c)(2)(v). The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for the student, their parents or guardians and school officials to discuss ways by which future offenses might be avoided. The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents/guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his/her own behalf.
- The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

In a case involving a possible expulsion, the student is entitled to a formal hearing. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. First, notification of the charges shall be sent to the student's parents or guardians by certified mail. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension. The hearing shall be held in private unless the student or parent requests a public hearing. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined. The student also has the right to testify and present witnesses on his own behalf. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.²⁵ However, a student may not be excluded from school for longer than 15 days without a formal hearing unless mutually agreed upon by both parties.

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

With respect to attendance, our charter school will work with our students' resident school district(s) to observe compulsory attendance laws in accordance with the Public School Code. We will report to the student's school district of residence the unexcused absence of three days or more of any student so that appropriate officials there can follow-up the situation as per the law. We will maintain open communication with the appropriate district official to be informed about the actions taken.

See Attachment Q DRAFT Attendance Policy

²⁵ The provisions of this § 12.8 amended February 17, 1984, effective February 18, 1984, 14 Pa.B. 520; amended December 2, 2005, effective December 3, 2005, 35 Pa.B. 6510, 6658.

5. TRANSPORTATION

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

The Penn Hill Public Schools will transport students from the district schools to and from school per Pennsylvania Charter School Law using the same regulations that apply to transporting students who attend its schools. City students living more than an mile and a half from our charter school or who live closer to the school but have to cross a route deemed as hazardous will be transported by the Penn Hill Public Schools to and from our charter school. Students who are enrolled in a Charter School from a district other than the Penn Hill Public Schools will be provided transportation by their home districts if the boundaries of the district are not more than 10 miles away by the nearest public highway.

Our charter school principal and office administrator will be responsible to provide necessary data with appropriate staff of Penn Hill Public Schools and other school districts to provide transportation to our students. We recognize that the routes developed for our charter school students will include accommodating students from the traditional public schools and from non-public schools as well. It will be the responsibility of the school districts to determine routes and schedules.

In order to ensure the safety of our students, all bus drivers will be required to have the state mandated documents and clearances²⁶:

- Commercial Driver's License
- Commonwealth of Pennsylvania School Bus Driver's Physical Examination Form
- Pennsylvania School Bus Endorsement
- Criminal Record Check
- Pennsylvania Child Abuse History Clearance

The charter school maintains the same high expectations for student behavior on its transportation as it does within the school building. School bus drivers will be required to uphold the behavior outlined in the PENNDOT Driver and Vehicle Services – School Bus Driver's Manual²⁷. Additionally, drivers are required to communicate any student behavior problems with school administrators who will discipline students and communicate with families regarding the behavior. A student with an aggravated offense or repeated offenses may be

²⁶ http://www.dot10.state.pa.us/pdotforms/schoolbus_manual/chapter_a.pdf

²⁷ http://www.dot4.state.pa.us/drivers_manual/schoolbus_manual.shtml

suspended from school provided transportation. Bus drivers will be informed of all policies and procedures for student transportation as contained in the PENNDOT manual cited above and will be accountable for adherence to each. Families will be able to communicate transportation complaints to the school administration in the case of immediate need or to the school Board of Trustees via the Advisory Grievance Committee for more general concerns.

A specific location for school bus pick-ups and drop-offs will be determined. A different location on the school property has been determined for family vehicles to pick-up and drop-off students will be determined as well. This will minimize congestion and enhance student safety and relationships with school neighbors. Crossing guards will be provided for our walking students as deemed necessary by Penn Hill Public School/Township of Penn Hill regulations.

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

Our Charter School will provide students with an extended school day and an extended school year. The Penn Hill Public Schools will provide students with transportation for the extended school day. They will also provide our charter school students with transportation for the extended school year as per the requirement under Section 1726-A of the Charter School Law.

The Charter School will be responsible and budget for transportation for field trips and after-school activities. The Charter School will contract with the Penn Hill transportation system or directly with private transportation companies to schedule buses for special events.

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.

Students who are enrolled in a Charter School from a district other than the Penn Hill Public Schools will be provided transportation by their home districts if the boundaries of the district are not more than 10 miles away by the nearest public highway.

Our charter school principal and office administrator will be responsible to provide necessary data with appropriate staff of Penn Hill Public Schools and other school districts to provide transportation to our students. We recognize that the routes developed for our charter school students will include accommodating students from the traditional public schools and from non-public schools as well. It will be the responsibility of the school districts to determine routes and schedules.

6. FOOD SERVICE

A. Describe the food service plan of the school.

Food Services Plan

The Charter School will maintain the highest standards for healthy student food aligned with the goals in our charter school's SEP. We will establish a food service policy as part of our School Wellness Plan that is aligned to all policies and procedures required of federal, state, and local regulation. An overview of these follows.

Our food service program will operate within the parameters of Public Law 108-265, the Federal Child Nutrition and School Lunch Reauthorization Act of 2004. Therefore, our charter school's Wellness Plan will contain provisions for the following regulations as they relate to the food service program:

- Inclusion of goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate
- Inclusion of nutrition guidelines selected by the local education agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity
- Provision of assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to established federal regulations
- Establishment of a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local education agency or at each school as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.
- Involvement of parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy

Additional requirements at the state level that are anticipated include House Bills 185 and 191 regarding student health and nutrition issues. These requirements of these bills, if adopted as law, will be included in our food service program policy. They may result in the following requirements:

- Regulation of contracts for the sale of food and beverages sold in competition to a school's cafeteria
- Requirement for school districts to establish advisory health councils to assist with developing a health and wellness plan. Councils would address issues related to physical

education, health education curriculum, the nutritional value of food and beverages sold in the district, and more

- Establishment of the executive team of Pennsylvania Advocates for Nutrition and Advocacy (PANA) as the Pennsylvania Child Health and Nutrition Advisory Committee, As such, the advisory committee would draft a state-wide child health and nutrition plan and advise state authorities on issues related to child obesity and related illnesses.

Local requirements that will be included in our charter school Wellness Plan will be reflective of a holistic approach to education, including:

- Steps toward food grown from a student-run organic farm on the school campus and consumed by school students.
- Physical activities that encourage students to explore their environment and expose them to new environments.
- Involvement of families and school staff in wellness education and activities.

Students will be provided with breakfast and lunch daily as required by Title I law.

In order to provide food service aligned with our policies, we will prepare a Request for Proposal (RFP) for prospective vendors, including the Penn Hill Public Schools. Each RFP will be assessed by the School Board of Trustees to determine the vendor who can best meet the local, state, and federal food service regulations while providing the highest quality nutritional foods.

The Charter School breakfast will cost students \$1.25 and lunch will cost \$1.50. These amounts are consistent with Penn Hill Public Schools food costs. Families will have the choice to apply for the federal free or reduced lunch program offered by Title I. Title I funding will help to offset the food service costs and will ensure that all students receive a healthy meal. Cash management for food services will be addressed in the same manner as outlined in Part V, Section a (Budget and Fiscal Operations) and will be the responsibility of the Food Service Coordinator.

The charter school lunch period will be 40 minutes, during which time recess will be included. Our charter school agrees to comply with all district health and safety requirements for the school district and to meet or exceed all federal food handling procedure requirements.

A Food Service Coordinator, who will be supervised by the principal, will be hired to manage food services. The Coordinator will be responsible for procuring meals and approving food service invoices for payment. He/she will be assigned a supplemental fund for this purpose. School staff members and school volunteers will be responsible for cafeteria supervision on a rotating basis.

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

The Penn Hills Charter School of Entrepreneurship will participate in and adhere to all guidelines and associated with the Federal National School Lunch and Breakfast Program. Eligibility will be determined through free and reduced lunch applications issued through the state.

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.

The Board and the principal will be assisted in the work to plan our charter school and get it up and running by September, 2011 by Imagine Schools, Inc. regional staff, including a Regional Educational Director, Mrs. Angelina Chiaravalloti, resume in **ATTACHMENT L** to be identified, Mrs. Carole Zimos, the Regional Operations Manager, Mr. Samuel Howard, the regional Vice President and Regional Director other staff as identified in this charter application. The resume of Mr. Howard is in **ATTACHMENT L**. These Imagine Schools staff will ensure that the resources from this national charter school operating company as stated in the operating agreement will be made available to the school at appropriate junctures during the planning period.

A timeline for activities related to planning the school during the period October 2010 to August, 2011 so that it can be operational for the 2011-2012 school year follows:

Pre-Operations Timelines (DRAFT)

October 2010-December 2010

- Apply for tax exemption
- Set up website for school
- Submit application to the district
- Work on preparing for hearings
- Continue networking process
- Develop internal controls & fiscal policies
- Public Hearings to be held at Penn Hill School District

January – February 2011

- Continue developing website
- Continue reaching out to community and school district
- Receive charter from district

March – April 2011

- Begin renovation work to bring facility into compliance with ADA requirements
- Recruit and hire the principal and administrative staff
- Apply for 5013C status to obtain the Certificate of Incorporation and Federal Identification Number for the school
- The charter school's incorporated name will be "The Penn Hills Charter School of Entrepreneurship"
- Apply for all relevant grants and loans
- Formalize agreements with potential affiliations
- Formalize contract with communications and marketing firm to design enrollment recruitment campaign
- Begin enrollment recruitment by conducting community orientation sessions
- Record student applications/parent/guardian signed contracts
- Continue open enrollment as long as there is available space
- Enroll students
- Conduct lottery, notify student candidates, establish waiting lists, if needed
- Develop personnel procedures
- Notify school districts of residence of admitted students and obtain their records
- Adopt policy manual and Board by-laws
- Review a draft of the facility lease with Imagine Schools
- Sign the operating agreement with Imagine Schools, Inc.
- Notify district boards of student transportation needs, if applicable
- Begin to design the summer staff development programs
- Work on developing the snack and lunch programs
- Begin development of a plan to engage community partners in the school program
- Order financial, purchasing, student information, and assessment software

May – June, 2011

- Finish renovation work to bring the facility into compliance with ADA requirements
- Continue and conclude open enrollment recruitment if necessary
- Conduct lottery, notify student candidates, establish waiting lists, if necessary
- Hire teachers, assistant aides, nurses and support staff
- Establish financial and purchasing procedures including internal controls, accounts payable purchase order and voucher systems
- Order all necessary curriculum, technology, books, supplies, software, furniture etc.
- Design the after-school program
- Finalize the summer professional development program
- Continue to engage community partners in the school program

July – August 2011

- Adopt a budget for the 2011-2012 school year based on the most current student enrollment count
- Develop the first year School Excellence Plan; include NCLB AYP and other goals.
- Finalize the development of the after-school program
- Ensure all equipment, furniture and instructional materials and supplies are in place for the start of school
- Submit all documents required by the State department of education prior to the opening of the school: e.g. certificate of occupancy, sanitary inspection report, fire inspection report, licenses of administrators, teachers, and professional support staff
- Conduct the summer professional development program for teachers, community partners and other staff

This sentence provides assurance that the key personnel cited above have the passion, will and time to commit to a planning process that will result in the birth of an exceptional charter school.

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.

The Penn Hills School of Entrepreneurship understands and appreciates that safety of our students, staff and the community is paramount. We certify that the school will comply with all applicable safety requirements including those to demonstrate the structural soundness of the school. This will include inspection by the local building inspector and the local fire safety officer as required by state and local law. We will also seek approval for use of any explosives or flammable compounds or liquids in connection with courses taught at the school. We will comply with all federal, state and local health and safety laws and regulations. We understand that we will need to obtain a certificate of occupancy prior to the opening of the school

9. SCHOOL HEALTH SERVICES

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

The Penn Hills Charter School of Entrepreneurship will be hiring a full time nurse. The nurse's duties will include but not be limited to providing all health services as mandated under Article XIV of the Public School Code. The nurse will maintain all students' health records and immunization records, conduct in-service training for staff, conduct annual screening of height, weight, vision, and hearing, and recommend relevant policies to the administration and the Board of Trustees.

See Attachment N for Staff Qualifications & Responsibility

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

No medication will be administered to pupils in school except by the School Nurse or another registered nurse, acting on a written order from the pupil's private physician or the school medical inspector. A parent or legal guardian may administer medication to their child in accord with their rights as parents or guardians provided it is administered in accordance with rules established by the Principal or the School Nurse. A written request by the parent/guardian for the administration of medication at school must be provided to the School Nurse. Medication must be delivered to the School Nurse by the pupil's parent or legal guardian. The medication must be brought to the School Nurse in the original container labeled by the pharmacy or physician.

When medications are to be administered by the School Nurse, written orders signed by the pupil's private physician must be provided stating the name of the medication, the purpose of its administration to the specific pupil for whom it is intended, its proper timing and dosage, its possible side effects, and the time when its use will be discontinued. In the case of the use of an epi-pen, written orders by a physician or an advanced practice nurse for the use of an epi-pen stating the pupil requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication shall be provided to the School Nurse. Medication no longer required must be promptly removed by the parent or legal guardian.

Documentations

The School Nurse will document each instance when they administer medication to a pupil. Pupils self-administering medication shall report each incident to a teacher, coach or other individual designated by the school district to be in charge of the pupil during school activities. The School Nurse will preserve records and documentation regarding the administration of medication in the pupil's health file.

Attachment

A

The MicroSociety Classroom

The MicroSociety Classroom

Research-based Achievement Strategies Supported by *MicroSociety* Philosophy and Principles

CLASSROOM PRACTICE	MICRO FOUNDATION
<p>1. Authentic Experiences</p> <ul style="list-style-type: none"> • Engage students in learning where they can generate and test hypotheses and do real problem-solving. • Favor learning-by-doing and generating and testing hypotheses. • Use real, tangible materials: manipulatives for science and math, artifacts, “real” books and primary sources rather than synthetic texts found in basal publishers. • Use “writers’ workshops” where students participate as authors in the craft of writing. Invite in experts so children can interact with them. • Follow news and current events, discuss societal happenings. • Tap into prior knowledge/experiences through discussion and application. • Have one-on-one conferences and student-led conferences. • Hold frequent performances and exhibits for outside audiences. • Encourage HEART projects. 	<p>Participating in a society of their own making IS an authentic experience for students – they are shaping their own culture! In addition they have meaningful contact with working adults.</p>
<p>2. Goal Setting</p> <ul style="list-style-type: none"> • Set goals, but make them broad enough that students can use them as a basis for setting their own personal goals and objectives. • Help students to personalize goals by using sentence stems such as “I want to know...” or “I want to know more about...” and know how to generate feedback • Initiate student contracts – these give students even more choice in what direction (within the context set by the teacher) their learning will take. • Use goals to create action plans. 	<p>Setting personal goals is an essential element of Micro; these may be goals for personal growth or statements of professional and intellectual aspirations. The Action Planning that we recommend has its basis in goals.</p>
<p>3. Integrated Curriculum</p> <ul style="list-style-type: none"> • Give students a voice or choice in developing questions, setting objectives, gathering information -- generally sharing in the whole process. • Begin with the state standards and get student input. • Use KWL charts (What do you Know? Want to know? Have you Learned?). • Build broad themes based on student interests and concerns. • Help students identify similarities and differences, make connections to authentic experiences, and practice their skills in finding, taking notes, summarizing, and sharing information in the context of thematic learning and Micro jobs. 	<p>Students need to reflect on and understand the interdependent nature of the world – not discrete, segregated segments. The whole is more than the sum of its parts (Stone Soup). Students must take responsibility for their own learning.</p>
<p>4. Practice and Application</p> <ul style="list-style-type: none"> • Practicing appropriate skills and applying knowledge by transfer in student venture and agency jobs is the ideal way to accomplish this. • Using small group work and projects that require authentic use of these skills are both effective. • Assign only homework that is focused and to which you supply feedback. 	<p>Applying knowledge and practicing skills in a <u>meaningful</u> context is a key to long-term learning.</p>
<p>5. Questions and Cues</p> <ul style="list-style-type: none"> • Ask questions that help students gain a deeper understanding of what is important – don’t focus on what seems interesting or unusual; the more they know about the subject, the more interested they will become. Help them identify similarities and differences. • Ask higher level questions, not only factual recall. Pausing for several seconds before calling for student response will give less superficial answers. • Set the stage for learning with questions and cues to help direct thinking. • Use advance organizers – especially if information is not well-organized. 	<p>Students must take responsibility for their own on-going learning; in order to do this they must learn how to think – first by answering questions that lead to higher order thinking, then by learning to ask the questions themselves.</p>

<p>6. Reflective Assessment and Feedback</p> <ul style="list-style-type: none"> • Use observation, interviews and conferences, questionnaires and surveys, collections of work (as in portfolios) and rubrics with clearly-defined criteria. • Teach students how to assess their own work and that of their peers. • Encourage them to see themselves as continuous learners who set goals, monitor and adjust, and move forward. • Help them to use metacognition and find the ways that they learn best. • Use assessment more to guide instruction (formative) than for summative purposes. • Provide specific, corrective, and timely feedback to students. 	<p>Students must take responsibility for their own on-going learning; in order to do this they must learn how to identify quality work and reflect on how their work measures up to the criteria. Reflection and processing of knowledge are elemental to understanding, retention, and transfer.</p>
<p>7. Reinforcement and Recognition</p> <ul style="list-style-type: none"> • Purposefully teach students that increased effort yields increased results. • Reward when it is dependent on some specific criteria or standard of performance (not subjective) – using concrete incentives is acceptable if used in this way. • Use the pause, prompt, praise technique. • Give verbal praise for specific accomplishments – make sure it is not too general in nature. • Celebrate successes together. 	<p>Learning thrives when the emotions are engaged and there is a balance of extrinsic and intrinsic rewards and recognition – essentials for motivation.</p>
<p>8. Small Group Work</p> <ul style="list-style-type: none"> • Stimulate the growth of social skills, leadership, individual and group accountability, communication skills, trust, and appreciation of others through collaborative and interdependent group work. • Use a variety of group work -- everything from buddy reading to peer response and editing in writers' workshop to structured long-term cooperative learning. Small group work should not be used to the extent that it excludes all large group and individual work. 	<p>We must multiply the ways for students to succeed – being part of a small group offers additional opportunities for leadership as well as tapping into each student's strengths.</p>
<p>9. Thinking and Imaging "Tools"</p> <ul style="list-style-type: none"> • Use graphic organizers of all kinds, especially important are those used to identify similarities and differences. • Create physical models. (nonlinguistic representation) • Use guided imagery to paint mental pictures. • Draw pictures. (nonlinguistic representation) • Tap into creative drama, role-playing and other kinesthetic activity. • Write as a process for thinking rather than as just a polished product/end in itself; this takes the form of journals, notes, and combinations with nonlinguistic representation such as cartoons, maps, and graphic organizers. 	<p>We must multiply the ways for students to succeed – to do this we need to address the multiple intelligences and varied learning styles.</p>

References:

Best Practice for Teaching and Learning in America's Schools, Second Edition, Steven Zemelman, Harvey Daniels, Arthur Hyde, 1998, ISBN 0-325-00091-3

Classroom Instruction that Works, Robert J. Marzano, Debra J. Pickering, Jane E. Pollock, 2001, ISBN 0-87120-504-1

Handbook of Research on Improving Student Achievement, Gordon Cawelti, editor, Educational Research Service, 1999.

MicroSociety Handbook, Carolynn King Richmond, George Richmond, 1996.

Attachment

B

Process to Determine Eligibility for Special Education and Related Services

ATTACHMENT A

The processes we will use to determine eligibility for special education and related services will include the following:

Referral

Parents and school staff may refer students for evaluation for eligibility for special education services. If the identification process for kindergarten and transfer students indicates a possible disability, the regular classroom teacher or other personnel or parent/guardian will submit the name of the child to the principal for referral for evaluation or other appropriate services. The referral of a child for an evaluation for possible placement in a special education program will be made under the direction of the principal after documenting that the parent/guardian has received written information pertaining to rights regarding comprehensive evaluation, and following receipt of the written consent of the parent. The written request for the parent's/guardian's permission to evaluate will be in the primary language of the home.

In the event that a parent or guardian of a student should issue a complaint with respect to any matter relating to the identification, evaluation, or educational placement of the student that results in a hearing and appeal, the charter school's legal counsel will represent the school during the proceedings.

Identification

Our charter school plans to create public awareness of special education opportunities and will advise staff and parents/guardians of the rights of children with disabilities. Written notices to staff and parents will describe special education services and procedures and will be disseminated to assure that information regarding the rights of children with disabilities is made available in language and phraseology which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background. We will document our annual efforts to create public awareness of special education and to inform staff and parents/guardians of the rights of children with disabilities. Chapter 14.102.

In compliance with state department of education interpretation of the administrative code on special education, the school will provide educational and related services to students identified as having educationally disabling conditions as defined in federal and state law.

Screening as per PA 14.122

1. Prior to referral for a special education class, the school administrator and staff will establish a system of screening which will include early intervention services such as:
 - a. Peer support for teachers and other staff members to assist them in effectively working with students in general education curriculum.
2. The screening process must include:
 - a. Hearing and vision screening in accordance with section 1402 of the School Code (24 P.S. 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education
3. Screening will be held at intervals to establish whether students are performing based on grade –appropriate standards in core academic subjects.
 - a. The school will develop a program of early intervening services (34 CFR 300.646) (b) (2). The intervention services will include:
 - i. Verification that the student received appropriate instruction in reading and appropriate instruction in math
 - ii. For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty
 - iii. A research-based intervention to increase the student's rate of learning or behavior change
 - iv. Monitoring of student progress during interventions
 - v. Determination as to whether the student's difficulties are the result of instruction or limited English proficiency
 - vi. Documentation that information about the student's progress was periodically provided to the student's parents.

When it is determined those interventions in the general education program have not adequately addressed the educational difficulties and it is believed that a student may be disabled, the student will be referred for evaluation to determine eligibility for special education programs.

The Penn Hills Charter School of Entrepreneurship shall develop written policies and procedures to identify students who may be in need of, or qualify for special education services. A determination whether or not to conduct an evaluation to determine eligibility for services will include documentation that the nature of the student's educational problem(s) is such that evaluation to determine eligibility for services under Chapter 14 PA Regulations is warranted without delay.

Evaluation (*PA Regulations Chapter 14.123*)

- A. **Initial Evaluation:** After informed written consent of a parent/guardian has been obtained, the student will be referred to the IEP Team for evaluation. This initial assessment will serve to determine whether the student meets the criteria for gifted

education or for disability in accordance with the Individuals with Disabilities Education Act Amendments. We will use guidelines prepared to supplement the 22 Pa. Code Chapter 16: Special Education for determining disabilities, act in accordance with the Individuals with Disabilities Education Act Amendments.

- B. ***IEP Team:*** As per PA Regulations Chapter 14.123, a group of qualified professionals will review the evaluation materials to determine whether the child is a child with a disability.
1. IEP goals and objectives will be tied to the assessment anchors/general education curriculum as well as to students' individually identified needs
 2. When evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury a certified school psychologist shall be included. The initial evaluation must be completed and a copy of the report to be had by the parent within 60 days after it receives written consent by the parent (34 CFR 300.301).
 3. Parents may request an evaluation at any time in writing. If the request is made by a teacher or administrator of the school, that individual will provide a copy of the permission to evaluate form to the parents within 10 calendar days of the request.
 4. Unless waived by the parent in writing, copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting.

C. ***Reevaluation: (PA Regulations Chapter 14.124)***

A group of qualified professionals will review the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.303.

- When evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury a certified school psychologist shall be included. The reevaluation timeline will be 60 calendar days (34 CFR 300.301).
- The school will ensure that the reevaluation of each child with a disability will be conducted in accordance with 34 CFR 304 through 300.311.
- If the school determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrants a reevaluation
- If the parent or teacher requests a reevaluation

A reevaluation will occur not more than once a year unless the school or parent requests it. A reevaluation will be conducted every three years for students with disabilities and every two years for students with disabilities who are identified as mentally retarded, as mandated by law. occurred since the last evaluation and testing.

Parents will be notified regarding both the annual and triennial evaluations and be invited to attend these reviews in conjunction with the staff.

Individualized Educational Program

The IEP as written by the IEP Team for each child will include a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which a child with a disability will be able to participate in regular education programs and be able to participate with non-disabled children in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

Procedural Safeguards Notice

We will provide a copy of the procedural safeguards to the parents/guardians of a child upon initial referral for evaluation, each notification of an IEP meeting, re-evaluation of the child, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. parental due process, prior written notice; consent of a parent/guardian; access to educational records; opportunity to present complaints to initiate due process hearings; and child's placement during a due process hearings).

Procedural Safeguards

With respect to procedural safeguards, our charter school will convene a pre-hearing conference within ten days after a parent/guardian request to discuss disapproval of our proposed action or our refusal to act. The principal shall chair the pre-hearing meeting with the IEP Team members present. If the pre-hearing results in an agreement, then the provisions of the IEP shall be applied.

If the pre-hearing conference does not result in an agreement, or if a parent/guardian gives certified notice not to approve the identification, evaluation and recommended assignment, or the provision of a free appropriate public education, an impartial due process hearing will take place. Such a hearing will also take place if our school requests it because our staff has been unable to obtain parental consent for the proposed identification, evaluation, provision of a free and appropriate education, or for the proposed educational placement other than the initial placement.

The pre-hearing conference shall be conducted at a time and place reasonably convenient to the parent/guardian, oral, personal, and closed to the public unless the parent/guardian requests a public hearing. If the hearing is closed, the decision shall be treated as a record of the student and may not be available to the public. The decision of the hearing officer may be appealed to a panel of three appellate hearing officers and beyond that to a court of competent jurisdiction. The initial pre-hearing and any subsequent hearings resulting from appeals shall be conducted according to the relevant regulations and the procedures of the Office for Dispute Resolution.

Attachment
C

State Approved Home
Language Survey

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District:

Date:

School:

Student's Name:

Grade:

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English?

(Do not include languages learned in school.)

Yes No

If yes, specify the language(s): _____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended any United States school in any 3 years during his/her lifetime?

Yes No

If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form (if other than parent/guardian):

Parent/Guardian signature:

*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

*Attachment
D*

*ELL
Policy & Procedure*

BILINGUAL & ENGLISH AS A SECOND LANGUAGE EDUCATION

The Penn Hills Charter School of Entrepreneurship will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the Pennsylvania State Department of Education.

Pupils of LEP are those pupils whose native language is other than English and who have such difficulty speaking, reading, writing, or understanding the English language as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

The Penn Hills Charter School of Entrepreneurship shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include bilingual-bicultural or English As a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, (3) periodic program evaluation.

The Penn Hills Charter School of Entrepreneurship shall include provisions for the LEP programs in its Strategic Plan

The Penn Hills Charter School of Entrepreneurship shall include provisions for the LEP professional education for ESL teachers, classroom teachers of LEP students and new teachers in its professional development plan.

The Penn Hills Charter School of Entrepreneurship will conduct a screening process to determine the native language of each pupil who enters the school district. The Home Language Survey shall be completed for every student in the school and filed in the student's permanent record folder through graduation. The English language proficiency of each pupil whose native language is not English shall be determined by a review process that considers the results of an English language proficiency test, the pupil's level of reading in English, the pupil's previous academic performance, the results of standardized tests in English, and the reports of teachers responsible for the pupil's education.

Program Implementation

The Principal or designee shall implement and supervise an ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual program compliance.

The Principal or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program:

1. Program goals
2. Student enrollment procedures (i.e., Home Language Survey)
3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting.
4. Accommodations for English Language Learners (ELL) in the classroom
5. Grading policies
6. List of resources including support agencies and interpreters

LEP students shall be enrolled upon presentation of a local address and proof of immunization.

The ESL/Bilingual program shall be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of academic standards.

A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL program.

Instructional resources shall be comparable to the resources provided other core academic subjects.

The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.

The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

References:

A Guidebook for Planning Programs for English Language Learners

Authority Title 22 Sec 4.26

Castaneda v. Pickard

Title 22 Sec. 4.13

Title 22 Sec. 4.13 (c) (7) 24 P.S. 12-1205.1 and 49.16-17;

Proficiency (LEP) and English Language Learners (ELL)

Delegation of Responsibility

Fourteenth Amendment Plyler v. Doe, 1982

Lau v. Nichols, 1974

Castaneda v. Pickard, 1974

Equal Education Act of 1974

*Attachment
E*

*Curriculum
Implementation
Guidelines and
Interventions*

Literacy

LANGUAGE ARTS LITERACY IMPLEMENTATION GUIDELINES

CURRICULUM IMPLEMENTATION

1. Language Arts Literacy curriculum guides should be in the possession of every teacher.
 - a. The Language Arts Literacy curriculum guide provides the standards, goals, and objectives which correlate to the Pennsylvania State Academic Standards, Pennsylvania Literacy Frameworks, the Assessment Anchors, and PSSA.
 - b. The curriculum guide should be used when planning instruction. The textbook and supplementary materials should be utilized as resources to support the objectives listed in the guide.

TEXTBOOK ADOPTION

Grades K-5: Harcourt

1. Grades 6-8 Holt, Rhinehart & Winston's Elements of Literature and Great Source

NOTEBOOKS/JOURNALS

1. Students in Grades K-8 are expected to maintain a notebook that they write in each day.
2. Student writing is to be kept in notebooks and/or in folders for works in progress, in a portfolio for finished products, and in the classroom library for published works.
3. Rubrics must be available.
4. Note the dialogic journals have the strongest research base in support of their use in promoting student achievement.
5. Progressive writing walls represent the public evidence for data represented on assessment walls.

HOMEWORK POLICY

1. It is the school policy to assign Language Arts Literacy homework daily.
2. Homework assignments in reading and writing must be developmentally appropriate.
3. Homework will be based on on-going student analysis of academic needs.
4. Textbooks, novels, and trade books are an integral component of homework.

5. Students will be encouraged to read a minimum of twenty-five books each school year.
6. The school will provide a list of summer reading for students. It is suggested that students have the opportunity and responsibility to complete a summer book project at the commencement of each school year.

LANGUAGE ARTS LITERACY ASSESSMENTS

1. Kindergarten through grade 3 will utilize DIBELS.
2. Anchors will be adopted from the State Anchor system in Language Arts that will establish benchmark and standards-based unit assessments.
3. The Imagine Writes assessment will be administered at the end of each marking period, approximately every nine weeks.
4. The SAT 10 will be administered in grades one through eight September and May.
5. The LAS (Language Assessment Scale) will be used for new ELL students only.
6. The WIDA Access will be administered to ESL students.
7. As per State guidelines, students will be assessed on the PSSA grades 3-8 in reading and grades 5 and 8 in writing.

*Performance Assessments: Diagnostic Cloze, Exhibitions, Miscue Analysis, Literacy Portfolio, Novels, Revising/Editing rubric.

*Teacher Constructed and Student-Based Assessment Practices: Anecdotal Records, Checklists, Conferences, Expository Retellings, Interviews, Inventories, Projects, Protocols, Quizzes, Reading/Writing Log and Rubrics.

GRADING VARIABLES: Student Achievement

A grade represents the total student academic achievement in Language Arts Literacy. The achievement requirement is based upon PA Academic Standards.

1. A minimum of nine grades per marking period is required in order to examine student progress over time.
2. Student academic achievement includes, but is not limited to:
 - a. Tests including quizzes, unit tests, mid-terms and where applicable final examinations.
 - b. Class participation, as evidenced by asking and responding to questions and offering relevant comments.

- c. Class assignments including essays, problem solving, project and skill applications.
 - d. In-class performance tasks, exhibits and demonstrations.
 - e. Homework assignments, including essays, book reviews, research reports, and multi-media projects.
 - f. Performance-based assessments/projects-based assessments/portfolios.
3. Grades in core subjects are to be determined through the use of these guidelines:
 - a. 55% of grades should be derived from assessment.
 - b. 40 % of grades should be derived from class work and participation.
 - c. 5% of grade should be derived from homework.
 4. Grading variables should reflect student responsibility factors such as **effort** (participation and work completion) and **behavior** (teamwork and resiliency).
 5. Grade delineation:
 - a. 100-90 A
 - b. 89-80 B
 - c. 79-70 C
 - d. 69-60 D
 - e. 59 and below standard

INTERVENTIONS

Interventions for struggling readers and writers include, but are not limited to:

1. Development of an individualized educational program co-signed by teacher, parent, and student.
2. After school tutoring.
3. Summer school
4. Harcourt Intervention Kit
5. Cognitive Apprenticeship Model Writing (Modeling, Coaching, Scaffolding)
6. Computer-Assisted Instruction/Writing (Word prediction, Spell-checker, Thesaurus.) Inspiration and Kidspiration which are organizational writing: <http://www.inspiration.com/home>; and <http://www.brighteye.com/texthelp.htm> a site that reads text and gives students a word predictor, homophone locator, a thesaurus, a spell checker, and a dictionary.
7. Computer Assisted Instruction/Reading (<http://www.starfall.com> phonics instruction; <http://www.readtofeed.org/competition> to read books; <http://www.autoskill.com/> continually monitors speed and accuracy; <http://disney.go.com/disneyhand/learning/readingtogether> encourages reading; and http://www.education-world.com/a_curr/curr183.shtm a on- line book incentive program.

Research-based Framework:

Grades K-3 (90 minute block)

Whole Class Instruction

- Spelling/Phonics (10 minutes)
- Shared Reading (15 minutes)
- Read Aloud (10 minutes)

Small Group Instruction

- Guided Reading/Writers Workshop (35 minutes)
- Independent Reading (10 minutes)
- Independent spelling/phonics (10 minutes)

Grades 4-8 (90 minute block)

Whole Class Instruction

- Comprehension Strategy Based Mini-Lesson (15 minutes)
- Read Aloud (10 minutes)

Small Group Instruction

- Small Group Reading/Writing (35 minutes)
- Independent Reading (15 minutes)
- Spelling/Word Study (15 minutes)

PENNSYLVANIA LITERACY STANDARDS

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Character and Function of the English language
- 1.8 Research

*Pennsylvania Kindergarten and Grades One and Two Standards will be utilized as well.

RESEARCH-BASED LITERACY

Teaching Methodology

- Make learning more activity-centered than pen and paper.
- Increase the range of literacy practices that are taught.
- Utilize creative ways to utilize video gaming.
- Utilize point form, webs, concept maps etc...
- Encourage peer evaluation to build confidence and ownership.
- Use the arts to bring literacy to life.
- Develop a resource library.

Environmental Influence

- Role models are critical in developing an appreciation for literacy both reading and writing.

LITERATURE-BASED CHARACTER EDUCATION

Carol Brennon Jenkins (author of *Inside Writing Portfolio: What We Need to Know to Access Children's Writing*) writes "First and foremost, we need stories that jar the soul. We need stories that bring us inside the human condition and inside ourselves. We need stories that allow us to learn life's enduring lessons and to move beyond ourselves".

Heartwood Literature –Based Program

- Read-Aloud literature program to convey the seven universal ethics attributes: courage, loyalty, justice, respect, hope, honesty, and love.
- A selection of multi-cultural titles utilized to allow students to make personal connections to text and connect experiences of characters to the student's own life.
- After story connections include reflective critical thinking, writing expressions, story making, researching cultures, as well as analyzing choices and actions.
- Literature availability that is reflective of characters that are presented with real world problems that they not only solve, but also develop the disposition to be active compassionate members of society. Books to be read in shared, guided, and independent reading.
- Utilization of various genres of literature to literature to provide insight into service and leadership development.
- Development of Active Research Journal, Authentic Experience Journals and "How to Step Books", as well as multi-media presentations for the Service Learning and Leadership Development library.

*K-4 suggested booklist and poetry pages

*The literature standards, as well as all pedagogical methods, are to be adhered to in all disciplines. **The Penn Hills Charter School of Entrepreneurship supports an interdisciplinary model.**

Balanced Literacy Approach K-5

A balanced literacy program consists of students and teachers engaged in the following practices:

Read-Aloud

Reading aloud is the single most influential factor in young children's success, says Regie Routman (p.32). Reading aloud:

1. Improves listening skills
2. Builds vocabulary
3. Aids reading comprehension
4. Produces a positive impact on students' attitudes toward reading

In 1983, a national commission was created to examine the United States' "cultural crisis" in reading, find its causes, and offer solutions. It was called the Commission on Reading, funded under the U.S. Department of Education, and consisted of nationally recognized experts in how children develop, how they learn language, and how they learn to read. The Commission's report, *Becoming a Nation of Readers*, stated:

- "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."
- "It is a practice that should continue throughout the grades."

According to Jim Trelease's *Read-Aloud Handbook*, (p.1) almost as big a mistake as not reading to children at all is stopping too soon. **Until about eighth grade, children listen and comprehend on a higher level than they read on.** Therefore, children can hear and understand stories that are most complicated and more interesting than anything they could read on their own. First-graders can enjoy books written on a fourth-grade level, and fifth-graders can enjoy books written on a seventh-grade reading level (p.4).

Some Suggestions for Reading Aloud to Children

(adapted from Carol Avery's *And With a Light Touch*, pp. 289-290.)

1. Introduce the book with a few brief comments- tell something about the author or why you selected this book to read, even if it's just " I've never read this book before and I'd like to know what you think of it."
2. Talk about the cover's illustrations, if applicable, the title page, and the dedication page of some books, but definitely not every book every time you read aloud.
3. Use an expressive voice that picks up the tone of the story and the voices of the characters.
4. Use timing for emphasis. Pause for listeners to digest, contemplate and consider ideas.
5. Watch expressions on listeners' faces and adjust the reading in response to the audience. Vary your approach with different readings. For example, sometimes read straight through without comment from either yourself or the listeners. Another time, pause and elicit a few responses through **open-ended questions** such as, "What do you think about that?" Sometimes share your personal responses taking care not to thwart the responses of listeners who may look to you as the authority.
6. *Invite* talk about the reading:
 - To predict, then confirm or disprove the predictions as the book unfolds
 - To make connections to other books
 - To make connections to personal experiences
 - To consider characters and what makes them tick
 - To express likes and dislikes about the books
 - To consider the author's language, style; and to not elements of writer's craft, such as a powerful lead or opening for a story; however, avoid addressing all these areas with every book

Ask questions to which you do not know the answer. Encourage *divergent thinking*. Accept all ideas expressed and demonstrate the value of everyone's contribution; however, require that children reference the text in relationship to their responses. This kind of conversation around text lays the foundation for being successful in answering **open-ended questions**.

Draw the listeners' attention to words or well-tuned phrases from the text that appeal to you and explain why you like them. Point out techniques with language or construction

that the author uses. Generally, this is best done *after* the first reading of a book. Take your time. Enjoy the reading and the talk!

Shared Reading

Shared Reading is a technique modeled after the bedtime story (Holdaway, 1979). In Shared Reading, the students and teacher read a text together. The teacher takes the lead in reading with the students following in an active way. In the primary grades, this is usually done with a Big Book, a poem card, or a text the teacher has enlarged for a particular purpose. Shared Reading is a step between reading *to* children and independent reading *by* children. Through shared Reading, students gain independence by seeing how an experienced reader, such as the teacher, reads a particular book. Enjoyment of the book, strategies in reading the book, and ways of responding to the book are all modeled for the students.

Shared Reading can take place with regular sized texts, provided the teacher and students each have individual copies. Often times the same book is read three to five times during a week. The teacher focuses on a different instructional emphasis during each reading of text.

1. Usually, during the initial reading the teacher first introduces the book and then reads the text straight through in an attempt to engage the students. The objective during the first reading is to first motivate students through the book introduction, and then to extend their interest by having them hear the entire work without many interruptions.
2. During re-readings, the students often participate in reading. Students might chime in with the teacher, or act out parts of the story while it is being read. During these re-readings, the teacher may focus on teaching students how to:
 - Sample/preview text
 - Make predictions
 - Check and confirm understanding
 - Engage students' semantic, syntactic, and/or grapho-phonemic cueing systems
 - Become aware of specific conventions of punctuation, spelling, book presentation, and layout

Shared Reading with older students provides an opportunity to make difficult texts accessible to all students in a group or class. In the intermediate and middle grades, the emphasis is on supporting students as they interpret and analyze more challenging texts. Shared Reading, with older readers, gives the teacher opportunities to provide specific instruction and support in the skills and strategies that students must master in order to extract meaning from increasingly complex text.

It should be noted that although Shared Reading is sometimes associated with the primary grades, it would benefit students in the intermediated and middle grades who experience frustration in reading various genres, particularly informational text.

Word Study

In the middle grades, students compile personal spelling lists in their writing notebooks. The teacher and student may post a “**No Excuses**” **Word Wall** for students to refer to, containing high utility words that middle school students frequently use in their writing. Mini-lessons can involve word sorts, word games and word histories. A Word Wall is a collection of words that is organized by alphabet letter and placed on display in a classroom. These are either high frequency words or are ‘exemplars’ for word solving. Exemplars are words that contain key word features or patterns that the students can use to form other words. Word Walls can be used to display high utility or high frequency words that the middle school student encounters throughout their reading. Word Walls should not be assembled as “finished products” in September, but should be selected based on the needs of the students and added one or two at a time to a classroom wall bulletin board throughout a school year.

Literacy Stations

Stations, as centers are referred to at the middle level, may include a Listening Station, a Viewing Station (which may feature book making), and a Literature Response Station, as well as activities based on a prior mini-lesson that was taught to the students. Stations should be designed to offer students a variety of response options to literature, as well as cross-curricular connections. And, it is essential that the task the students are asked to complete, be one that students can complete independently.

Guided Reading

During Guided Reading, the teacher works with a small group of students who use similar reading processes and are able to read similar levels of text with support. The goal in Guided Reading is to help students use independent reading **strategies** successfully. Teachers can use performance based and teacher constructed assessments to determine each student’s instructional level (a score of 90-94% on a running record, along with a successful retelling), a group students accordingly, and match the group with a book of their *instructional level*. **The small groups of 4 to 6 students are flexible and change with the developing needs of students as they progress along the continuum of text levels at differing rates.** Groups will form and re-form in a dynamic process during the school year as a result of ongoing teacher observations and assessments, which include reading conferences and the analyses of periodic running records.

Guided Reading provides students with a heightened learning experience by allowing teachers to work with their students at what Vygotsky called their “zone of proximal

development.” This is specific “point of need” learning zone occurs when a learner can be successful with the help of an expert other. Teachers can create this learning zone for their students when they carefully select and introduce an appropriate instructional level text, support and interact briefly with students during reading, and teach with clarity after reading. In the Vygotskyian sense, Guided Reading makes it possible to teach at the “cutting edge” of students’ understanding. A teacher’s support is light, enabling students to use problem-solving strategies to make meaning as they read a new text. In the primary grades, the increments in text levels are quite discreet and reflect students’ growth as they become active strategic readers who are able to cross-check and orchestrate their use of a cueing system (meaning, structure [syntax], and visual [grapho-phonemic]) to problem-solve “on the run.” In the intermediate and middle grades, the goal is still on “supporting students’ progress in acquiring strategies, but now the lens widens to include a focus on “reading to learn.” There are fewer discreet text levels. At this level, publishers are making available a wealth of non-fiction titles, in addition to fiction, to help students acquire the very specific skills necessary to comprehend non-fiction text.

Among the resources for teachers and schools looking to implement a Guided Reading program are:

Fountas, I.C. and G.S. Pinnell. 1996. *Guided reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Fountas, I.C. and G.S. Pinnell. 1999. *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*. Portsmouth, NH: Heinemann.

Fountas, I.C. and G.S. Pinnell. 2001. *Guided Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann.

Literature Circles/Book Clubs

Literature Circles, based on “book club” idea, are another option for small group work to be used alongside of (not instead of) Guided Reading groups. In middle grades, Literature Circles are self-selected, based on interests, and each group reads and discusses a different student-selected text. Not only do students choose the book, often from pre-selected menu of five or six titles, but also, they determine their pace and pursue their own discussion questions. Students have great autonomy and responsibility. The teacher serves as a facilitator. They decide how much to read at one time, when to meet, and fill out schedules and Literature Study Contracts. Students keep a response notebook and make daily entries, such as: questions, predictions, summaries, confusions, reactions (agree/disagree) or connections between the text and their own lives. Students bring their notebooks to meetings and each student shares something from their notebook. Everyone

must be an active participant and listen respectfully as others share their ideas and responses. The teacher evaluates students' ongoing work and a culminating project. Among the resources for teachers looking to integrate Literature Circles into Literacy block are:

Daniels, Harvey A. 1996. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, ME: Stenhouse Publishers.

Peterson, R. and M. Eeds. 1990. *Grand Conversations: Literature Groups in Action*. New York, NY: Scholastic, Inc.

Reciprocal Teaching

Reciprocal Teaching is a powerful instructional strategy based on the work of Annemarie Palincsar, from Michigan State University and Anne Brown, from the University of Illinois. This research-based small group procedure is designed to enhance students' comprehension of text. It is characterized by:

- A dialogue between students and teacher, each taking a turn in the role of dialogue leader
- "reciprocal" interactions where one person acts in response to another

Reciprocal Teaching translates the abstract processes of reading and metacognition into the four* research identified concrete strategies that good readers use most often when they read:

- **Summarizing**- This strategy provides the opportunity to identify, paraphrase, and integrate important information in the text.
- **Questioning** - When students generate questions, they first identify the kind of information that is significant enough that it could provide the substance for a question. Then they pose this information in a question form and self test to ascertain that they can indeed answer their own question.
- **Prediction**- This strategy requires the reader to hypothesize about what the author might discuss next in the text. This provides a purpose for reading: to confirm or disprove their hypotheses. An opportunity has been created for students to link the new knowledge they will encounter in the text with the knowledge they already possess. It also facilitates the use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

*Some versions include a fifth strategy- **Visualization**

During the initial phase of instruction in Reciprocal Teaching strategies, the teacher assumes primary responsibility for leading the dialogues and implementing the strategies by modeling. Later, during guided practice the teacher supports students by adjusting the demands of the task based on each student's level of proficiency. Some teachers provide index cards or bookmarks with each student's designated role (for example, Summarize) and sentence stems to help each student frame their remarks (for example, "In my own words, this is about..."). The group then silently reads designated small sections of a text- perhaps just a paragraph to begin with. At pre-determined stopping points, the teacher (and later, a student group leader) initiates the discussion, modeling one or more of the strategies, and then inviting each member of the group to participate. Roles are rotated each time the group meets. Eventually, the students learn to conduct the dialogues with little or no teacher assistance. As students become independent, they are able to individually utilize a repertoire of all four strategies in conversations around a text. At this point, the group will likely begin to resemble a Literature Circle. Now the teacher assumes the role of a coach/facilitator by providing students with evaluative information regarding their performance and prompting them to higher levels of participation. It is important to note, though, that with struggling readers, the teacher will remain a part of the group to assist and coach.

Reciprocal Teaching is a way to teach students to read for meaning and how to self-monitor for reading comprehension. This strategy may be used for any type of reading material: newspaper or magazine articles, stories, poems, content area textbook selections, etc. The skills (predicting, clarifying questioning, and summarizing) are valuable across the spectrum of printed text.

Independent Reading

Learning how to read independently and choosing to read independently are two behaviors essential for *all students*. Leslie Mandel Morrow (1991) reports that the amount of time that a student engages in independent reading is consistently related to their growth as readers. Indeed, many of us have heard the expression, "Children learn to read by reading". Students need the opportunity to practice strategies in "easy" texts. **It is in the independent (95-100%) level texts that students acquire the behaviors of fluent readers.** Students in the middle grades can have the option to read from a variety of texts, including magazines, picture books, newspapers, non-fiction texts in their area of interest, or a self-selected chapter book. When appropriate, this time can also be used to take notes or otherwise respond to small group-selected texts in their reading response notebook in preparation for Literature Circle/Book Club meetings. **One of the purposes of Independent Reading Time is to establish the lifelong habit of reading for pleasure: therefore, it is not a time to read teacher-assigned texts and respond in a**

workbook or with a worksheet. Teachers need to establish quiet area in the classroom for reading with an attractive classroom library space. It is also important to establish and maintain a routine for *uninterrupted independent reading during every school day*. Providing students with extended periods of time for sustained silent reading each day will build the stamina necessary for students to succeed with the longer passages they will be expected to read on the **GEPA and HSPT**.

Reading Workshop

Reading Workshop refers to a predictable and regularly scheduled portion of the language arts literacy block that provides time for teachers to present a mini-lesson which will introduce, model, reinforce, or demonstrate a reading comprehension strategy, a reading skill, or a classroom procedure such as a book club. **The format of Reading Workshop allows students time for independent reading and response (literature journals), in addition to establishing a structure that can include teacher read-alouds, shared reading, small group work (guided reading, literature circles & reciprocal teaching), and word study.** Since it is difficult, as well as pedagogically unsound, to present reading and writing as separate unrelated processes, many teachers prefer to combine both portions of the language arts literacy block and refer to this extended double period as Reading/Writing Workshop (see the end of the next section for a description of Writing Workshop). This block of time can also be extended to projects/investigations in Social Studies and Science as students in the middle grades now read and write to learn in these subjects.

Among the resources that address Reading Workshop are:

Keene, E.O. and S. Zimmermann. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.

Routman, R. 1988. *Transitions: From Literature to Literacy*. Portsmouth, NH: Heinemann.

Modeled Writing

In order for students to become proficient writers, they need to see teachers construct texts in front of them. Through teacher demonstrations students learn how to create a specific type of text. Simply assigning students a writing task does not provide the students with the necessary scaffolds to be successful. Instead, teachers need to explicitly show students how they would go about creating the assigned text. During a modeled writing lesson, students must be able to actually see the teacher writing. It is vital that students not just be shown a finished product, but rather that they are allowed to “eavesdrop” as their teacher thinks aloud. “Listening in” and watching as an expert models out loud his or her writing strategies such as, revising *while* writing, provides

students with the opportunity to witness authentic writing behaviors. As Donald Graves tells us, “Good Teaching involves good showing.” Modeling a variety of genres allows us to show students how we compose, as well as how we connect the events of our lives with the written word. When teachers write in front of their students, the students absorb steps in the writing process that ordinarily take years for them to understand. They also learn from their teacher’s example that writing has real purpose in our lives.

Shared Writing

In Shared Writing the teacher and the students work together to compose text. Shared Writing can cover a wide variety of topics and genres. The message, text, or story is usually related to some individual or group experience; it can also be the outgrowth of a science experiment or social studies lesson; or perhaps, a letter (invitation or thank-you); or a class might decide to write an innovation on a favorite story. The teacher elicits conversation around the text to be written and then models and demonstrates the process of putting students’ ideas into written language. The students talk and the teacher acts as scribe and is responsible for the final negotiation of the piece. Thus, the texts are much richer than what the students can write by themselves and is good material for them to read. As in Modeled Writing, the teacher continues to provide a full measure of support.

Guided Writing

In Guided Writing the teacher, as a result of observations, pulls together a small temporary group of students and teaches the craft, strategies, or skills those students need at that time; for example, paragraphing. The areas you focus on in Guided Writing are exactly the same as those you would cover in an individual writing conference with a student, except that now you are working with a small group.

Independent Writing

Students need time for Independent Writing *every day*. This writing may include entries in personal journals, letters, or projects that students are working on in writing centers. It is vital that students become aware of their own “writing territories” (area of interest) and learn to generate their own writing topics, as do real authors. To that end, the practice of keeping a Writer’s Notebook is invaluable. Students can use a Writer’s Notebook to record thoughts about their worlds; gather, and explore ideas and information; collect powerful words, phrases, and snippets of dialogue; and reread prior entries to select and expand topics which can be developed into writing projects.

Writing Workshop

Writing Workshop is a structure that supports developing student writers. It provides students with an interrelated combination of writing experiences that occur during the writing portion of the language arts/literacy block. Writing Workshop offers students a daily predictable extended block of time to do what real writers do - write. In addition to

Independent Writing, Writing Workshop can encompass configurations of Modeled Writing, Guided Writing, individual writing conferences and group sharing. **Powerful mini-lessons** provide explicit (show, don't tell) instruction of both conventions and craft as students, immersed in a community of writers, engage in the writing process. In Fountas & Pinnell, *Guiding Readers and Writers, 3-6*, they state "A mini-lesson is a short lesson focused on a specific principle or procedure. In a mini-lesson, you teach students something important about writing and demonstrate an aspect of the writing process. Effective min-lessons are interactive, with students contributing ideas and examples." Three basic kinds of min-lessons are essential to the writing workshop:

- Management mini-lessons: helps students learn the routines and procedures of writing workshop
- Strategy and Skills (conventions) mini-lessons: helps students learn how to use conventional rules for written language accurately and effectively
- Writer's Craft mini-lessons: shows students how writers work

Among the resources for teachers of writing that include information on Writing Workshop and Writer's Notebook are:

Atwell, N. 1998. *In the Middle*, 2nd edition. Portsmouth, NH: Heinemann.

Calkins, L. 1991. *Living Between the Lines*. Portsmouth, NH: Heinemann.

Calkins, L. 1994. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Fisher, B. 1995. *Thinking and Learning Together: Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann.

Fletcher, R. 1993. *What A Writer Needs*. Portsmouth, NH: Heinemann.

Fletcher, R. 1996. *A Writer's Notebook: Unlocking the Writer Within You*. New York, NY: Avon Books.

Fletcher, R. and J. Portalupi. 1998. *Craft Lessons: Teaching Writing: K through 8*. York, ME: Stenhouse.

Fletcher, R. and J. Portalupi. 2001. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.

Fountas, I.C. and G.S. Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Fountas, I.C. and G.S. Pinnell. 2001. *Guided Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann.

Graves, D. 1994. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann.

Hindley, J. 1996. *In the Company of Children*. York, ME: Stenhouse Publishers.

Lane, B. 1993. *After the END: Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann.

COMPONENTS for BUILDING a LITERACY PROGRAM

In the MIDDLE GRADES

A Sample Timetable

A timetable for a Reading and Writing Workshop that suits the particular needs of your classroom needs to be established at the beginning of the school year. Students respond well to consistent practices. The following components should be seen as suggestions for developing a timetable, within the demands of each teacher's class schedule that allows for literacy growth for each student. Reading Workshop and Writing Workshop can occupy a fifty-minute block each. Since the reading and writing processes are interconnected, some teachers prefer, if possible, to combine these two components into a 100-minute Reading/ Writing Workshop. The scheduling for a literacy block, in a self-contained class, may look different from a school that follows a departmentalized schedule. Again, the scheduling for this kind of literacy instruction is at the discretion of the teacher.

The Reading Workshop Components:

Meeting Time:

- Set the agenda for the day's reading events
- Summarize the previous day's events
- Read aloud to the class (book talks, poems, short stories, newspaper articles)
- Shared Reading(overhead transparencies, charts, rules, grade appropriate books – example a folk tale, a biography, or one with a science theme)
- Demonstrations (word charts, prepared students' oral reading)

Mini-Lessons:

- Management Issues – for example, selecting and returning books
- Reading Strategies and Skills – for example:
 - Knowing how words work, word recognition
 - Appreciating word histories
 - Recognizing the characteristics of non-fiction
 - Understanding the structure of a narrative
 - Summarizing a text
 - Making Connections between texts
- Literacy Analysis – for example
 - Identifying the message or theme in a book
 - Recognizing the author's perspective/point of view
 - Noticing how authors use/organize time (including flashback)

Group Time:

- Silent reading/reading response notebook (literature journals) in preparation for Literature Circle discussions
- Guided Reading, Reciprocal Teaching, and peer directed Literature Circles
- Independent response activities, including scheduled time at Literacy Stations

Independent Reading:

- Self-selected, library supported
- May be connected to Literature Circle selections or to previous Reciprocal Teaching and Guided Reading texts that students can now read independently
- Individual teacher-student conferences
- Assess individuals (running records, miscue analysis, comprehension tests, story retellings, fluency checks, inventories)

Sharing Time:

- Discuss responses
- Raise questions connect various books and book sets
- Read aloud responses by students

The Writing Workshop Components

Meeting Time:

- Shared Writing (news, observations of class research projects, rules and regulations, experience charts, book evaluations, newsletter, collaborative poems)
- Published completed drafts are recognized

Modeled Writing:

- The teacher **writes aloud** in front of the students, demonstrating in a variety of genres, how writers generate their ideas and revise as they compose; and also models different phases of the writing process
- The teacher presents brief mini-lessons (whenever appropriate, demonstrating with a **Read Aloud** or using his/her own writing or a student's written text, with the student's permission) which may include:
 - Writer's Craft- for example, using a Writer's Notebook to generate Ideas
 - Management Issues- for example, voice levels during conferences and Group meetings
 - Writing Conventions- for example, subject and verb agreement

Small Group Guided Writing:

- Help students self-selected topic from their Writer’s Notebook (chosen from a student’s own “writing territories”)
- Provide explicit instruction on responding to testing situation writing prompts (poem-linked, picture-linked, open-ended response to novels)
- Place emphasis on clear, effective writing (ideas, organization, voice, sentence fluency), before stressing editing (word choice, conventions, presentation)
- Assist students in learning how to revise while writing, as real author do
- Model editing strategies through proofreading
- Demonstrate the use of various rubrics
- Assess students through ongoing, daily observation, believing that as we become writers, learning both craft and conventions in context, we take risks and experiment a valued members of a community of writers

Independent Writing:

- Personal journals, autobiographies and letters; narratives, for example: fairy tales, fables, folk tales, fiction innovations, historical fiction, and stories that include dialogue; poetry, memoirs and responses to literature; essays, including persuasive texts; cross-curricular writing (content area notebooks/projects/inquiries); procedural writing, such as: directions, instructions, and rules; and periodically rereading and expanding previous Writer’s Notebook entries
- Individual conferences

Sharing Time:

- Volunteers read drafts and completed works aloud and invite response. Teachers may also choose to have students read from their work; for example, share only their opening sentences (if that day’s min-lesson addressed writing powerful leads)
- Students read published books by classmates
- Group “author talks” about issues that surface for individuals as they write, with suggestions from the group for possible solutions

Cross Curricular Reading and Writing Components

- Notebooks/journals for social studies, science, mathematics, etc.
- Projects/inquiries for individuals and groups in content areas
- Celebrations where the whole class is involved, such as writing and performing a drama unit in a historical context
- Publishing techniques demonstrated in visual arts period
- Recording observations in science and mathematics

Mathematics

MATHEMATICS

IMPLEMENTATION GUIDELINES

CURRICULUM IMPLEMENTATION

1. Every teacher should be in possession and utilize the Mathematics Curriculum.
 - a. The mathematics curriculum guide provides standards, goals, and objectives that correlate to the Pennsylvania State Academic Standards, the Pennsylvania Assessment Anchors, and the PSSA.
 - b. The curriculum guide must be adhered to when planning instruction. The textbook and supplementary materials should be used as resources to support the objectives listed in the curriculum guide.

TEXTBOOK ADOPTIONS

1. Grades K-5 Everyday Mathematics
2. Grades 6-8 Connected Mathematics

NOTEBOOKS/JOURNALS

1. Students are required to maintain a notebook or math journal to ensure they are thinking through the processes and reasoning that they utilize to solve problems. This allows for re-examination of processes and self reflection of thinking. <http://www.geocities.com/kaferico/writemat.htm#B>
2. Students need to know and understand the language of mathematics by maintaining a math vocabulary/glossary section of their notebook/journal. The glossary entries should have definitions that are student generated. The Mathematics Assessment Anchor Glossary must be incorporated in the vocabulary/glossary section.
3. Student Error Analysis forms should be an integral component of the math notebook/journal. The purpose allowing students to work through the process of error analysis to improve their mathematical understandings.
4. The math notebook/journal will have sections on test taking strategies, rubrics, and benchmark samples of student work.
5. For students in grades 6-8 Connected Mathematics includes a checklist for organization of notebooks including class notes section, reflections, homework, assessments... The notebook is a portion of the assessment process.

CALCULATORS:

1. Teachers should plan mathematics instruction to make regular use of calculators. Students should become familiar with the operation of the calculator, and should be able to distinguish among mathematical contexts which the calculator is essential.
2. The recommended calculators at each grade level are as follows:
 - a. K-3 TI-108
 - b. 4-5 TI-12, TI-15, or TI-34II
 - c. 6 TI 12 or TI-34II
 - d. 7,8 TI-83Plus, TI-84Plus

HOMEWORK

1. It is the policy of the school to assign Mathematics homework daily.
2. Homework will be used as a vehicle for teachers to help students process, practice, connect and extend the ideas from the lesson.
3. Homework will be based upon careful analysis of the students needs and will be designed to strengthen areas of need.
4. Homework will consist of utilization of manipulatives, solving everyday mathematical problem experiences, as well as the use of technology or multi-media devices.

MATHEMATICS ASSESSMENTS

1. Students in grades K-5 have the following administration of assessments where upon the PA Academic Standards are directly correlated to Everyday Mathematics: **Checklists** (Assessment Handbook) with grade specific content, identification of misconceptions and strengths, and for identification of differentiated instruction. **Mid-Year Assessments** (Assessment Handbook); **Written Assessments** (Assessment Handbook); and **End of Year Assessment** (Assessment Handbook) All Assessments have been developed to connect lessons to Pa Anchors. (*Assessment Management System on- line will be integral component of the assessment system) *Assessments within context of daily math activities “Recognizing Student Achievement Notes which are indicators regarding assessment information.*
2. Students in grades 6-8 have the following assessments that where upon the PA Academic Standards and the PA Math Assessment Anchors are directly correlated to Connected Mathematics eligible math content: **Math Reflections** student writing reports conceptual knowledge; **Participation Grading Sheet** an end of

unit review of mathematical participation ; **Unit Project; Looking Back and Looking Ahead** problems to demonstrate understandings, explain reasoning, summarizing, and connecting; **ACE Assessments; Check for Understanding Feature: Check-Ups; Questions Book; Partner Quizzes; Unit Test, and Final Exam.**

3. Grades 3,4,5,6,7,and 8 will be administered a PSSA Practice Test based upon released tasks in both formats (multiple choice, short constructed responses or open ended) and time allotment allowed on high stakes test (1-2 minutes per problem).The results will be a determining factor in all bench marking and curriculum mapping.
4. Students will be administered the SAT 10 September and May.
5. As per State guidelines students will be assessed on the PSSA grades 3-8 in mathematics.

GRADING VARIABLES: Student Achievement

A grade represents the total student academic achievement in Mathematics. The achievement requirement is based upon the PA Academic Standards.

1. A minimum of nine grades pr marking period is required in order to examine student progress over time.
2. Student academic achievement includes but is not limited to:
 - a. Tests including quizzes, unit tests, mid-terms, and where applicable final examinations.
 - b. Class participation as in Connected Math launches, EM games, asking and responding to questions and offering relevant solutions and comments.
 - c. Class assignments including math reflections, problem solving, projects and skill applications.
 - d. In-class performance tasks, exhibits and demonstrations.
 - e. Homework assignments, including problem solving, research reports, and multi-media projects.
 - f. Performance-based assessments/project –based assessments/math notebooks.
3. Grades in core subjects are to be determined through the use of these guidelines:
 - a. 55% of grade should be derived from assessment.
 - b. 40% of grades should be derived from class work and participation.
 - c. 5% of grades should be derived from homework.

4. Grading variables should reflect student responsibility factors such as effort (participation, tenacity, and risk taking) and behavior (teamwork and resiliency).
5. Grade delineation:
 - a. 100-90 A
 - b. 89-80 B
 - c. 79-70 C
 - d. 69-60 D
 - e. 59 below standard

INTERVENTIONS

- a. Development of an individualized education program co-signed by student, parent, and teacher.
- b. After School Tutoring.
- c. Summer School
- d. EM Interventions and Differentiated Handbook.
- e. Connected mathematics Special Needs Booklet, ACE Accommodations, and Students under differentiated Instruction.
- f. Mathematics for English Language Learners: Bilingual Math Vocabulary Chart, Graphic Organizers, Rebus’.
- g. Do the Math (Marilyn Burns- Scholastic) Supplements for students who have fallen Behind focusing on Number and Operations. The program teaches the basics of math- computation, number sense, and problem solving.
- h. Meeting Middle School Math Standards (Paul Lawrence-LL Teach) Student Activity books that contain problems organized by content standards; number sense and operations; geometry and measurement; pattern and algebra; and data analysis and discrete math.
- i. Concrete-Representational-Abstract Instructional Approach:
- j. Concrete- concrete stage begins instruction by modeling each mathematical concept with concrete materials (e.g. cubes, base ten blocks, pattern blocks, fraction bars, and geometric figures).
- k. Representational- representational, stage the teacher transforms the concrete into a representational (semi-concrete) level, which may involve drawing pictures; using circles; dots and tallies; or using stamps to imprint pictures for counting.
- l. Abstract- at this stage, the teacher models the mathematics concept at a symbolic level, using only numbers, notation, and mathematical symbols to

represent the number of circles or groups of circles. The teacher uses operational symbols (+,-,x,-) to indicate addition, subtraction, multiplication, or division.

<http://coe.imu.edu/mathvidsr/disabilities.htm> is a site that provides instructional strategies in the three categories.

1. Computer- Assisted Instruction in Mathematics: visual or manipulative resources include

<http://mathforum.org/arithmic/arith.software.html>

<http://matti.usu.edu/nlvm/nav/index.html>

<http://www.aplusmath.com/>

<http://www.coolmath4kids.com/>

http://edinformatics.com/kids_teens/kt_math.htm

<http://www.figurethis.org/index.html>

<http://www.kcw.org/repre6.htm>

http://www.ldonline.org/ld_indepth/technology/babbit_math_tips.html

RESEARCH-BASED FRAMEWORK

Requires Standards-based mathematics instruction requires time to explore problem solving situations and to develop understandings in a variety of ways.

1. The Penn Hills Charter School of Entrepreneurship follows the research-supported recommendations made by the National Science Foundation:
 - a. Everyday Mathematics requires 15-45-15 minutes over the course of each day (total 75 minutes).
 - b. Connected Math requires a minimum of one 60-minute period daily.

PENNSYLVANIA MATHEMATICS STANDARDS

- 2.1 Numbers, Number System, and Number Relationships
- 2.2 Computation and Estimation
- 2.3 Measurement and Estimation
- 2.4 Mathematical Reasoning and Connections
- 2.5 Mathematical Problem Solving and Communication
- 2.6 Statistics and Data Analysis
- 2.7 Probability and Predictions
- 2.8 Algebra and Functions
- 2.9 Geometry
- 2.11 Trigonometry
- 2.11 Concepts of Calculus

*Note 2.4 and 2.5 are process standards, while the remaining are content.

***Pennsylvanian Kindergarten and Grades One and Two Standard will be utilized as well.**

MATHEMETICS PEDAGOGY

***The Penn Hills Charter School of Entrepreneurship's curriculum is standards based. All students are expected to meet the State and NCLB requirements.**

ENVIRONMENTAL INFLUENCE

- Mathematics is infused into real life experiences as they relate to conceptual components i.e. as distance, measurement, time, money ...and critical multi-step, non-routine problem solving.

***The mathematics standards as well as all pedagogical methods are to be adhered to in all disciplines providing for cross-curricular experiences and seamless learning. Penn Hills Charter School of Entrepreneurship School... supports an interdisciplinary model.**

RESEARCH-BASED MATH APPROACH

K-8

Everyday Mathematics (K-5)

A typical Everyday Mathematics lesson includes three parts. The teacher has the availability of using the “EM eplanner” to schedule lessons and for pacing.

1. **Getting Started:** (Whole Group Activity)
 - a. Daily routines are an integral component of the EM Program. The daily routines are composed of: (1) **Math Message:** an opener to the lesson problem of the day; (2) **Mental Math and Reflexes:** an exercise no longer than 5 minutes meant to strengthen, review, an advance essential and basic skills; (3) **Home Links and Study Links:** routine practice and a connection to the home.
 - b. **Teaching the Lesson** which includes the direct teaching of the mathematical concept as well student working within their **Journals**. During the lesson time is spent not only on concept but also rich mathematical vocabulary development.
 - c. **On –Going Assessment** (partner activity) questions and activities for informing instruction.
 - d. **Links to the Future** activities that introduce students to future mathematical concepts.
2. **Ongoing Learning and Practice** (Partner Activity)
 - a. **EM Math Games:** encourage practice as well as reinforces skills i.e. calculator skills, money exchange and shopping skills, logic, geometric instruction, intuition about probability and chance.
 - b. **On-Going Assessment:** utilization of the **EM Record Sheet** to assess student progress through observation of games.
 - c. **Math Boxes** (independent activity) a component of mixed practice.
 - d. **EM Writing/Reasoning** (independent activity) an opportunity for students to explain, provides reasons, and writes about math connections.
 - e. **Home Link:** practice activities that are meant to reinforce the day’s lesson and to involve the home in mathematical concepts.
3. **Differentiation Options**
 - a. Differentiation Options are ideal for setting up centers. Differentiation in the EM program for most students should focus more on **process** differentiation rather than **content** differentiation. The options can be

combined with exploration activities, games and projects. The **EM Differentiation Handbook** is the resource for most options.

- b. **Readiness:** activities are not only designed to prepare students for the content in the lesson, but, also a good revisit activity after the **Progress Check** has identified students experiencing difficulty.
- c. **Enrichment:** students are given access to the enrichment box when they have completed work with understanding. The box may include but is not limited to projects, Name Collection Boxes, Blank Math Boxes...
- d. **Extra Practice:** students may work on a variety of activities in the centers or in a small support group either a teacher or Aide.
- e. **ELL Support:** the teacher has the availability of a *Multilingual Handbook* that incorporates lessons specific to meet the challenges presented in a multilingual classroom. Each lesson has a brief lesson summary, vocabulary list, and an example or illustration to provide the ELL student with an overview.
- f. **Special Education Support:** teacher accessibility to the **Assessment Handbook** provides them with unit-specific suggestions for modifying the written assessment and for implementing and adjusting the difficulty of **Open Response** problem. Students must have easy access to manipulative.
- g. **Math Word Bank:** students can develop a vocabulary handbook with math definitions in their own words as well as sample work.

Proven Differentiation Strategies

**The following strategies were developed by the University of Chicago School Mathematics Project (UCSMP), Everyday Mathematics is the result of collaborative efforts by researchers, mathematics educators, administrators and classroom teachers*

- **Framing the Lesson:** Lesson introductions set the stage and support learning by mentally preparing children for the content of the lesson and by activating prior knowledge.
- **Providing Wait Time:** Teachers are encouraged to allow time for children to think and process information before eliciting answers to questions posed.
- **Making Connections to Everyday Life:** Lessons offer regular opportunities to build on children's everyday life by helping them make connections between common experiences and new mathematics concepts.
- **Modeling Concretely:** *Everyday Mathematics* lessons frequently include the use of manipulatives. Modeling concretely makes math accessible for children and deepens understanding.

- **Modeling Visually:** Because classrooms tend to be highly verbal places, visual representations can help children make sense of the flow of words around them.
- **Modeling Physically:** Lessons also suggest ways to have children demonstrate concepts and skills with gestures or movements.
- **Providing Organizational Tools:** Lessons provide a variety of tools to help children organize their thinking. Using diagrams, tables, charts, and graphs improves student learning.
- **Engaging Children in Discussing Math:** Lessons often suggest discussion prompts or questions and emphasize sharing and comparing solution strategies. This type of “math talk” involves not only what is done, but also why it is done, and why it is correct or incorrect. Also, journal pages prompt children to explain their thinking, which offers opportunities to access mathematical thinking.
- **Summarizing the Lesson:** Lesson summaries offer children a chance to bring closure to the lesson, reflect on the concepts and skills they have learned, and pose questions they may still have.

Connected Mathematics (6-8)

Organization of Student Units

Connected Mathematics provides eight student units for each grade. One additional unit is offered to allow flexibility in meeting state standards and meeting the PA Anchors. Each unit has an organizational structure around an important mathematical idea or cluster of related ideas such as area and perimeter, operations on fractions, ratio and proportion, linear relationships, or quadratic relationships.

- **Unit Opener:** Three questions that reflect the major mathematical goals are posed. The questions are meant to pique curiosity, point to ideas to be investigated and draw students into the unit. The questions will be encountered throughout the unit either as problems to be explored in class or in homework.
 - **Mathematical Highlights:** A set of goals that preview the important ideas and ways of thinking developed in the unit.
 - **Investigations:** The core of the unit where students develop the conceptual understanding, reasoning, and procedural skills. Each investigation builds toward the mathematical goals. Each unit is composed of three to five investigations with the following key elements:
 - **Problem:** The problem is a three phase Instructional Model consisting of the **Launch**, the **Explore**, and **Summary**.
1. **Launch** (Typically whole group, however, depending on the difficulty, teacher may have students work on problems individually prior to discussion)

- a. **Getting Ready** is a feature of the launch that occurs before each problem.
 - b. The Launch is the introduction of new ideas.
 - c. **Did You Know** present interesting facts related to the context of the investigation.
 - d. Clarification of mathematical definitions occurs during the Launch.
 - e. Launch time should encompass a review of old concepts.
 - f. The teacher utilizes this phase to connect problems to past experiences.
 - g. Questioning is critical during this phase the teacher must be careful not to devolve too much information or to cut off the rich array of strategies that may occur during the discussion.
2. **Explore** (This phase can be individual, pairs, or small group)
- a. Explore is the best place for differentiated learning to occur (see differentiated learning below).
 - b. Teacher questioning is critical during explore and utilization of **Going Further**
 - c. As students solve the **Problems**, they uncover important mathematical
3. **Summary** (This phase is whole group and individual)
- a. The **Summary** occurs at the end of each **Problem** and when most students have gathered sufficient progress toward solving the **Problem**.
 - b. Students present and discuss solutions as well as strategies.
 - c. Students pose conjectures, question others, synthesize information, look for generalities, offer alternatives, provide reasons, refine strategies and conjectures and make connections.
 - d. **Applications - Connections - Extensions (ACE)** is a set of exercises to be used as Homework, intended as an opportunity for students to think further about ideas in the lesson. **Applications** help students solidify their understanding by providing practice with ideas and strategies that were in the **Investigation**; **Connections** is a powerful learning strategy to connect new knowledge to prior learning, and/or “real world problems”; **Extensions** exercises that may provide an opportunity to think beyond what is covered in the **Problem**.
- **Mathematical Reflections:** At the conclusion of each **Investigation** students are asked to reflect upon and write about what they have learned. Students are provided questions to help organize their thoughts and summarize important concepts and strategies.

- **Unit Project:** At least four units at each grade level include projects. Projects are open-ended tasks that present opportunities for students to engage in independent work as well as to demonstrate their broad understanding of the unit.
- **Looking Back and Looking Ahead:** This feature provides a review of big ideas and connections in the unit. It includes problems that allow students to demonstrate their understanding, explain their reasoning, summarizing and connecting what they have learned across units.
- **Differentiation Strategies:**
 - A. **Extensions (advanced proficient students)** are exercises that may provide a challenge for students to think beyond what is covered in the problem as well as foreshadows mathematics in future units or the pursuit of interesting applications.
 - B. **Special Needs Handbook (special needs students)** contains a wealth of samples of accommodations materials. Other accommodations should come directly from the individual student I.E.P. The curriculum of Connected Mathematics Program is already embedded with strategies that research as well as practitioners indicate are beneficial to special needs students i.e. calculator practice, utilization of manipulatives (special needs students need concrete representational to develop their understandings) , and finally real life problems (pedagogical techniques repeatedly stressed in reaching special needs students). Use of **ACE** and **Looking Back and Looking Ahead**.
 - C. **Ranas, pulgas y cubos pintados Relaciones Cuadraticas (second language learners)** The Connected Mathematics Program recommends the following strategies for second language learners: effective questioning, cooperative groups, support vocabulary development, bilingual vocabulary chart, practice out loud, graphic organizers, rebus techniques, rubrics, and diagram code techniques. It is imperative to learn about students' home countries, languages, and previous educational experiences; value students' differences as resources; and stay connected with families.
 - D. **Websites Addressing Differentiation**
<http://www.op97.k12.il.us/lincoln/teacher/differentiation/index.html>
<http://connectedmath.msu.edu/conferences/users/usertalks09>.

MATH GAMES

Everyday Mathematics Games

The Everyday Mathematics Program incorporates games for drill and practice. The drill and practice is meant to build fact and operation skills. Skills addressed include calculator, money exchange and shopping skills, logic, geometric intuition, and intuition about probability and chance.

Sample Game List:

Name That Number, Two Fisted Penny Game, Beat the Calculator, Everyday Math Deck, Baseball Multiplication, Broken Calculator, Concentration, disappearing Train, Go Fish, Making Change Game, Odd One Out, Pick A Coin, Number Top It, Addition Top It, Subtraction Top It, Multiplication Top It, Subtraction Pole Vault

Everyday Mathematics Games on Line <http://emgames.com>

Online Games with Lesson Correlations <http://www.mathematicsuniversity>

Connected Mathematics Games

Connected Mathematics Student Activities and Games

Video Games in School Live and Learn

http://www.peasoned.com/pr_2009/012209b.htm

Grade 6:

Prime Time: The Product Game, locker Problem, Pool Table Problem

Bits & Pieces: Fraction Game, Target Game

Covering and Surrounding: Areas and Perimeter of Shapes & Images

Ruins of Montarek (2004): Isometric and 3D Drawing Tool

Data About Us: Statistic Tool

Shapes and Designs: Angle Sums, Quadrilateral Game, Virtual Poly Strips, Bee Dance and Angles, Tessellations

Grade 7:

Variables & Patterns: Climbing Monkeys

Stretching & Shrinking: Mug Wumps and Sierpinski Triangles

Comparing and Scaling: Paper Pool

Data Distributions: Data Tools

What Do You Expect: Designer Dart Board, Data Tools

Accentuate the Negative: Interactive Clip Model, Integer Product Game

Filling and Wrapping: Virtual Box, Vertical Cylinder, Pouring and Filling

Grade 8:

Thinking With Mathematical Models: Virtual Bridge Experiment

Looking for Pythagoras: Interactive Pythagoras

Growing, Growing, Growing: Data Tools, Algebra Tools

Kaleidoscopes, Hubcaps, and Mirrors: Hubcap Maker, Transformation Tool

Frogs, Fleas, and Painted Cubes: Painted Tools, Data Tools, Algebra Tools

Additional Mathematic Game Sites

- **Cramweb Math Games** <http://www.cramweb.com/math/index.html>
- **Hooda Math** <http://www.hoodamath.com/>
- **Interactive Fractals** <http://library.thinkquest.org/3288/>
- **Kukuro Cross Sum**
<http://www.cte.jhu.edu/techacademy/web/2000/heal/mathsites.html>
- **Lightning Reflex** <http://lightningreflex.com/>
- **Mankala** <http://elf.org/mankala/Mankala.html>
- **Math Games and Activities**
<http://education.com/activity/allgrades/allgrades/math/>
- **Math Games and Logic Games** <http://solvemymath.com/games/index.php>
- **Sheppards Software** <http://sheppardssoftware.com/math.html>
- **Space Time Arcade** <http://spacetimearcade.com/>
- **Terry Stickels Games & Puzzles** <http://terrystickels.com/puzzles.html>
- **Wicked QuizIt** http://www.tki.org.nz/r/wick_er/quizlt/feature_quizlt.php
- **First in Math** <http://www.24game.com>

Mathematics Assessment Anchor Glossary Grades 3 & 4

The definitions for this glossary were taken from one or more of the following sources: Webster's Dictionary, various mathematics dictionaries, the PA Mathematics Standards glossary and various textbook glossaries.

Acute angle: An angle with a measure less than 90° .

Addend: Any number that is being added.

Analog time: Time displayed on a timepiece having hour and minute hands.

Area: The measure, in square units, of the inside of a plane figure.

Array: A rectangular arrangement of objects in equal rows or columns.

Combination: A group of items. Placing these items in a different order does not create a new combination.

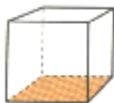
Cone: A solid figure that has a circular base and one vertex.



Congruent: Having the same size and shape.

- Congruent angles have the same measure.
- Congruent segments have the same length.

Cube: A rectangular solid having six congruent square faces.



Cylinder: A three-dimensional figure with two circular bases, which are parallel and congruent.



Edge: The line segment where two faces of a solid figure meet.

Equation: A statement that two mathematical expressions are equal.

Equivalent: Having the same value.

Expression: A variable, or any combination of numbers, variables, and symbols that represents a mathematical relationship (e.g., $24 \times 2 + 5$ or $4a - 9$).

Face: A plane figure that serves as one side of a solid figure.

Fact family: A set of related addition and subtraction, or multiplication and division equations using the same numbers (e.g., $6+9=15$, $15-9=6$, $9+6=15$, $15-6=9$).

Factor: A whole number that divides evenly into another whole number (e.g., 1, 3, 5, and 15 are factors of 15).

Function: A relation in which every input value has a unique output value.

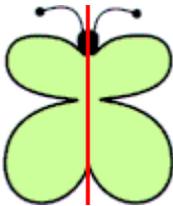
Hexagon: A polygon with 6 sides.

Inequality: A mathematical sentence that contains a symbol that shows the terms on either side of the symbol are unequal (e.g., $3+4>6$).

Line: A straight path extending in both directions with no endpoints.



Line of symmetry: A line that divides a figure into two halves that are mirror images of each other.



Line segment: *A part of a line with two endpoints.*



Mean (average): The number found by dividing the **sum** of a set of numbers by the number of addends.

Median: The middle number in an ordered set of data, or the average of the two middle numbers when the set has two middle numbers.

Mode: The number(s) that occurs most often in a set of data.

Multiples: The product of a given whole number and another whole number (e.g., multiples of 4 are 4, 8, 12, 16....).

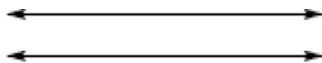
Number sentence: An equation or inequality with numbers.

Obtuse angle: An angle with a measure more than 90° .

Octagon: A polygon with 8 sides.

Ordered pair: A pair of numbers used to locate a point on a coordinate grid. The first number tells how far to move horizontally, and the second number tells how far to move vertically.

Parallel lines: Lines that never intersect and are always the same distance apart.



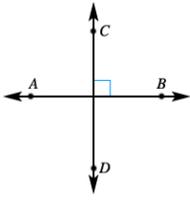
Parallelogram: *A quadrilateral whose opposite sides are parallel and congruent.*



Pentagon: *A polygon with 5 sides.*

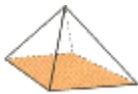
Perimeter: The distance around a figure.

Perpendicular lines: Two lines, segments or rays that intersect to form right angles.



Pictograph: A graph that uses pictures to show and compare information.

Pyramid: A solid figure with a polygon base and triangular sides that meet at a single point (vertex).



rectangular pyramid



triangular pyramid

Quadrilateral: A polygon with 4 sides.

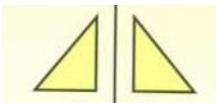
Ray: A part of a line that has one endpoint and continues without end in one direction.



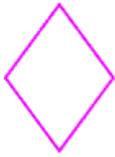
Rectangular prism: A solid figure in which all six faces are rectangles.



Reflection (flip): A transformation that produces the mirror image of a figure.



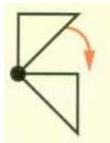
Rhombus: A parallelogram with four equal sides.



Right angle: An angle that measures exactly 90° .

Right triangle: A triangle that has a 90° angle.

Rotation (turn): A movement of a figure that turns that figure around a fixed point.



Sphere: A solid figure that has all points the same distance from the center.

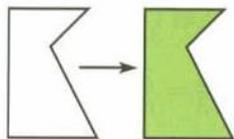


Tally chart: A table that uses tally marks to record data.

Favorite School Lunches

Hamburger	
Pizza	
Salad	
Hotdog	

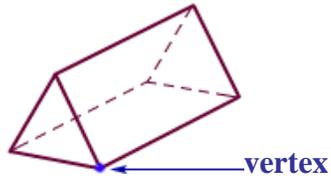
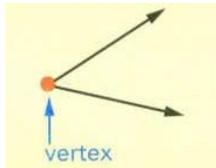
Translation (slide): A movement of a figure to a new position without turning or flipping it.



Trapezoid: A quadrilateral with exactly one pair of parallel sides.



Vertex: A point where lines, rays, sides of a polygon or edges of a polyhedron meet (corner).

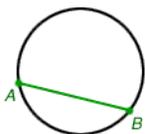


Volume (capacity): The amount of space (in cubic units) that a solid figure can hold

Mathematics Assessment Anchor Glossary Grades 5 & 6

The definitions for this glossary were taken from one or more of the following sources: Webster's Dictionary, various mathematics dictionaries, the PA Mathematics Standards glossary and various textbook glossaries.

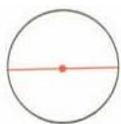
Chord: A line segment whose endpoints are on a circle.



Circumference: The distance around a circle.

Composite number: A whole number having more than two factors.

Diameter: A line segment that has endpoints on a circle and passes through the center of the circle.



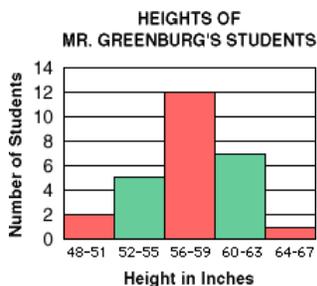
Expanded notation: A way to write numbers that shows the value of each digit

(e.g., $4372 = 4000 + 300 + 70 + 2$).

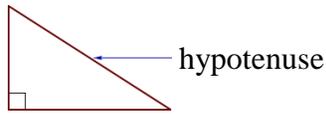
Greatest common factor (GCF): The largest factor that 2 or more numbers have in common.

Heptagon: A polygon with 7 sides.

Histogram: A bar graph in which the labels for the bars are numerical intervals.



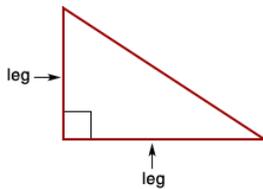
Hypotenuse: The longest side of a right triangle (which is also the side opposite the right angle).



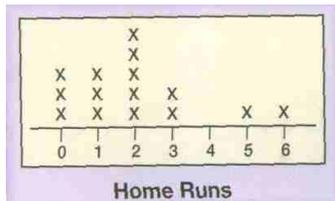
Least common denominator (LCD): The least common multiple of the denominators in two or more fractions.

Least common multiple (LCM): The smallest number, other than zero, that is a common multiple of two or more numbers.

Leg (of a right triangle): Either of the two sides that form the right angle in a right triangle.



Line plot: A graph showing the frequency of data on a number line.

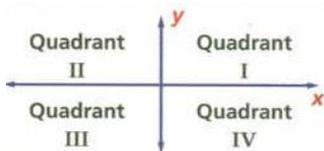


Nonagon: A polygon with 9 sides.

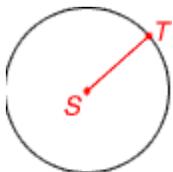
Plane: A flat surface that extends infinitely in all directions.

Prime number: A whole number that has exactly two factors, 1 and itself.

Quadrants: The four regions of a coordinate plane that are separated by the axes.



Radius: A line segment that has one endpoint on a circle and the other endpoint at the center of the circle.



Range: The difference between the greatest and least numbers in a set of data.

Rate: A ratio that compares two quantities having different units (e.g., 95 miles in 2 hours).

Ratio: A comparison of two numbers using division.

Regular polygon: A polygon that has all sides congruent and all angles congruent.

Repeating decimal: A decimal that has a repeating sequence of numbers after the decimal point.

0.333 . . . , or $0.\overline{3}$
5.272727 . . . , or $5.\overline{27}$

Similar polygons: Polygons that have the same shape, but not necessarily the same size. Corresponding sides of similar polygons are proportional.

Straight angle: An angle with a measure of 180° .

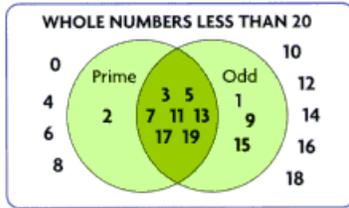
Terminating decimal: A decimal that contains a finite number of digits.

Transformation: The moving of a figure by a translation (slide), rotation (turn) or reflection (flip).

Unit price: The price of a single item or amount (e.g., \$3.50 per pound).

Unit rate: A rate with the second term being one unit (e.g., 50 mi/gal, 4.5 km/sec).

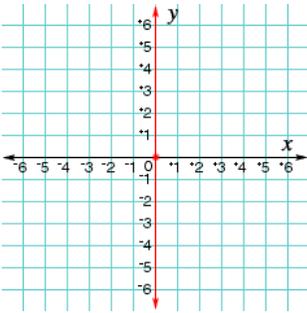
Venn diagram: A diagram that shows relationships among sets of objects.



Whole number: Any of the numbers 0, 1, 2, 3, 4, 5, ... (and so on).

X-axis: The horizontal number line on a coordinate plane.

Y-axis: The vertical number line on a coordinate plane.



Mathematics Assessment Anchor Glossary Grades 7 & 8

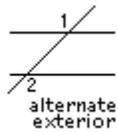
The definitions for this glossary were taken from one or more of the following sources: Webster's Dictionary, various mathematics dictionaries, the PA Mathematics Standards glossary and various textbook glossaries.

Acute triangle: A triangle that has each angle measuring less than 90° .

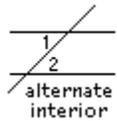
Adjacent angles: Angles that share a common side and common vertex and do not overlap.



Alternate exterior angles: A pair of angles located outside a set of parallel lines and on opposite sides of the transversal.



Alternate interior angles: A pair of angles located between a set of parallel lines and on opposite sides of the transversal.



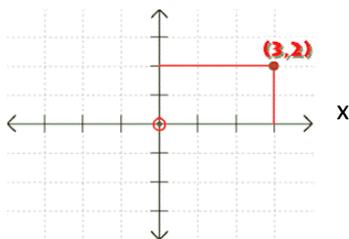
Box-and-whisker plot: A graphic method for showing a summary of data using median, quartiles and extremes of data.



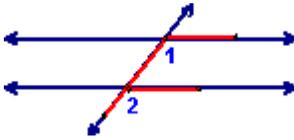
Complementary angles: Two angles whose measures, when added together, equal 90° .

Compound event: An event made up of two or more simple events.

Coordinate plane/graph: A two-dimensional system in which the coordinates of a point are its distances from both a horizontal and a vertical line called the axes. The pairs of numbers are called **ordered pairs**. The first number, called the x-coordinate, designates the distance along the horizontal axis. The second number, called the y-coordinate, designates the distance along the vertical axis. The point at which the two axes intersect has the coordinates (0,0) and is called the **origin**.



Corresponding angles (1): When a transversal intersects two lines, corresponding angles are on the same side of the transversal and on the same side of the given lines. In the figure below, angles 1 and 2 are corresponding.



Corresponding angles (2): Angles in the same relative position in similar or congruent figures.

Equilateral triangle: A triangle whose sides are all the same length.

Experimental probability: A statement of probability based on the results of a series of trials.

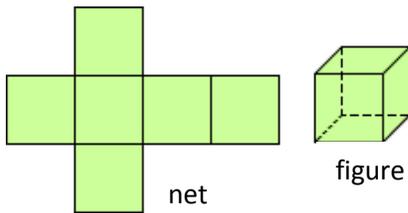
Independent events: Two events in which the outcome of one event does not affect the outcome of the other event.

Isosceles triangle: A triangle that has exactly two congruent sides.

Linear function: An equation whose graph in a coordinate plane is a straight line.

Mutually exclusive events: Two events that cannot occur at the same time.

Net: A two-dimensional shape that can be folded to create a three-dimensional figure.



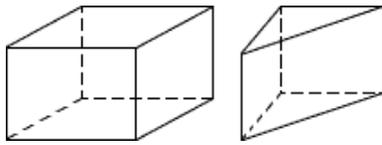
Obtuse triangle: A triangle with one angle that measures more than 90° .

Order of operations: Rules describing what sequence to use in evaluating expressions. (1) Perform operations in grouping symbols, (2) Evaluate exponents, (3) Multiply or divide from left to right, (4) Add or subtract from left to right.

Perfect square: The product of an integer multiplied by itself (e.g., 121 is a perfect square because $11 \times 11 = 121$).

Permutation: Possible orders, or arrangements of a set of items. Placing these items in a different order results in a new permutation.

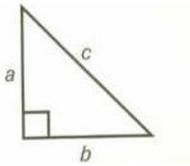
Prism: A three-dimensional solid that has two congruent and parallel faces that are polygons. The remaining faces are rectangles. Prisms are named by their bases.



rectangular prism triangular prism

Proportion: An equation showing that two ratios are equal.

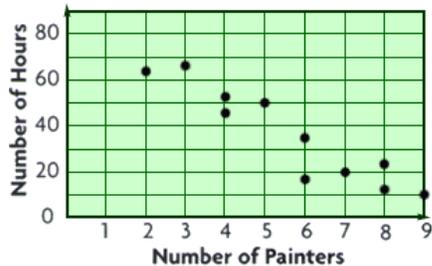
Pythagorean theorem: A formula for finding the length of a side of a right triangle when the lengths of two sides are given. ($\text{leg}^2 + \text{leg}^2 = \text{hypotenuse}^2$ **or** $a^2 + b^2 = c^2$)



Scalene triangle: A triangle with no congruent sides.

Scatter plot: A graph with points plotted to show a relationship between two variables.

Amount of Time to Paint a House



Scientific notation: A form of writing very large or very small numbers using a number greater than or equal to 1 and less than 10 multiplied by a power of 10 (e.g., $4.7 \times 10^9 = 4,700,000,000$).

Stem-and-leaf plot: A data display that shows groups of data arranged by place value.

Math Test Scores

Stem	Leaf
6	2 4 8
7	0 4 5 6 6
8	0 1 5 8
9	1 2 3 5 6 9

$6 | 2 = 62$

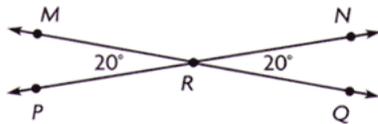
Supplementary angles: Two angles whose measures, when added together, equal 180° .

Surface area: The sum of the areas of all of the faces of a three-dimensional figure.

Theoretical probability: A statement of the probability of an event without doing an experiment or analyzing data.

$$P(\text{event}) = \frac{\text{number of favorable outcomes}}{\text{number of possible equally likely outcomes}}$$

Vertical angles: A pair of opposite congruent angles formed when two lines intersect.



$\angle MRP$ and $\angle NRQ$ are vertical angles. *Note: Angle MRN and angle PRQ are also vertical angles.

WEBSITES

- **National Council of Teachers of Mathematics** (containing news and information of interest to math teachers) <http://www.nctm.org>
- **The UCSMP Everyday Mathematics Center** (a NSF-funded center established to support educators, parents and students using the Everyday Mathematics Program) <http://everydaymath.uchicago.edu/>
- **Math Messages**
<http://www.wrightgroup.com/index.php/home/everydaymathematics/emsecondupdate/mathmessage/50>
- **Interactive Wall Charts**
<http://wrightgroup.com/index.ph/home/everydaymathematics/emwallcharts/wallcharts/134>
- **Reform and Standards Based Math** <http://www.mathmentallysane.com>
- **The Connected Mathematics Home Page** (provides informational resources to support the implementation of the program) <http://www.mth.msu.edu/cmp/>
- **Connected Mathematics Interactive Resources**
<http://www.connectedmath.msu.edu/vnt/interactive/index.shtml>
- **NCTM** <http://illuminations.nctm.org/resourcesforteachingmath>
- **GPS Nets Folding Geometric Shapes**
<http://illuminations.nctm.org/LessonDetail.aspx?id=L570>
<http://illuminations.nctm.org/LessonDetail.aspx?ID=U102>
<http://illuminations.nctm.org/LessonDetail.aspx?id=U104>
- **Cube Nets Online Activity** <http://illuminations.nctm.org/LessonDetail.aspx?ID=84>
- **Numerical and Categorical Data**
<http://illuminations.nctm.org/LessonDetail.aspx?ID=L368>
- **Measurement Task Cards** <http://illuminations.nctm.org/LessonDetail.aspx?id=L696>
- **Golden Ratio** <http://illuminations.nctm.org/LessonDetail.aspx?id=L658>
- **Mangoes** <http://illuminations.nctm.org/LessonDetail.aspx?id=L264>
- **Finding Top Speed** <http://illuminations.nctm.org/LessonDetail.aspx?id=L254>
- **The Factor Game** <http://illuminations.nctm.org/LessonDetail.aspx?id=L620>
- **Online: The Factor Game** <http://illuminations.nctm.org/LessonDetail.aspx?ID12>
- **Tutorials** <http://www.visualmathlearning.com>
- **Grade 8**
<http://www.hippocampus.org/Algebra;jsessionid=FA75E661F5F7FC63BFE405D93EAI D3E>
- **Links:** <http://www.homeschoolmath.net/online/>
<http://www.algebasics.com/>
<http://www.freemathhelp.com/algebra-help.html>
<http://www.cimt.plymouth.ac.uk/projects/mepres/book8/book8int.htm>
- **Interactive Activities** <http://shodor.org/interactive/>
- **National Library of Virtual Manipulatives** <http://nlvmu8u.edu>

- **Virtual Manipulatives** <http://boston.K12ma.us/teach/tecnology/select/>
- **Math Portal** <http://www.2.edc.org/mistm/>
- **Manipulatives** <http://www.neirtec.org/math/manip>
- **Calculators** http://ti.com/educationportal/sites/US/section-Home/pd_onlinecourses_freehtml
- **Geometers Sketchpad**
http://dynamicgeometry.com/General_Resources/Classroom_Activities/KCPT/Activites_for_Young_Learners/Connected_Mathematics_Project.html
- **Math Forum** (a subscription site offering problems, puzzles, online mentoring, research, team problem solving, collaborations, and professional development. The extensive library of problems is an excellent source requiring students to think critically)
<http://www.mathforum.org/>
- **Math Goodies** (provides interactive math lessons, homework help, puzzles and calculators) <http://wwwmathgoodies.com>
- **Math Stories** (offers over 5,000 word problems for grades K through 8 that help students improve problem solving and critical thinking skills) <http://mathstiries.com>
- **The Handley Math Page** (offering math humor, problem of the week, math facts, puzzles, poems and songs, and math quotes)
<http://www.doe.virginia.gov/Div/Winchester/jhhs/math/humor/mhumor.html>
- **Math Cats** (a land of creative, open-ended math explorations)
<http://www.mathcats.com/index.html#contents>
- **Awesome Library** (offering sub-topics, discussions, games, lesson plans, lists, materials, papers, projects, standards, and worksheets)
http://www.awesomelibrary.org/Classroom/Mathematics/Elementary_School_Math/Elementary_School_Math.html
- **Googol Learning** (Learning fun for the entire family) <http://googolpower.com/content/>
- **Internet 4 Classrooms** (Elementary math Resources)
http://internet4classrooms.com/math_elem.htm
- **Math for Kids** (math exercises for kids) <http://www.math-exercises-for-kids.com/>
- **Math Exercises** <http://emathematics.net/>
- **B J Pinchbecks Homework Helper** <http://www.bjpinchbeck.com/math.html/>
- **The Free Math Tutor** (grades 7and up) <http://www.thefreemathtutor.com/>
- **Fact Monster** (Information Please) <http://www.factmonster.com/>

TEACHER RESOURCES AND LISTSERVS

The Navigation Series (NCTM) The K-12 Navigations Series books translate standards into action. Each book includes practical, teacher tested activities a supplemental CD-ROM that features applets for students' use and resources for teachers' professional development.

Elementary and Middle School Mathematics: Teaching Developmentally (John Van de Walle-Allyn & Bacon Pub) This K-8 book thoroughly discusses the standards and develops four key aspects of teaching mathematics: the nature of mathematics as a science of pattern and order; an understanding of how children learn mathematics; a problem solving view of teaching mathematics; and specific methods for integrating assessment with instruction.

Teaching Mathematics: A Sourcebook of Aids, Activities, and Strategies (Maletsky and Sobel-Allyn & Bacon Pub) This grade 7-12 text addresses the art of teaching mathematics while also providing specific aids and activities in arithmetic, geometry, algebra, and probability and statistics for use in the classroom. The authors pay close attention to the role, importance, methods, and techniques of motivation.

Principles and Standards (NCTM) This K-12 guide for teachers and education professionals outlines the national standards and shows how students' learning should grow across four grade bands.

NCTM Membership and Subscription Memberships to NCTM include online access to activities and resources, journal article downloads, ON_MATH, and online-only school journal for ideas, and a subscription to a school journal.

LISTSERVS:

Everyday Mathematics:

<http://teachers.net/mentors/math>

<http://useekufind.com/learningquest/math.htm>

<http://lists.uchicago.edu/web/info/ucsmp-el>

<http://listhost.uchicago.edu/mailman/listinfo/ucsmp-el>

Connected Mathematics

<http://www.middleweb.com/MWLSTCONT/MSLmathlit.html>

Math Forum

<http://mathforum.org/kb/forum.jspa?forumID=67>

<http://Mathforum.org/ruth/listservs.html>

Social Studies

SOCIAL STUDIES IMPLEMENTATION GUIDELINES

CURRICULUM IMPLEMENTATION

1. The Social Studies Curriculum Guides should be available for every teacher.
2. The curriculum guides represent the National and Pennsylvania State Standards, goals, and objectives.
3. The curriculum guides should be used when planning instruction. The textbooks and supplementary materials should serve as resources to support the objectives listed in the guide.

TEXTBOOK ADOPTION

- Grades K-5 Harcourt Reflections Program
- Grade 6 Glencoe The World and It's People and Human Heritage
- Grade 7 Glencoe Civics
- Grade 8 Glencoe The American Nation

NOTEBOOKS/JOURNALS

1. Students in Grades K -8 are expected to maintain a notebook/journal that they dedicate to Social Studies.
2. Responses to open-ended questions or challenges as well as quick writes should be maintained in the notebook.
3. Current Events that reflect World, National, and State events are critical aspects of the notebook.
4. Glossaries and rubrics are essential elements of the notebook.
5. Notes from module lessons are to be maintained in the notebook.
6. Issues, problems, action plans, defenses, and perspectives should be reflected in notebooks.
7. Historic research, mentor responses, and career explorations are also critical components of notebooks.

HOMEWORK POLICY

1. It is the policy to assign Social Studies homework weekly or as an extended range project.
2. Homework assignments in Social Studies must be developmentally appropriate.
3. Homework assignments may be assigned as group projects fulfilling objectives of both content and civic responsibility.
4. Homework will be based upon inquiry, defense of positions, analysis of information, creation and planning of action and long range projects.
5. Use of technology, writing, reading, and mathematics may be integrated with Social Studies homework.

SOCIAL STUDIES ASSESSMENTS

1. Teacher constructed and Student-Centered Assessment Practices: Anecdotal Records, Rubrics, Conferences, Interviews, Projects, Reports, Protocols, Essays...
2. Authentic Assessments i.e. Scenario and Benchmarks, Focus Question Writes, Conducting an Investigation, Research Projects, Conducting a Dialogue on Public Policy Issues, Creating, Implementing, Reporting, and Evaluating Responsible Conduct(all with rubrics) http://www.michigan.gov/documents/MI_Auth_123507AssmtMan.pdf
3. On-going assessments are embedded in social studies lessons/modules, for the purpose of monitoring student achievement as well as for teacher preparation.
4. Summative evaluation such as mid-terms and finals where applicable

GRADING VARIABLES: Student Achievement

A grade represents the total student academic achievement in Social Studies. The achievement requirement is based upon PA Academic Standards.

1. A minimum of nine grades per marking period is required in order to examine student progress over time.
2. Student academic achievement includes but is not limited to:
 - a. Tests including quizzes, unit tests, mid-terms, and where applicable final examinations.
 - b. Class participation, as evidenced by asking and responding to questions, dialogue, debate, and offering relevant comments.
 - c. Class assignments including essays, problem solving, project and skill applications.
 - d. In-class assignments including performance tasks, exhibits, and demonstrations.
 - e. Homework assignments, including essays, research projects, exhibitions/ multi-media projects.
 - f. Performance-based assessments/project-based assessments and portfolios.
3. Grades in Social Studies are to be determined through the use of these guideline:
 - a. 45% of the grades may be derived from Extended Projects (class work and homework).
 - b. 35 % of grades should be derived from assessment.
 - c. 25% of grades should be derived from class work and homework
4. Grading variables should reflect student responsibility factors such as **effort** (participation and work completion) and **behavior** (teamwork and resiliency).
5. Grade delineation:
 - a. 100-90 A
 - b. 89-80 B
 - c. 70-70 C
 - d. 69-60 D
 - e. 59- 0 Below Standard

INTERVENTIONS

1. Development of an individual educational program co-signed by teacher, parent, and student
2. After school tutoring/mentoring for projects
3. Summer school
4. Computer Assisted Instruction /Writing (Spell checker, Thesaurus, Inspiration, Kidspiration <http://www.com/home.cfm> and <http://www.brightey.com/texthelp.htm>)
5. Computer Programming that supports the strands of Social Studies (History, Civics and Government, Economics, and Geography.)
 - a. BJ Pinchbecks Homework Helper
<http://www.school.discoveryeducation.com/homeworkhelp/bjpinchbeck/bjsocial.html>
 - b. Browse the World Mr. Dowling <http://www.mrdowling.com>
 - c. Fact Monster <http://www.factmonster.com/us.html>
 - d. National Geographic Maps, Global Maps, World Atlases Maps
<http://nationalgeographic.com/maps>
 - e. US Geography 50 States <http://www.50states.com> and
<http://www.netstate.com/states/index.html>
 - f. World Geography Info Please <http://www.infoplease.com/countries.html>
 - g. General History: Hyper History Online http://www.hyperhistory.com_n2/ahtml
 - h. History Happenings Kids Safe web sites <http://www.loeser.us/>
 - i. Ben's Guide to US Government <http://www.bensguide.gpo.gov/>
 - j. Ancient History Ancient and Lost Civilizations
<http://www.crystalinks.com/ancient.html>
 - k. World History Discoveries Web Home Site
<http://www.win.tue.nl/cs/fm/engels/discovery>

RESEARCH-BASED FRAMEWORK

Grades K-5 (At least 180 minute in an academic week)

*Social Studies may also be infused into the Language Arts Block for reading, writing, and project development. For upper elementary Service Learning Component and Leadership Development may be a field project.

1. Whole group instruction
2. Small group (projects)
3. Culmination

Grades 6-8 (At least 240 minutes in an academic week)

*Social Studies may be infused into the Language Arts Block for reading, writing, and Project development.

1. Whole group instruction
2. Small group (projects)
3. Culmination

PENNSYLVANIA SOCIAL STUDIES STANDARDS

History in conjunction with Civics and Government, Economics and Geography, are identified as Social Studies.

Civics and Government – Based on the Public School Code of 1949 which directs “...teaching and presentation of the principles and ideals of the American republican representative form of government as portrayed and experienced by the acts of policies of the frames of the Constitution of the United States and the Bill of Rights.

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

5.4 How International Relationships Function

Economics- Concerned with behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services.

6.1 Economic Systems

6.2 Market and the Functions of Government

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

Geography- The science of space and place on Earth’s surface. Its subject matter is the physical and human phenomena that make up the world’s environment and places.

7.1 Basic Geographic Literacy

7.2 Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The interactions Between People and Places

History- The knowledge and skills needed to analyze the interaction of culture, economic, geographic, political and social relations. There are four Standard Statements embedded within the History Academic Standards:

- A. Political and Cultural Contributions of Individuals and Groups
- B. Primary Documents, Material Artifacts, and Historical Place
- C. How Continuity and Change has Influenced History Conflict and Cooperation Among Social Groups and Organizations

8.1 Historical Analysis and Skill Development

8.2 Pennsylvania History

8.3 United States History

8.4 World History

SOCIAL STUDIES PEDAGOGY

The Penn Hills Charter School of Entrepreneurship’s social studies curriculum is standards based. All students are expected to meet the PA state requirements for proficiency.

RESEARCH BASED SOCIAL STUDIES

1. Social interaction and relationship among individual children, groups of children, and teachers are lived through a multitude of identity dimensions- ethnicity, culture, race, class, socio-economic status, gender, ability, nationality, sexual orientation, age, and so on. These interactions and relationships shape and are shaped by the ways these identities are given meaning. ...self labeling, affiliation, self concept...affect how children view themselves, how other view them, and how they perceive their ability to cope and adapt in academic and social situations. (Branch 1994)
2. The psychological and cognitive experiences children encounter in classrooms validate childrens’ identity or produce social and cognitive stress hindering the teaching-learning process. (Sheets 1999).

TEACHING METHODOLOGY

1. Young people have often been the conscience of their countries, and students have historically been activist. The revolution in social entrepreneurship- starting social ventures to fill a niche has made activism far more effective and young people especially embody this change (Kristof, M. and Wu Dunn,S.).
2. See reading and writing methodologies in the Language Art Literacy curriculum.

PENN HILLS CHARTER SCHOOL OF ENTREPRENEURSHIP SOCIAL STUDIES

The Penn Hills Charter School of Entrepreneurship represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real world problems, and at the same time, they will develop the disposition to be active and compassionate members of society. When students are able to see a connection between academic content and the problems of everyday life, it provides an opportunity to apply knowledge in meaningful and productive ways, and lead the effort of helping others.

Some of the possible community projects may include: recycling programs, safe and violence free schools, endangered species, animal shelters, mentoring, homelessness, intergenerational projects, and humanitarian issues.

The Social Studies Standards comprised of History, Civics and Government, Economics, and Geography as well as all pedagogical methodologies is to be adhered to in all content disciplines. The Penn Hills Charter School of Entrepreneurship supports an interdisciplinary model.

Project Based Learning (PBL)

Project Based Learning (PBL) is the process of student engagement in projects occurring both in and outside of the classroom. The intent is deep learning, where students are actively engaged in the use of technology and inquiry to address issues and questions relevant to their lives. Projects reflect student's interdisciplinary subject matter competence.

The PBL activities are designed to answer questions or solve problems that generally reflect the spectrum of learning and work people engage in the everyday world. The projects of the Penn Hills Charter School of Entrepreneurship will allow students the opportunity to interact with experts in the field, as well to, interact naturally with the diversity of citizens that make up the spectrum of citizens in the Township of Penn Hill.

Project based learning is synonymous with in-depth learning. A well designed project is meant to provoke students to encounter, and struggle with, the central conceptual principles of a given subject.

PBL engages students in skills required for 21st century learning, as well as the use of content in practical situations. The skills that students engage in include communication and presentation, organization and time management, research and inquiry, self assessment and reflection, working in and as a team, and leadership skills.

Project Based Learning although prepared by a group of students working toward a common goal performance assessment is not only of the team, but also, on an individual basis. A pre-determined rubric is utilized to assess the quality of the product, depth of the content understanding demonstrated, contribution made to the on-going process of project realization, presentation, utilization of multi-media technology , ...

PBL learning allows and respects student's ideas and opinions, voice and choice, and decisions that affect the project outcomes and the learning process in general. It is also meant to build the leadership qualities in students as they fulfill the requirement of being in service to their community.

**NATIONAL STANDARDS
NCSS THEMATIC STRANDS**

National Geography Standards

The Eighteen National Standards and Six Essential Elements

The geographically informed person knows and understands...

Essential Element I: The World in Spatial Terms

Standard 1:

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 2:

How to use mental maps to organize information about people, places, and environments in a spatial context.

Standard 3:

How to analyze the spatial organizations of people, places, and environments on Earth's surface.

Essential Element II: Places and Regions

Standard 4:

The physical and human characteristics of places.

Standard 5:

The people create regions to interpret Earth's complexity.

Standard 6:

How culture and experience influence people's perceptions of places and regions.

Essential Element III: Physical Systems

Standard 7:

The physical processes that shape the patterns of the Earth's surface.

Standard 8:

The characteristics, distributions, and migration of human populations on the Earth's surface.

Essential Element IV: Human Systems

Standard 9:

The characteristics and spatial distribution of ecosystems on the Earth's surface.

Standard 10:

The characteristics, distributions, and complexity of Earth's cultural mosaics.

Standard 11:

The patterns and networks of economic interdependence on Earth's Surface.

Standard 12.

The processes, patterns, and functions of human settlement.

Standard 13:

How the focus of cooperation and conflict among people influence the division and control of the Earth's surface.

Standard 14:

How human actions modify the physical environment.

Essential Element V: Environment and Society

Standard 15:

How physical systems affect human systems.

Standard 16:

The changes that occur in the meaning, use, distribution, and importance of resources.

Essential Element VI: The Uses of Geography

Standard 17:

How to apply geography to interpret the past.

Standard 18:

How to apply geography to interpret the present and plan for the future.

National Center for the History in the School (NCHS) Historical Thinking Standards:

Historical Thinking Standard 1: Chronological Thinking

Historical Thinking Standard 2: Historical Comprehension

Historical Thinking Standard 3: Historical Analysis and Interpretation

Historical Thinking Standard 4: Historical Research Capabilities

Historical Thinking Standard 5: Historical Issue-Analysis and Decision Making

National Center for the History in the School NCHS World History Standards:

Standards in History for Grades K-4 (Content Standards)

Standard 1.

Family Life Now and in the Recent Past; Family Life in Various Places Long Ago.

Standard 2.

History of Student's Local Community and How Communities in North America Varied Long Ago.

Standard 3.

The People, Events, Problems, and Ideas that Created the History of Their State.

Standard 4.

How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols.

Standard 5.

The Causes and Nature of Various Movements of Large Groups of People Into and Within the United States, Now and Long Ago

Standard 6.

Regional Folklore and Cultural Contributions that Helped to Form Our National Heritage.

Standard 7.

Selected Attributes and Historical Development of Various Societies in Africa, the Americas, Asia, and Europe.

Standard 8.

Major Discoveries in Science and Technology; Their Social and Economic Effect; The scientist and Inventors Responsible for Them.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) THEMATIC STRANDS

1. **Culture** - Social Studies Programs should include experiences that provide for the study of culture and cultural diversity.
2. **Time, Continuity, and Change** – Social Studies Programs should include experiences that provide for the study of ways human beings view themselves in and over time.
3. **People, Places, and Environment** – Social Studies Programs should include experiences that provide for the study of people, places and environment.
4. **Individual Development and Identity**- Social Studies Programs should include experiences that provide for the study of individual identity and identity.
5. **Individuals, Groups, and Institutions** – Social Studies Programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
6. **Power, Authority, and Governance**- Social Studies Programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
7. **Production, Distribution, and Consumption**- Social Studies Programs should include experiences for the study of how people organize for the production, distribution, and consumption of goods and services.
8. **Science, Technology, and Society**- Social Studies Programs should include experiences for the study of relationships among science, technology, and society.
9. **Global Connections**- Social Studies Programs should include experiences for the study of global connections and interdependence.
10. **Civic Ideals and Practices**- Social Studies Programs should include experiences for the study of ideals, principles, and practices of citizenship in a democratic republic.

Student Bibliography

1. Children’s Literature in a Social Studies Classroom
<http://www.indiana.edu~reading/leo/bibs/childsoc.html>

Science

Science and Technology

IMPLEMENTATION GUIDELINES

CURRICULUM IMPLEMENTATION

1. The Science Technology Curriculum Guide should be in possession of every teacher.
2. The Science Technology Curriculum Guide provides the standards, goals, and objectives which correlate to the Pennsylvania State Academic Standards, the Assessment Anchors, and the PSSA.
3. The scope and sequence of the guides should be adhered to.
 - a. Each lesson has been sequentially developed.
 - b. It is critical that the lessons are followed in the order presented in the teachers guide.
4. The Curriculum Guides and Teachers Guides should be utilized when planning instruction, assessment, and notebook entries.
5. The guide provides extension resources in language Arts/Literacy, Mathematics, Technology and Service learning leadership Development component.
6. The Science Technology Curriculum is correlated to the American Association for the Advancement of Science (Project 2061) and Atlas Science literacy and Test Specifications.
7. As stated in Content Standard E of the National Science Education Standards" the relationship between science and technology is so close that any presentation of science without developing an understanding of technology would portray an inaccurate picture of science." (PADOE)

TEXTBOOK / PROGRAM ADOPTIONS

1. Grades K-6 **Science and Technology for Children (STC) Modules**
2. Grades K-8 **Full Options Science System (FOSS) Modules**
3. Resources: **Outdoor Biology Instructional Strategies (OBIS)** teaching eco literacy, the intelligent decision factors that influence environment and ecological relationships, **Great Explorations in Math and Science (GEMS)** interdisciplinary books and exercises **Foundations and Challenges to Encourage Technology Based Science (FACETS)** a middle school integrated science program to engage students in the science that is of immediate interest and relevance to them consisting of ten problem solving strategies to explore an issue, investigate a problem, or design or test a product. Scientists are available to students as resources. **Science Education for Public Understanding (SEPUP)** innovative science curriculum made up of issues that pose personal and societal problems to be investigated.

NOTEBOOKS

1. Students in grades K-8 are required to maintain a science notebook that they make entries in each day.
2. The daily entry format should include: the date, standard or purpose of the lesson, predictions where applicable, materials, observations(s), conclusion(s), line of learning as well as pictorials and graphs.
3. A scientific glossary must be an integral component of the notebook.
4. The use of the science notebook should be encouraged during school assessments.
5. Scientific observations and findings from Community Service and Leadership Development exercises should be an essential component of the notebook.

HOMEWORK POLICY

1. Science homework must be assigned regularly (it may be an interdisciplinary assignment)
2. Homework is directly correlated to classroom activities as well as investigations both inside and outside of the classroom.
3. Science homework can also incorporate **Science Extensions**: homework found in the final portion of each lesson; **FOSS Home/School Extension** grade calendars, or extensions from the module; **FOSS Science Stories** literacy components; **Investigations** as they relate to Everyday Math or Connected Math, or **Inquiry Questions** that may come directly from FOSS, STC, SEPUP, FACETS, or OBIS.
4. Homework should vary in complexity and depth.

SCIENCE ASSESSMENTS

1. Anchors will be adopted from the State Anchor System in Science that will establish benchmark and standards-based unit assessments.
2. On-going assessments are embedded in all science module teacher guides for the purpose of monitoring student achievement as well as for teacher preparation.
3. PSSA practice tests (modeled after released tests) will be administered to students in grades 4 and 8 mid-year.
4. The PSSA Science test will be administered in grades 4 and 8.
5. Teacher Constructed and student-Based assessment Practices: Quizzes, Projects, Experiments, Multi-Media Reports and...other.

GRADING VARIABLES: STUDENT ACHIEVEMENT

A grade represents the total student academic achievement in Science. The achievement requirement is based upon PA Academic Standards.

1. A minimum of nine grades per marking period is required in order to examine student progress over time.
2. Student academic progress includes, but is not limited to:
 - a. Tests including quizzes, modular unit tests, and where applicable mid-term and final exams.
 - b. Class participation, as evidenced by asking and responding to queries, hypothesis and offering relevant theories and comment.

- c. Class assignments including essays, problem solving, projects(s) and skill applications.
 - d. In-class performance tasks, experiments, exhibits, and demonstrations.
 - e. Homework assignments, including essays, book reviews and reports, research reports, and multi-media projects.
 - f. Notebook reviews.
 - g. Performance-based assessments/project based assessments/portfolios.
3. Grades in core subjects are to be determined through the use of these guidelines:
 - a. 55% of grades should be derived from assessments
 - b. 40% of grades should be derived from class work and participation.
 - c. 5% of grades should be derived from homework.
 4. Grading variables should reflect student responsibility factors such as effort (participation and work completion) and behavior) teamwork and resiliency).
 5. Grade delineation:
 - a. 100-90 A
 - b. 89-80 B
 - c. 79-70 C
 - d. 69-60 D
 - e. 59-0 below standard

INTERVENTIONS

1. Development of an individualized educational program co-signed by the teacher, parent, and student.
2. After school tutoring and science clubs.
3. Summer school and summer enrichment science activities.
4. FOSS special education equipment (Braille and large print thermometers, meter tape, graduated cylinders) SAVI/SELPH Program
5. Notebook Strategies [http://ihsfoss.org/fossweb/new/pdfs/sicence notebook folio.pdf](http://ihsfoss.org/fossweb/new/pdfs/sicence%20notebook%20folio.pdf)
6. Computer-Assisted Instruction Science:
 - a. Lesson Plans for Elementary <http://www.col-ed.org/resource-page.html>
 - b. NASA Center for distance Learning <http://dlcenter.larc.nasa.gov/>
 - c. 6th, 7th, and 8th grade science facts, lessons and games from the Jefferson Laboratory <http://education.jlab.org/>
 - d. On-line curriculum with lesson plans utilizing live insects in the classroom to teach about anthropoids <http://www.insected.arizona.edu/home.htm>
 - e. Early science activities and organization <http://netn.net/14113.htm>
 - f. Science experiments and activities <http://proteacher.com/10002.shtml>
 - g. Science discovery in every day experiences <http://www.scithon.terc.edu/>
 - h. Fun science sites <http://www.reachoutmichigan.org/resources.html>
 - i. Expedition to study marine life for upper elementary and middle school students <http://sedl.org/scimast/steamer/project.html=ml>

- j. Kidspiration (See Academic Standards for Science and Technology-PA Dept of Education) <http://www.inspiration.com/kidspiration-science-examples>
- 7. Marzano's Instructional Strategies for Effective Teaching and Learning:
 - a. Identifying Similarities and Differences: venn diagrams, charts, classification of items, creation of metaphors and analogies.
 - b. Summarizing and Note Taking: providing a set of rules for creating a summary, use of teacher prepared notes that student may redefine if necessary
 - c. Nonlinguistic Representations: incorporate words and images using symbols to represent relationship, using of physical models and physical movement to represent information.
 - d. Setting Objectives and Providing Feedback: setting core goals for the unit, encourage students to set personal attainment goals, and grades attached to meeting said goals, making sure feedback is corrective in nature, making sure student know how they did in relation to a specific level of knowledge, development of and use of rubrics.
 - e. Generating an Testing Hypotheses: creation of tasks requiring prediction of what may or may not work
 - f. Cues Questions and Advance Organizers: vary the styles used (tell a story, skim a test, create a graphic image, and expose students to information before they "learn" it).
- 8. Differentiated Instructions i.e. tiered assignments and compacting
- 9. Use of Mnemonic Instruction to teach science i.e. Kay, Pegword, and Letters (acronyms and acrostics)

RESEARCH-BASED FRAMWORK

Grades K-5 (At least 135 minutes weekly)

Grades 6-8 (At least 225 minutes weekly)

(Its Elementary SIE)

The national Academy of Science Learning and Teaching Science in Grades K-8 (2007) introduced Four Stands of Scientific Proficiency:

1. Know, use, and interpret explanations of the natural world.
2. Generate, and evaluate scientific evidence and explanations.
3. Understand the nature and development of scientific knowledge.
4. Participate productively in scientific "practices and discourse."

Inquiry is an educational approach that models authentic scientific thinking and processes for children in an age appropriate manner.

Science instruction must encompass student learning and practicing the skills of observing, questioning, making inferences, hypothesizing, investigating, interpreting, and communicating multiple representations. (Adopted from the PA DOE)

SCIENCE AND TECHNOLOGY SAFETY

Safety guidelines for science and technology classrooms can be found in the **Safety Guidelines for Technology Education & Elementary Science/Technology Education (Pennsylvania Department of Education Bureau of Curriculum and Academic Services division of Curriculum and Instruction)**

“...it is recommended that the teacher make a copy of the guide and keep it handy for reference. All materials contained in the guide may be reproduced by the teacher for use in safety instruction and for promoting safety instruction in the school. The materials lesson plans, safety instructions sheets and additional information to develop a complete safety program and lesson guide for the classroom.”

Topics include:

1. Safety information
2. Facility Considerations
3. Processes
4. Tools Equipment, and Materials
5. Resources
6. Teacher Liability
7. Instructional Suggestions
8. Materials for Student Use
9. Forms and checklists
10. Lists of Responsibilities for Safety Planning

[Http://www.pde.state.pa.us/science-tech/lib/science tech/Final safety.pdf](http://www.pde.state.pa.us/science-tech/lib/science%20tech/Final%20safety.pdf)

PENNSYLVANIA SCIENCE TECHNOLOGY STANDARDS

- 3.1 Unifying Themes of Science
- 3.2 Inquiry and Design
- 3.3 Biological Sciences
- 3.4 Physical Science, Chemistry & Physics
- 3.5 Earth Sciences
- 3.6 Technology Education
- 3.7 Technological Devices
- 3.8 Science Technology and Human Endeavors

International Society for Technology Education National Technology Standards

1. Student Standards:
http://www.iste.org/Content/NavigationMenu?NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
2. Teacher Standards:
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008standards/NETS-T_Standards_Final.pdf
3. Administrator Standards:
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS_A_2009.pdf

COMPONENTS FOR BUILDING A SCIENCE TECHNOLOGY PROGRAM

Full Option Science Systems FOSS

The scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and ability to think critically is to actively construct ideas through their own inquiries, investigations, and analysis. The FOSS program was created to engage students in these processes as they explore the natural world. (FOSS)

FOSS Components:

K-5 (26 modules)

Module: Prior to teaching the module teachers have the availability of the use of the FOSS Resources, i.e., References, Course Notes, Important Course Updates, The Teacher Prep Videos <http://www.lhsfoss.org/fossweb/schools/teachervideos/index.html>, FOSS User Information, Material Safety Data Sheets http://www.deltaeducation.com/science/foss/foss_msds.aspx Student Resources include media, i.e., Ask A Scientist, Images, Movies, Audio Stories, Science Stories Glossaries (English/Spanish and Websites

1. Overview (whole group)
2. Content Goals (whole group)
3. Materials (whole group)
4. Investigation/Experiment (centers)
5. Notebooks/Anecdotal Notes (centers)
6. Math Extensions In Science Reading and Writing in Science (centers)
7. Reading Extensions (centers)
 - a. FOSS Science Stories
8. Homework
 - a. Home School Connections
 - b. Letter to Parents
 - c. FOSS @ Home Folio (English/Spanish)
9. Module Summary Goals (whole group)

K-5 FOSS Assessment System: Assessing content knowledge, conducting investigations, building explanations, and assessing dimensions of learning and discourse. <http://www.fossweb.com>

Middle School Grades 6-8 (9 courses each requiring 9-12 weeks to teach)

Prior to teaching the course teachers have availability of the use of the FOSS Resources, i.e., Teacher Guide, Teaching Masters, References, Course Notes, Important Course Updates, The Teacher Prep Videos <http://www.lhsfoss.org/fossweb/schools/teachervideos/index.html>, FOSS User Information, CD Rom for Middle School Course, Material Safety Data Sheets http://www.delta-education.com/science/foss/foss_msds.aspx. Student Materials include: Lab Notebook, Project Ideas, Proposals, and Presentation Guidelines, and Glossary.

1. Overview (whole group)
2. Content Goals (whole group)
3. Materials (whole group)
4. Investigation/Experiment (centers)
5. Notebooks/Anecdotal Notes (centers)
6. Math Problem of the Week – Math in Science (individual or centers)
7. Reading and Writing in Science (individual)
8. Reading Extension (individual)
9. Homework
 - a. Home School Connections
 - b. FOSS @ Home Folio (English/Spanish)
10. Module Summary (whole Group)

Grades 6-8 Assessment System: Assessing content knowledge, conducting experiments, building explanations, and assessing dimensions of learning and discourse. [Http://www.fossweb.com](http://www.fossweb.com)

FOSS utilizes two distinctive approaches to assessment formative and summative. Formative assessments are embedded throughout the course to provide diagnostic information. These tools are intended to give greater insight into student thinking.

Formative Assessments: Informal notes, Teacher observations, student sheets, student journals, quick writes, response sheets, and self assessments.

Summative Assessments are for the purpose of grading. It is the understanding of the “big idea” of science. Summative assessments are administered at the end of the investigation.

Anchor Activities should be utilized as assessments.

FOSS infusion of Service Learning and leadership Development: Taking Science Outdoors (BSI) found in the Teacher Resource on FOSS web.

Science Technology for Children STC (National Science Resource Center)

STC is an innovative hands-on science program that provides students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing critical thinking as well as problem solving. The age appropriate concepts and skills enable students to acquire scientific attitudes and habit of mind. Primary students engage in observation, measurement, and the identification of properties. The experience progresses through the grades culminating in grade six with the design of controlled experiments.

STI Components:

Grades 1 through 6 (24 units four for each grade level)

Units follow the FERA Learning Cycle based upon student learning: Focus, Explore, Reflect, Apply.

Teachers Resources consist of Unit Kits, Teacher Guides, Teacher Tools CD Rom, Added Value Science Materials **Using Science Books** (how to use quality science books) **Science Library**

(brief description of each book), **Standards, Skills, and References** (National Science Education Standards for English and Language Arts).

Storyline -- Unit as a whole consist of: **Unifying Concept, Unit Concept, Grade Level Concept**

1. Sub-concepts (whole class)
2. Pre assessment (individual, whole class)
3. Investigation (team work)
4. Post Unit Assessment

STI/Middle School (8 inquiry centered modules sequenced in 2 one-year courses consisting of a module from each of the four science/technology strands or 4 one-semester courses for earth science, life science, physical science, and technology)

Units follow FERA Learning cycle based upon:

- Focus on what student already know
- Explore scientific phenomenon or concept following a sequence of classroom investigations
- Reflect on observations, record them in science journals, draw conclusions, and share findings with others
- Apply learning to real life situations and to other areas of the curriculum or other content disciplines.

Teacher Resources consist of Teacher Guides with guidance on prep set up of Kit Materials, instructions for facilitation, project support, master copies of student records sheets, suggestions for the correlation of interdisciplinary assessments, and rubrics. Student Guides provide background information, step-by-step instructions, guiding inquiries, reading selections, safety tips, and glossaries.

Modules Include:

1. Overview
2. Background
3. Notebooks/Materials
4. Preparation
5. Procedure
6. Assessment/Record Sheets
7. Post Unit Assessment

Science Education for Public Understanding (SEPUP)

Personal and Societal Issues to provide thematic continuity for student investigation and observation.

Courses

1. Issues and Earth Science (IAES)
2. Issues and Life Science (IALS)
3. Issues and Physical Science (IAPS)
4. Issues and Evidence and You (IEY)
5. Science and Life Issues (SALI)

Modules

(There are 8-12 lessons in each module spanning 3-5 weeks)

1. Decision Making: Probability and Risk Assessment (grades 7-12)
2. Environmental Impact: Comparing Industries (grades 6-12)
3. Ground Water Contamination: Trouble in Fruitvale (grades 6-12)
4. Hazardous Materials Investigations: The Barrel Mystery (grades 6-12)
5. Household Chemicals: Better by Design (grades 6-12)
6. Investigation: Energy from the Sun (grades 6-12)
7. Investigation: Environmental Health Issues (grades 8-12)
8. Investigation: Food Safety (grades 6-12)
9. Investigation: Waste Water: Solutions and Pollution (grades 7-12)
10. Living with Plastics (grades 7-12)
11. Threshold and Toxicology (grades 7-12)
12. Waste Disposal and Computers and the Environment (grades 8-12)

Components

1. General Information
 - a. Overview
 - b. Standards
 - c. Kit Contents
 - d. Research-based Assessments System (Rubric Scoring Guide)
2. Students
 - a. Module Issues in the News

Foundations and Challenges to Encourage Technology Based Science (FACETS)

ED informatics: <http://www.edinformatics.com/reform/reform.html>

Great Explorations in Math and Science (GEMS)

Construction of knowledge used to promote writing, mathematics, and reading centered around a common concept and core content units.

TECHNOLOGY

- Students must be able to use education technology tools in order to develop the knowledge and skills required to be contributing, productive, and informed members of the digital information world.
- The past needs of students are no longer relevant for the students of today who must be digital natives and digital learners. Successful 21st century citizens must possess the ability to communicate, analyze, synthesize, and collaborate as life-long learners in this ever shrinking “flat world”.
- Problem-based Learning and Inquiry-based learning are active learning educational technologies used to facilitate learning. Technology which includes physical and process applied learning can be incorporated into project, problem inquiry-based learning as they all have similar educational philosophy. All three are student centered, ideally involved in real life scenarios in which students are actively engaged in critical thinking activities.

- The process that students are encouraged to employ (as long as it is based on empirical research) is considered to be a technology. (Wikipedia)
- Technology education offers unique opportunities to apply numerous academic concepts through practical minds-on/hand-on applications.

Pennsylvania Technology Standards

- 3.6 Technology Education- Technology Education is the use of accumulated knowledge to process resources to meet human needs and improve the quality of life. Students develop the ability to select and correctly use materials, tools, techniques, and processes to answer questions, understand explanations, and solve problems encountered in real life situations. These overriding themes require students to design, create, use, evaluate, and modify systems of Biotechnologies, Information Technologies, and Physical Technologies.
- 3.7 Technological Devises- Students use tools to observe measure, move and make things. New technological tools and techniques make it possible to enact far-reaching changes in our world. Technology enhances the student's abilities to identify problems and determine solutions. Computers play an integral role in everyday life by extending our abilities to collect, analyze, and communicate information and ideas.
- 3.8 Science Technology and Human Endeavors- Scientific knowledge and societal needs often create a demand for new technology. Conversely, new technology advances scientific knowledge. Both influence society through the impart of their products and processes.

Resources:

- International Society for Technology in Education (ISTE)
- American Library Association and Association for Educational Communications and Technology (1998) Information literacy Standards for Student Learning online http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&Content ID=19937
- The Educator's Reference Desk <http://www.eduref.org/cgi-bin/res.cgi/EducationalTechnology>
- TECH and Learning <http://www.techlearning.com/>
- Federal Resources for Educational Excellence http://www.free.ed.gov/subjects.cfm?subject_id=1348res_feature_request=1
- From Now On <http://www.fno.org/>
- Arizona Department of Education (2000) Technology Education Standards <http://www.ade.state.az.us/standardstechnology>

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- The Educator's Reference Desk <http://www.eduref.org/cgi-bin/res.cgi/EducationalTechnology>
- TECH and Learning <http://www.techlearning.com/>
- Federal Resources for Educational Excellence http://www.free.ed.gov/subjects.cfm?subject_id=1348res_feature_request=1
- From Now On <http://www.fno.org/>
- Arizona Department of Education (2000) Technology Education Standards <http://www.ade.state.az.us/standardstechnology>

Most Recommended Books to Extend the K-5 Science Units

PRE-K

Building Structures Unit

Amazing Buildings by Kate Hayden

Building a House by Byron Barton

Changes, Changes by Pat Hutchins

A Day in the Life of a Builder by Linda Hayward

Houses and Homes by Ann Morris

Exploring Water Unit

I am Water (Hello Reader Science Series) by Jean Marzollo

Water as a Liquid by Helen Frost

I Get Wet by Vicki Cobb

We Use Water (National Geographic) by Nick Bruce

KINDERGARTEN

Fabric Unit

Fibers from Plants by Jo Massam-Windsor

Animal Fibers by Jo Massam-Windsor

Fibers Made by People - Fred & Jeanne Biddulph (One copy comes in the unit with a reading lesson.), The Wright Group

Fabric FOSS Science Stories, Delta Education, 1-800-258-1302

Animals 2X2 Unit

Snails in School! - Christine Economos. Newbridge Educational Publishing, 1999.

Snail's Spell- Joan Ryder: Penguin

"How It Works: How Nature Works-100 Ways Parents and Kids Can Share the Secrets of Nature - by David Burnie (Amazon. com-On Amazon .corn, it says author unknown.)

Animals 2X2 FOSS Science Stories, Delta Education, 1-800-258-1302

Wood Unit

Wood FOSS Science Stories, Delta Education, 1-800-258-1302

FIRST GRADE:

All Units

“What is a Scientist?” by Barbara-Lehn

This can be used for grade-level reading instruction for mid-to late year first grade. It is an award-winning book.

Weather Unit

The Cloud Book- Tomie de Paola

What Will the Weather Be? - Lynda DeWitt

The ideas presented in the above two books are easy enough for first graders to understand but too difficult for most of them to read independently.

Organisms Unit

**A Mealworm's Life* - John Himmelman; Children's Press, 1999.

SECOND GRADE:

Balancing & Weighing Unit

Math Counts - Weight by Henry Pluckrose, Childrens Press

Liquids Unit

Solving Dissolving by Kevin Beals. Seeds of Science, Roots of Reading, Delta Education

Water Dance - Thomas locker

A read aloud book presents a poetic text with inspiring paintings to show various aspects of water in our environment. The vocabulary helps extend that of the reader. Water facts are presented at the end of the read-aloud section. This is helpful for the teachers and interested students. This book can be used after lesson 7.

Soils Unit

A Log's Life by Wendy Pfeffer, Simon and Schuster

An Earthworm's Life by John Himmelman. Children's Press

Compost! Growing Gardens from Your Garbage by Linda Glaser, Millbrook Press

Life Cycle of an Earthworm by Bobbie Kalman, Crabtree Publishing Co.

Soil by Christin Ditchfield, True Books, Children's Press.

THIRD GRADE

Plant Growth and Development Unit

Insects and Plants FOSS Science Stories, Delta Education, 1-800-258-1302

From Seed to Plant. Gibbons, Gail.

Explores the intricate relationship between seeds and the plants that they produce.

How Do Apples Grow? Maestro, Betsy.

Describes the life cycle of an apple from its initial appearance as a spring bud to that point in time

when it becomes a fully ripe fruit.

Reason For a Flower. Heller. Ruth.

Brief text and ravish illustrations explain plant reproduction and the purpose of a flower.

Sounds

Sounds All Around by Wendy Pfeffer

Sound by Darlene Stille

*Health, Physical
Education, and
Safety*

Health, Physical Education, and Safety

IMPLEMENTATION GUIDELINES

CURRICULUM IMPLEMENTATION

1. Health, Physical Education, and Safety curriculum guides should be in the possession of every teacher.
2. The Health, Physical Education and Safety Guide provide the standards, goals and objectives which correlate to the PA Academic Standards.
3. The curriculum guide should be used when planning instruction. Supplementary resources and materials should be utilized as resources to support the objectives listed in the guide.
4. This guide should be used in collaboration with other disciplines.

NOTEBOOKS/PORTFOLIOS

1. The literacy, science and social studies notebooks should have a section(s) dedicated to health, safety and physical education. These sections are a collaborative interdisciplinary venture.
2. Events that are part of authentic assessments in Physical Education may be housed in the Humanities portfolio.

HOMEWORK POLICY

Health, Physical Education and Safety homework will be based on on-going analysis of academic need.

1. The homework may be project based and an integral component of literacy, math, science, social studies, entrepreneurship.
2. Homework in Health may include research and multi-media projects.
3. Homework will follow traditional and non-traditional aspects.

HEALTH, PHYSICAL EDUCATION AND SAFETY ASSESSMENTS

1. Assessments may include quizzes and tests.
2. Utilization of assessments that are alternative, authentic, performance-based, and rubrics-based will align the work to real world learning.
(<http://www.pecentral.org/assessments/assessments.html>)
3. Adapted Physical Education Assessments will be utilized as well.
(<http://www.pecentral/adapted/adaptedinsturments.html>)

GRADING VARIABLES

1. Student proficiency standards in physical education and academic achievement in health and safety will be determined by but not limited to:
 - a. Tests and quizzes
 - b. Alternative, authentic, performance-based, rubric-based assessments
 - c. Class participation as evidenced by performance, team participation, sportsmanship, responding to questions and offering relevant comments,
 - d. Class assignments including research, project skill applications, problem solving, exhibitions and sporting.
 - e. In-class performance tasks, exhibits, and extended classroom field experiences.
2. Grading variables should reflect student responsibility factors such as **effort** (participation and work completion) and **behavior** (team work, resiliency, and sportsmanship)
3. Grade delineation:
 - a. Grades K-2 Advanced Proficient, Proficient, and Basic
 - b. Grades 3-8 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 ...Below Standard

INTERVENTIONS

1. Development of an individualized education program co-signed by the parent, teacher, and student.
2. After school tutoring and sports.
3. Connecting with a peer or mentor.

RESEARCH-BASED FRAMEWORK

1. Health, Physical Education and Safety may be infused into core subject blocks; however, time must be accounted for through the curriculum syllabus.
2. 120 minutes per week should be dedicated either in interdisciplinary work or stand alone classes.
3. Blocks are comprised of guided instruction, small group work, team projects or activities, independent work or online interactive learning
4. Leadership Development exercises and field work during or after school are incorporated.

PA STANDARDS FOR HEALTH, PHYSICAL EDUCATION AND SAFETY

10.1 Concepts of Health

10.2 Healthful Living

10.3 Safety and injury Prevention

10.4 Physical Activity

10.5 Concepts, Principles and Strategies of Movements

HEALTH, PHYSICAL EDUCATION AND SAFETY PEDAGOGY

Penn Hills Charter School of Entrepreneurship's Health, Physical Education, and Safety curriculum is standards based. All students are expected to meet the Pa state's requirements for proficiency and healthful safe living.

RESEARCH BASED HEALTH, PHYSICAL EDUCATION, AND SAFETY

- The Physical Education Middle School Model appears to focus mainly on skill acquisition within a traditional curriculum which places an unbalanced emphasis upon team games and is taught using a limited range of largely didactic pedagogical approaches. (Metzler, 2000, Ofsted, 2002, Kirk and Kinchin, 2003)
- At a time when obesity rates are rising and populations are becoming increasingly sedentary (Green, 2000) low participation in physically active, healthy lifestyle is a major concern and continues to be the most prevalent among girls.
- Physical Education research indicates disengagement of girls lies within curriculum and pedagogic content. (Scranton, 2006 and Sanford and Rich, 2006)
- Girls physical education activity participation is generally less frequent and of a lower intensity than that of boys. (Mc Kenzie, 2000)
- Physiological and psychosocial change experience in puberty make particularly high-risk periods for girls to adopt sedentary habits. (Rowlan, 1999)
- Title IX was intended to provide teachers with a structure for developing and implementing equitable physical education programs for all students.(G. Hutchinson,2009)
- The National Eating Disorder Association (NEDA) estimates 10 million girls and women and 1 million boys and men struggle with some type of eating disorder.(NEDA, 2004)

TEACHING METHODOLOGY

- Girl Power Media Kit <http://www.nexmedia.com/au/media-kit/girlpower-media-kit.pdf>
- Spark Physical Education <http://www.sparkpe.or/resources/publications>
- Just for Guys http://www.teenadvice.about/od/guystuff/Just_for_Guys.htm

ENVIRONMENTAL INFLUENCE

- As heart disease is the leading cause of death in the U.S. (Center for Disease Control 2001) the potential health implications of low physical activity among girls could be serious.
- Eating disorders are a multi-faceted problem stemming from physical and psychological stress, cultural expectations, family interaction, fear of weight gain that normally accompany puberty. (Lo Buono, 2001, Manley, Reckson and Standevan, 2001)

The physical education, health, and safety standards, as well as all pedagogical methods, are to be adhered to in all disciplines. The Penn Hills Charter School of Entrepreneurship supports an interdisciplinary model.

COMPONENTS OF A BALANCED HEALTH, PHYSICAL EDUCATION, AND SAFETY PROGRAM

Health and Physical Education Topics (K-8)

- 1. Personal Health**
 - a. Growth and Development
 - b. Nutrition
 - c. Disease and Health Conditions
 - d. Safety
 - e. Social and Emotional Health
- 2. Communication**
 - a. Decision Making
 - b. Planning and Goal Setting
 - c. Leadership Advocacy and Service
 - d. Health Service and Careers
- 3. Medicines**
 - a. Alcohol, Tobacco, and Other Drugs
 - b. Dependency/ Addiction Treatment
- 4. Relationships**
 - a. Sexuality
 - b. Pregnancy and Parenting
- 5. Movement Skills (locomotion, non-locomotion, and manipulations)**
 - a. Movement Concepts
 - b. Strategy
 - c. Dance

- d. Sportsmanship, Rule, Safety
- e. Sport Psychology

6. Fitness and Physical Activity

- a. Training
- b. Achieving and Assessing Fitness

NATIONAL STANDARDS

National Health Education Standards:

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision making skills to enhance health.
6. Students will demonstrate the ability to use goal setting skills to enhance health.
7. Students will demonstrate the ability practice health enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

National Physical Education Standards

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically healthy educated individuals who have the knowledge, skills, and confidence, to enjoy a lifetime of healthful physical activity.

A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in a physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BIBLIOGRAPHY

- Awesome Library
http://www.awesomelibrary.org/Classroom/Health_PE/Health_PE.html
- Access my Library http://www.accessmylibrary.com/coms2/summary_0286-20155670
- High Beam <http://www.highbeam.com/doc/1g1-62140765.html>
- K-4 Bibliography <http://www.gov.mb.ca/k12/cur/physhlth/foundation/bibliography>
- Nutrition Bob http://www.readyforlife.org/nutrition/Nutrition_Bibliography.pdf

WEBSITES

- Teacher Net Health Lessons Plans <http://www.teachernet/lessonsplans/subjects/health>
- PE Links 4 U <http://www.pelinks4u.org/>
- Nutrition <http://www.nutrition.gov> and <http://www.mypyramid.gov/>
- Kids Food Cyber Club <http://www.cybersleuth-kids.com/sleuth/Health/Nutrition/index1.htm>
- Nutrition Games for Kids <http://www.nourishinteractive.com>
- Learn to Be Healthy <http://www.learntobehealthy.org/health-education/games-and-activities.aspx>
- National Institute of Health Department of Health & Human Services(NIEHS) <http://www.kidsnilks.nih.gov/games.htm>
- Children's Health Education Center <http://www.bluekids.org/teensandkids/ga.asp>
- Pennsylvania Department Of Health Kids Health Activities and Games <http://www.dsf.health.state.pa.us/health/cwp/vkiew.asp?A=174&Q=242770>
- Physical Games and Activities for Groups <http://www.wilderdom.com/games/PhysicalActivities.html>
- US Department of Health & Human Services http://www.smallsteps.gov/kids/html/games_and_activities.html
- Mr. Gym <http://www.mrgym.com>
- Activities <http://www.classroom-jc-schools.net>
- US Department of Agriculture http://www.healthymeals.nal.usdagov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=231&topic_id=1196
- FEMA for Kids <http://www.fema.gov/kids/>
- NET Smartz <http://www.netsmarzkids.org/index.FL.htm>

- Kids.gov Fun Stuff Games http://www.kidsgov/k_5/k_5fun_activities.shtml

TEACHER RESOURCES/LISTSERVS

Related Links

- American Academy of Pediatrics(AAP) <http://www.aap.org>
- American Alliance for Health, PE, and Dance www.aahperd.org/
- American Cancer Society www.cancer.org
- American Heart Association www.americanheart.org
- Center for Disease Control and Prevention * Division of Adolescent & School Health www.cdc.gov/nccdphp/dash
- Healthy People 2010 www.health.gov/healthypeople/
- National Association of Sport and Physical Education NASPE www.aahperd.org/
- Physical Education Central www.pacentral.org/
- PA Department of Education, Food & Nutrition www.pde.state.pa.us/food_nutrition/site/default.asp?svcs_students Nav/
- PA Department of Education, Driver and Safety Education
- PA Department of Health- www.dsf.health.state.pa.us/health/site/default.asp
- PA Interscholastic Athletic Association (PIAA) www.piaa.org
- PA State Association for Health, PE, Recreation and Dance (PSAHPERD) www.psahperd.org

Sun Safety Information

- Center for Disease Control & Prevention/ Division of Cancer Control & Prevention www.cdc.gov/choose your cover
- National Coalition for Skin Cancer Prevention in High PE, Recreation & Youth Sports www.sunsafety.org
- Skin Cancer Foundation www.skincancer.org
- Ulman Cancer Fund www.ulmanfund.org
- Unity State Environmental Protection Agency www.epa.gov/ozone
www.epa.gov/sunwise

Humanities

Humanities

IMPLEMENTATION PLAN

CURRICULUM IMPLEMENTATION

1. The Humanities Curriculum should be available to every teacher.
2. The curriculum guide represents the National and Pennsylvania State Standards, goals, and objectives.
3. The curriculum guide should be utilized when planning instruction, interdisciplinary projects, and exhibitions. Books and supplementary materials should serve as resources to support the objectives listed.

PORTFOLIOS

1. Students in grades K-8 are expected to maintain a Humanities Portfolio dedicated to visual arts, practical arts, music, drama, media arts and dance.
2. Portfolios may be hard copy, digital or multi-media.
3. The Student Humanities Portfolio should be maintained from grades K-8 reflecting a student's journey and progress through the arts.
4. Samples from interdisciplinary projects, exhibitions, and performances must be an integral element of the portfolio.
5. Rubrics, critiques, reflections, interviews, and responses to experts and field experiences are critical components of the portfolio.

HOMEWORK

1. Homework in the arts may be stand alone or through interdisciplinary assignments.
2. Humanities homework is meant to grow competence, expand creative problem solving, build resiliency and determination.
3. Humanities homework can consist of practice, long range projects, and exploration of imagination and creativity.
4. Homework in the Arts is expected to move students outside the traditional classroom to experience hands on habit of mind expansion.
5. Humanities homework can include media, technology, field trips, non-traditional experiences, and arenas students wish to explore in their own realm of reality.

HUMANITIES ASSESSMENTS

1. The Pennsylvania Department of Education in collaboration with Art Educators across the State in the fields of dance, music, theatre, and visual arts have collected content for items developed that are aligned to Assessment Anchors in mathematics, language arts literacy, and PA Academic Standards for Arts and Humanities. (Keystone Arts Education Network)

2. Teacher Constructed and Student-Centered Assessment practices: Anecdotal Record, Rubrics, Performances, Projects, Exhibitions, Student Art and Media Technology Galleries ...
3. Student self assessment, critique, and reflection for the purpose of growth.

GRADING VARIABLES

1. Grades in the Humanities/Arts may be infused within the grades of literacy, mathematics, science, social studies and/or physical education.
2. Humanities proficiency may include but is not limited to:
 - a. Class participation as evidenced by teamwork, group performances, dialogue, responses to inquiries, offering relevant comment or review...
 - b. Class assignments that may incorporate plays, dance performances, choral or instrumental presentations, television or computerized programming, projects, exhibitions...
 - c. Performance-based assessments i.e. rubrics, portfolios, reviews and critiques.
 - d. Tests including quizzes, oral presentations, and performance on demand.
3. Humanities/Arts syllabi will determine the percentage components for a given expectation within a marking period/semester/course.
4. Grading variables should reflect student responsibility factors such as **effort** (participation and work completion) and **behavior** (teamwork and resiliency).
5. Grade Delineation: Based upon a rubric of **Advance Proficient, Proficient, and Basic**.

INTERVENTIONS

1. Development of an individual education program co-signed by the teacher, parent, and student.
2. Before and After-School practice sessions.
3. Computer-Assisted Programming (see website section)
4. Outside lessons, time with experts, mentor relationships, and apprenticeships.
5. Reviews of tapes, movies, and computer/tv programming.

RESEARCH-BASED FRAMEWORK

- The Humanities have no required minutes at any level, however enough time should be implemented for students to demonstrate proficiency levels in academic standards in grades 3, 5, and 8. (PA Title 22-Education, Chapter 4, Section 4.21, 4.22, 4.23)
- The Humanities/Arts may be incorporated into the Language Arts Block, Science, Social Studies, and/or Physical Education.
- The Arts may also be an integral component of Service Learning and Leadership Development field projects.
- Teaching and Learning of the Humanities in isolation may consist of:
 1. While Group

2. Small Group
3. Individual

PENNSYLVANIA HUMANITIES STANDARDS

9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts.

9.2 Historical and Cultural Contexts.

9.3 Critical Response

9.4 Aesthetic Response

SAFETY

- Safety in Art, Dance Music or Theatre Rooms “*Design Standards for School Art Facilities*” National Art Education Association
- “*Music Facilities: Building, Equipping, and Renovating*” Music Education National Conference

HUMANITIES PEDAGOGY

The Penn Hills Charter School of Entrepreneurship’s Humanities curriculum is standards based. All students are expected to meet the PA states requirements for proficiency.

Students will engage in skills necessary to solve real world problems through multiple mediums, and at the same time, develop a disposition to be active, compassionate, and creative members of society. When students are able to see a connection between academic content and real world issues through the creative eye of the arts, and, share those connections through music, dance, theatre, visual arts, and multi-media they are applying critical thinking skills in meaningful, productive and unique support.

Entrepreneurship projects that tackle issues innovatively may have impacts that are long lasting rather than traditional methods that sometimes are seen as apathetic. Allowing student to create, voice, perform, and entertain supports the building of leadership skills such as collaboration, communication, planning and vision. Integration of the arts into service learning and leadership development expands the boundaries of the learners to horizons that may yet to be discovered.

The Humanities Standards comprised of visual arts (practical arts), music, dance, theatre, (media productions) as well as pedagogical methodologies are to be adhered to in all content disciplines. The Penn Hills Charter School of Entrepreneurship supports an interdisciplinary model.

RESEARCH-BASED HUMANITIES

Pennsylvania Department of Education “Arts and Humanities

“Students across the state are engaged in creative learning through Dance, Humanities, Music, Theatre, and the Visual Arts.

The unifying themes of production, history, criticism, and aesthetics are common within Pennsylvania’s Proposed Academic Standards for Arts and Humanities. In the Arts and humanities the human need to create can be expressed kinesthetically, orally, spatially or through interdisciplinary interpretation. The rich experiences and learning provided to students in Pennsylvania by quality teachers in the arts and humanities have given the state nationally known artist.”

*Data released from the College Board 1997 Profile of College Bound Seniors show students who participate in quality arts education programs score higher on the SAT’s than those who do not.

Teaching the Arts K-8

- The integrated curriculum and lesson, and activities are based upon the cognitive learning theories and writings of Howard Gardner, Jerome Bruner, Lev Vygotsky, and Stanley Greenspan. (i.e. River of Words combines art, writing, and science in exploring our environment, Art and Poetry for our Watershed <http://www.riverquest.org/>)
- Courses in the arts will not only utilize the staff within the school but also tap into community resources and artist to broaden and enrich creativity through general exploratory activities, group training activities, and individual and small group projects and performances.

The Performing Arts- Music, Art Theatre, Dance

- In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theatre, and the visual arts. The elements such as color, line, shape, form, rhythm, time, space and energy, are the basis for the creation of works of art.
- An understanding of the elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content curricula and their application to daily life.
- Through experiences in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.
- Key skills necessary to understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation.

- Through performances in the arts students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks.
- Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and the fingering of musical instruments.
- Involvement in the presentational aspects of the art and art making also leads to awareness and understanding of arts related careers.

Critique

- Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their artistic creation and in the works of others.

History

- In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theatre, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Ten Lessons the ARTs Teach (Elliot Eisner, 2002)

1. The arts teach children to make **GOOD JUDGEMENTS** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts it is judgment rather than rules that prevail
2. The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.
3. The arts celebrate multiple **PERSPECTIVES**. One of their large lessons is that there are many ways to **SEE** and **INTERPRET** the world.
4. The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstances and opportunity. Learning in the arts requires the **ABILITY** and a **WILLINGNESS** to surrender to the unanticipated possibilities of the work sit unfolds.
5. The arts make **VIVID** the fact that neither words in their literal form or numbers exhaust what we can **KNOW**. The limits of our language do not define the limits of our **COGNITION**.
6. The arts teach students that **SMALL DIFFERENCES** can have **LARGE EFFECTS**. The arts traffic in subtleties.
7. The arts teach student to think through and within a material. All art forms employ some means through which **IMAGES** become **REAL**.

8. The arts help **CHILDREN LEARN** to say what cannot be said. When children are invited to disclose what a work of art helps them **FEEL**, they must reach into their **POETIC CAPACITIES** to find the words that will do the job.
9. The **ARTS ENABLE** us to have **EXPERIENCE** we can have from no other source and through such experiences to **DISCOVER** the range and variety of what we are capable of **FEELING**.
10. The arts' position in the school curriculum symbolizes in the young what adults **BELIEVE** is **IMPORTANT**.

NATIONAL STANDARDS

National Visual Arts Standards

1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structure and functions.
3. Choosing and evaluating a range of subjects, symbols, and ideas.
4. Understanding the visual arts in relation to history and culture.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

National Dance Content Standards

1. Identifying and demonstrating movement elements and skills in performing dance.
2. Understanding choreographic principles, processes, and structures.
3. Understanding dance as a way to create and communicate meaning.
4. Applying and demonstrating critical and creative thinking skills in dance.
5. Demonstrating and understanding dance in various cultures and historical periods.
6. Making connections between dance and healthful living.
7. Making connections between dance and other disciplines.

National Theatre Content Standards (K-4)

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisations,
3. Designing by visualizing and arranging environments for classroom dramatization.
4. Directing by planning classroom dramatization.
5. Researching by finding information to support classroom dramatization.
6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms.
7. Analyzing and explaining personal preferences and constructing meaning from classroom dramatizations and from theatre, film, television, and electronic media production.
8. Understanding context by recognizing the role of theatre, film, television, and electronic media productions.

National Theatre Content Standards (5-8)

1. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature and history.
2. Acting by developing basic acting skills to portray characters that interact in improvised and scripted scenes.
3. Designing by developing environments for improvised and scripted scenes.
4. Directing by organizing rehearsals for improvised or scripted scenes.
5. Researching by using cultural and historical information to support improvised and scripted scenes.
6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media) and other art forms.
7. Analyzing, evaluating, and constructing meanings for improvised and scripted scenes from theatre, film, television, and electronic media.
8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and other cultures.

BIBLIOGRAPHY

- MAEA Visual Arts Curriculum Framework Selected Bibliography
<http://www.usm.maine.edu/~trudy?frame/fbiblio.htm>
- Bibliography for Art Education <http://www.goshen.edu/art/ed/BIBLI2.html>
- Art Education Middle: A Bibliography of Resources
http://www.stf.sk.ca/services/stewart-resources-center/resources-lists/arts_educate_middle.pdf
- *Teaching Art with Books Kids Love: Art Elements, Appreciation, and Design with Award Winning Books* Diane Frohardt
- Children's Books <http://www.window sill.net/arts.html>
- Elementary Education Resources: Music and Arts/Theatre/Dance
<http://www.pitt.edu/~poole/eledDrama.hrml>
- "Middle School Theatre" Amazon Middle School Theatre Books

WEBSITES

25 Places for Kids to Learn and Experiment with Art (K. Schweitzer, 2009)

- **The Metropolitan Museum of Art** – An online museum that provides a look behind the arts, museum adventure, and the how's and why's of art pieces.
<http://www.metmuseum.org/explore/index.asp>
- **The Art Zone**- Provided by the National Gallery of Art, an excellent interactive painting and drawing activities. <http://www.nga.gov/kids/kids.htm>
- **Artist Author** – This online art site offers free drawing and painting activities for students and teachers. <http://www.artinthepicture.com/>
- **ArtInThePicture.com**- An introductory art history site that can be used to introduce older children to art history. <http://www.artinthepicture.com/>
- **Mr. Picasso Head** –Site that allows you to create faces using Picasso's strokes and techniques; a perfect place to gain understanding of modern art's unique style.
<http://www.mrpicassohead.com/create.html>
- **A Lifetime of Color** – Site provides several resources to interact, play, and study color. Resources include demos, projects, a glossary, and interactive games.
<http://www.alifetimeofcolor.com>

- **A Pintura Art Detective**- Interactive art history game is a fun and easy way for students to learn about and interact with art history. <http://www.eduweb.com/pintura/>
- **The Museum of Modern Art**- The Museum of Modern Art features audio, video, and interactive activities designed to teach children about modern art.
- **Art Games**- The Albright Knox Art Gallery offers this interactive site for student who want to play art games, as well as, art history and writing resources, painting tools, and a personalized art studio. <http://www.albrightknox.org/artgame/index-launch.html>
- **Art Pad**- Free online painting tool that allows you to use brushes and paints to create your own piece of art. <http://www.artpad.com/artpad/painter>
- **Jackson Pullock** – Free tool that allows students to create art using the splatter technique of Jackson Pullock. <http://www.jacksonpullock.org/>
- **Kaleidoscope Painter**- Free web app that provides tools necessary to create customized kaleidoscope images online. <http://www.permadi.com/java/spaint>
- **My Oats**- Online community that allows students to create art with an online drawing application. The art is then rated, downloaded, and archived. Children see and connect with other artist. <http://www.myoats.com/create.aspx>
- **The Museum of Web Art Kids**- An interactive creation site for kids to play with interactive dots, create eraser art, and much more. http://www.mowa.org/kids/kids_enterhtml
- **Practice Pointillism**- Site gives kids an online canvas to create works with pointillism- great for students who want to explore dot art. <http://www.epcomm.com/center/point/point.html>
- **Surreal Painter**- The Wadsworth Athenum Museum of Art offers this free web app for creating art in the modernist style and gives kids the background and objects to move and rearrange into their own personal Picasso. <http://www.wadsworthatheneum.org/painter/painter.php>
- **Keith Haring’s Interactive Coloring Book**- An interactive coloring book for elementary children where that can drag characters, letters, and colors onto the canvas to create their own coloring Page. <http://www.haringkids.com/coloringbook/index.html>

- **Kerpoof-** Interactive learning website from the Walt Disney Company features an art board for younger children to draw and be creative. <http://www.kerpoof.com/>
- **Make a Mosaic-** Online mosaic creation site. <http://www.kiddonet.com/kiddonet/mosaic/>
- **Color in Motion-** Walks visitors through the use of color, and provides games and videos to illustrate how color communicates, invokes emotion, and symbolizes other things. <http://www.mariaclaudiacortes.com/>
- **Artopia-** Designed for middle school students; covers visual and performing arts and gives the students the opportunity to express themselves while teaching other students about style, technique, and principles of art. <http://www.knowitall.org/artopia/index.html>
- **Inside Art-** An interactive art history experience for younger kids; it leads visitors on interesting adventures into history. <http://www.eduweb.com/insideart/>
- **Kids Rule-** Interactive art site featuring a selection of unique activities that range from animation to writing. <http://www.artkidsrule.com/>
- **Arts Edge-** The Kennedy Center's Art'sEdge offering activities music, theatre, and visual arts. Kids can look at and listen to art, meet artist, and discover art quotes. <http://www.artsedge.kennedy-center.org/>
- **Art Studio Chalkboard-** Provides information for artists who want to learn or refine techniques. A great place for older students to learn the fundamentals of painting, color, shading, and perspective. <http://www.studiochalkboard.evansville.edu/>

TEACHER RESOURCES/LISTSERVS

Pennsylvania Humanities Organizations

- **Keystone Arts Education Network** <http://www.www.keyarts.ws>
 1. Educational website for arts and Music
 - a. Curriculum units/lesson plans for art and music
 - b. Math and Reading Anchors
 - c. Plans for differentiated learning
 - d. Research and Assessment Resources
 - e. DOE updates
- **PA Council on the Arts** <http://www.pacouncilonthearts.org>
- **National Endowment for the Arts** <http://www.artsendow.gov/>
- **PA Humanities Council** <http://www.pahumanities.org>

- **National Endowment for Humanities** <http://www.neh.gov>
- **Institute for Cultural Partnerships** <http://www.culturalpartnerships.org/index.asp>
- **Kennedy center Arts Edge** <http://www.artsedge.kennedy-center.org/artsedge.html>
- **Council of Chief State School Officers Arts Education Partnership**
<http://www.ccsso.org/projects/artseducationpartnersip/382.cfm>
- **Arts Education Collaborative (Pittsburgh)** <http://www.artsedcollaborative.org>

National Professional Organizations

- **Theatre: American Alliance for Theatre and Education** <http://www.aate.com/>
- **Music: National Association for Music Education** <http://www.menc.org>
- **Theatre: American Theatre Arts for Youth** <http://www.atafy.org/>
- **Arts/Dance: National Arts Education Association** <http://www.naea-reston.org/>
- **National Dance Education Organization** <http://www.ndeo.org/>

State Affiliates

- **Pennsylvania Thespians** <http://www.pathespians.com/>
- **PA Music Education Association** <http://www.pmea.net/>
- **PA Art Education Association** <http://www.paea.org>
- **PA Humanities Council** <http://www.pahumanities.org>

Additional Affiliates

- **Arts Ed Net** <http://www.getty.edu/artsednet/>
- **Arts Education Partnership** <http://www.aep-arts.org/>
- **Arts for Learning** <http://www.arts4learning.org>
- **Arts Extension Service** <http://www.umass.edu/aes/>
- **NEA Jazz in Schools** <http://www.neajazzintheschools.org>
- **Teachers and Writers Collaborative** <http://www.twc.org>
- **VH1 Save the Music** <http://www.vh1.com/insidevh1/savethemus/>
- **Wolf Trap Institute for Early Learning through the Arts** <http://www.wolftrap.org>

LISTSERVS

- Visual Arts Eastern Region <http://www.eastern@artedlistd.org>
- Elementary Arts Listserv requires approval from list moderator
<http://www.elementary@artedlists.org>

Attachment
F

Tentative
School Calendar

TENTATIVE SCHOOL CALENDAR 2011-2012

<p>August, 2011 14—All Staff reports for Orientation 21—First day for students</p> <p>Student Days: 9 Teacher Days: 14</p>	<p>February, 2012 20—No School, Staff Development</p> <p>Student Days: 20 Teacher Days: 21</p>
<p>September, 2011 5—No School, Labor Day 26—No School, Professional Development</p> <p>Student Days: 21 Teacher Days: 22</p>	<p>March, 2012</p> <p>Student Days: 22 Teacher Days: 22</p>
<p>October, 2011 10—No School, Staff Development</p> <p>Student Days: 20 Teacher Days: 21</p>	<p>April, 2012 4—No School, Spring Break (Snow Make Up Day) 5— No School, Spring Break (Snow Make Up Day) 6—No School, Spring Break 9- No School, Spring Break (Snow Make Up Day)</p> <p>Student Days: 17 Teacher Days: 17</p>
<p>November, 2011 1—No School, Staff Development 24—No School, Thanksgiving Holiday 25—No School, Thanksgiving Holiday 29-No School, Thanksgiving Holiday</p> <p>Student Days: 18 Teacher Days: 19</p>	<p>May, 2012 16—No School, Staff Development 28—No School, Memorial Day</p> <p>Student Days: 20 Teacher Days: 21</p>
<p>December, 2011 22—1/2 day 23—31—No School, Winter Vacation</p> <p>Student Days: 17 Teacher Days: 17</p>	<p>June, 2012 22—1/2 day, Last Day for Students, Staff ... Development 25—Last Day for Teachers</p> <p>Student Days: 16 Teacher Days: 17</p>
<p>January, 2012 2 -No School, Winter Vacation 3 —Students and Teachers return to school 16—No School, Dr. King Day 18 – No School, Staff Development</p> <p>Student Days: 19 Teacher Days: 20</p>	<p>Total Student Days: 192</p> <p>Total Teacher Days: 204</p>

Attachment

G

Evaluation Tools

**IMAGINE SCHOOLS
EVALUATION SYSTEM**

TEACHER INFORMAL CLASSROOM OBSERVATION FORM

Teacher _____ Administrator/Evaluator

Grade _____ Subject _____

Date _____

Identified Components _____

Content Area _____ Activity _____

<p>1. Alignment of objectives to curriculum standards:</p> <p>2. Dominant Teacher Activity:</p> <p><input type="checkbox"/> Direct Teach</p> <p><input type="checkbox"/> Monitor student work</p> <p><input type="checkbox"/> Small group/independent work</p> <p><input type="checkbox"/> Film/test</p> <p><input type="checkbox"/> Teacher-Learner interaction</p> <p><input type="checkbox"/> Other</p> <p>3. Alignment of activities and resource objective:</p> <p style="padding-left: 20px;">Yes No</p> <p>4. Dominant Student Activity:</p> <p><input type="checkbox"/> Seat work</p> <p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Small group work</p> <p><input type="checkbox"/> Large group work</p> <p><input type="checkbox"/> Computer Assisted Instruction</p> <p>5. Cognitive Level:</p> <p><input type="checkbox"/> Knowledge, comprehension</p> <p><input type="checkbox"/> Application</p> <p><input type="checkbox"/> Analysis, synthesis, evaluation</p> <p>6. <input type="checkbox"/> Students actively engaged in learning</p>	<p>7. <input type="checkbox"/> Students attentive and actively listening</p> <p>8. Differentiated Strategies:</p> <p><input type="checkbox"/> Learning centers</p> <p><input type="checkbox"/> Curriculum compacting</p> <p><input type="checkbox"/> Independent study</p> <p><input type="checkbox"/> Tiered assignments</p> <p><input type="checkbox"/> Flexible groups</p> <p><input type="checkbox"/> Interest centers</p> <p>Process</p> <p><input type="checkbox"/> Adjusting Questions</p> <p><input type="checkbox"/> Role playing</p> <p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> Identifying similarities and differences</p> <p><input type="checkbox"/> Summarizing and note taking*</p> <p><input type="checkbox"/> Reinforces effort/provides recognition</p> <p><input type="checkbox"/> Documentation record keeping</p> <p><input type="checkbox"/> Cooperative learning*</p> <p><input type="checkbox"/> Sets objectives and provides feedback</p>
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IMAGINE SCHOOLS

EVALUATION SYSTEM

TEACHER FORMAL CLASSROOM OBSERVATION REPORT FORM

Building _____ Date _____

Teacher _____ Tenured _____ Non-Tenured _____

Grade _____ Subject _____

Pre-Conference Date _____ Post-Conference Date _____

Content Area _____ Identified Components _____

Administrator/Evaluator

Lesson Objective



Please attach Artifacts Checklist.

Comments:

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 4: Professional Responsibilities

IMAGINE SCHOOLS
TEACHER POST-OBSERVATION CONFERENCE AGENDA

(Evidence of Domain 4)

This information is to be provided by the teacher during the Post-observation Conference. The Post-observation Conference is to be scheduled at least 5 days after the classroom observation.

As I reflect on the lesson, were the students productively engaged in the work?

Did the students learn what I expected them to learn? Were the instructional goals met?
How do I know? If I don't know at this point, when will I know? How will I know?

Did I alter my goals or my work plan as I taught this lesson?
Why? How?

If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

ATTACHMENT

H

***DISCLOSURE OF
STUDENT
RECORDS***

POLICY DRAFT

PUPIL RECORDS

The Penn Hills Charter School of Entrepreneurship believes that information about individual pupils must be compiled and maintained in the interest of the pupil's educational welfare and advancement. The school will strive to balance the pupil's right to privacy against the district's need to collect, retain, and use information about individual pupils and groups of pupils. The school authorizes the establishment and maintenance of pupil files that include only those records mandated by law, rules of the PA State Department of Education, and authorized administrative directive. No liability shall be attached to any member, officer, or employee of this school for the furnishing of pupil records in accordance with law and rules.

Notification of Rights

Parents or legal guardians and adult pupils shall be notified of their rights regarding pupil records, including the right to prohibit the release of directory information. Copies of applicable federal and state laws, school policy, and administrative regulations governing pupil records will be made available to parent or legal guardians and adult pupils on request.

When the language of the parent or legal guardian or adult pupil is not English, the Principal shall, whenever possible, provide interpretation in the dominant language or assist in securing an interpreter.

Due Process

If consent to release pupil record information is refused by a parent or legal guardian, the district shall institute due process hearing procedures as indicated in Appeal of Record.

Content of Records

Mandated records include the pupil's personal descriptive data, daily attendance records, progress reports, and physical health records; records required for educationally disabled pupils; and all other records required by the State Board of Education.

Permitted records include observations and ratings by professional staff members acting within the scope of their professional duties, samples of pupil work, information obtained from professionally acceptable standard instruments of measurement, educationally relevant information provided by a parent or legal guardian or adult pupil concerning achievements and other school activities that the parent or legal guardian or pupil wishes to make part of the pupil's record, extra-curricular activities and achievements, rank in class, academic honors earned, and written evidence of compliance with the requirements of this policy for notification and consent.

In all cases, information in pupil records must be educationally relevant, objective, and based on the first-hand observation or personal knowledge of the originator. No record

may be made or kept of a pupil's religious or political affiliation or of any indication of a pupil's illegitimacy.

Collection and Maintenance of Records

A single, central file will be compiled for each pupil and will be maintained in the office of the school to which the pupil has been assigned or, in the case of pupils assigned to a school or program outside the district, in the office of the child study team. If any record regarding a pupil is required to be kept outside that file, a notation of its existence and location must be kept in the central file.

The Principal shall be responsible for the security of pupil records and shall designate each principal as custodian of the records in his/her school. The Principal shall ensure that all persons collecting or using personally identifiable information are trained regarding the confidentiality of personally identifiable information. The Principal shall maintain for public information a current list of the names and positions of the employees within the school district who may have access to personally identifiable information.

Retention and Destruction of Pupil Records

- a. Mandated and permitted pupil records of currently enrolled pupils may be destroyed after the information is no longer necessary to provide educational services to a pupil. Such destruction shall only occur after written parental /guardian permission has been granted or after reasonable attempts to secure parental /guardian permission have been unsuccessful.
- b. No additions shall be made to the record after graduation or permanent departure without prior consent of the parent or adult pupil.

The Principal shall request the school records of a transferred pupil within two weeks of the pupil's enrollment and shall obtain other proper identification of new pupils.

Computerized Records

Pupil records stored electronically in a computerized system must be protected by programmed security blocks and safeguards that ensure both access to the full record by authorized persons and complete security against access by unauthorized persons. A current backup copy of pupil records will also be maintained and will be subject to all the restrictions of law and this policy.

Access to Records

Access to pupil records will be available only to the pupil's parent or legal guardian, the adult pupil, appropriate school personnel acting in the educational interest of the pupil, and such others as may be permitted access by rules of the PA Department of Education.

Every parent, except as prohibited by federal and state law, shall have access to records and information pertaining to his or her unemancipated child whether or not the child resides with the parent, unless that access is found by the court to be not in the best

interest of the child or the access is found by the court to be sought for the purpose of causing detriment to the other parent.

A pupil's parent, guardian or legal custodian may petition the court to have a parent's access to the pupil's records limited. The Board shall notify the parent or legal guardian or adult pupil within five days of the date the order is obtained or evidence of the order is received that the request for access is denied. The parent or legal guardian or adult pupil may appeal the denial to the court that issued the order. A copy of the court order will be kept in the pupil's file.

School personnel are permitted access to pupil records only through the Principal. Secretarial and clerical personnel are permitted access to pupil records only to the extent necessary in the performance of their responsibilities, under the direct supervision of teaching staff members, or the principal.

A request for access to the record or reproduction of any of its contents must be granted or denied within ten days but no later than twenty-four hours prior to any hearing or review to which the requested record is pertinent. No record shall be altered or destroyed between the time the written request is made and the record is reviewed.

Information in a pupil's record may be released by a teaching staff member to the pupil, minor or adult, and to other appropriate persons in an emergency and for the purpose of protecting the health and safety of the pupil or other persons.

Directory Information

The Board designates as pupil "directory information" a pupil's name, address, telephone number, grade level, date and place of birth, dates of enrollment, participation in officially recognized activities and sports, awards received, previous school districts attended, the height and weight of members of district athletic teams and other, similarly non-intrusive specific information.

Directory information may be released without specific permission, except when such release is prohibited by a parent or legal guardian or adult pupil.

A student information directory will be compiled for military recruitment purposes in accordance with No Child Left Behind.

Parent or legal guardians or adult pupils shall be provided with a ten day period to submit a written statement to the Principal, or designee, to prohibit the institution from including any and all types of information about the pupil in any information directory before allowing access to such directory and school facilities to educational, occupational and military recruiters.

Appeal of Record

A parent or legal guardian or adult pupil may challenge the pupil's record and may request the addition of material or comments or the deletion of material from the record. The parent or legal guardian or adult pupil may request a stay of disclosure pending final

determination of any such challenge. An appeal must be made in writing to the Superintendent, who shall attempt to resolve the issue within ten days. The issue may be further appealed, within ten days of the Superintendent's determination, to the Commissioner of Education or the Board of Education. Any appeal made to the Board will be determined within twenty days and after opportunity has been offered for a hearing. A record of the appeal will be made part of the pupil's record.

A parent or legal guardian or adult pupil may place a statement in the record, which will be maintained with the contested portion of the record and will be disclosed whenever the contested portion is disclosed.

Review, Transfer, Preservation, and Destruction

The records of currently enrolled pupils will be reviewed annually by appropriate teaching staff members, and permitted records that are detrimental or no longer educationally relevant must be deleted, except that no information shall be deleted from the record of a classified pupil without prior notice to the parent or legal guardian or adult pupil. No record shall be kept of any such deletion or the materials deleted. Mandated information no longer necessary for the provision of educational services may also be destroyed, provided the parent or legal guardian or adult pupil has given written consent to the destruction or reasonable efforts to notify the parent or legal guardian or pupil and secure consent have been unsuccessful.

***ATTACHMENT
I***

***SIGNED
PETITIONS***

ATTACHMENT

J

***LETTER OF
INTENT***

***ATTACHMENT
K***

By-laws

**BYLAWS OF
PENN HILLS CHARTER SCHOOL OF ENTREPRENEURSHIP
A NONPROFIT CORPORATION**

ARTICLE ONE

PURPOSES

1.01 Purposes. The purposes of the Corporation shall include the following:

(a) The object and purpose of, and the nature of the business to be conducted and promoted by, the Corporation is engaging in the operation of a nonprofit charter school within the Commonwealth of Pennsylvania and engaging in any and all lawful activities necessary, convenient, desirable or incidental to the foregoing. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 5502 of the Nonprofit Corporation Law of 1988, 15 PA.C.S.A § 5502 and Section 1714 of the Charter School Law, 24 P.S. 17-1714-A, as amended and supplemented.

(b) This Corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

(c) Notwithstanding any other provision in these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under

Section 1702(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE TWO

OFFICES

2.01 Registered Office. The registered office of the Corporation shall be at such location in Pennsylvania as the Trustees may from time to time determine.

2.02 Other Offices. The Corporation may also have offices at such other places as the Trustees may select and the business of the Corporation shall require.

ARTICLE THREE

MEMBERS

3.01 Membership Corporation. The Corporation shall have no members.

3.02 Honorary Titles. The Trustees may create such classes of "membership," such as contributing members or honorary members, as the Trustees see fit, but such persons shall not have the rights of members under the Act.

ARTICLE FOUR

TRUSTEES

Definition of Board of Trustees

4.01 The Board of Trustees is that group of persons vested with the management of the business and affairs of this Corporation.

Structure of Board

4.02 The Board of Trustees of this Corporation will constitute a single class.

Number of Trustees

4.03 The number of Trustees of this Corporation will not be less than five (5) and not more than nine (9).

Qualification and Selection

4.04 Each Trustee shall be a natural person of full age who shall be selected according to their commitment to the Corporation's mission, their expertise in one or more areas relevant to the success of the Corporation and their willingness to dedicate their time and energy to be effective Trustees. No Trustee shall be an employee of the Corporation or of Imagine Schools, Inc. or any of its affiliates.

Terms of Trustees

4.05 The Incorporator shall appoint the original Trustees of the Corporation. At the initial election by the incorporator, three Trustees shall be elected for terms of three (3) years, two Trustees for terms of two (2) years and two Trustees for terms of one (1) year. Elections shall be held at the expiration of the initial Trustees' terms.

Thereafter, Trustees will be elected for a term of three (3) years. A trustee may serve no more than two consecutive three-year terms. Except in the case of death or resignation, each Trustee will hold office for the term for which he or she has been elected, and until a successor has been selected and qualified.

Removal of Trustees

4.06 A Trustee may be removed for cause by a majority vote of the Board. Such causes for removal include, but are not limited to failure to attend two consecutive Board meetings and failure to provide any required disclosures or clearances. The Board may, from time to time, establish additional qualifications for service and causes for removal of Trustees.

Vacancies on the Board

4.07 Any vacancy occurring in the Board of Trustees, and any Trusteeship to be filled by reason of an increase in the number of Trustees, will be filled by a majority of the remaining Board of Trustees. The new Trustee elected to fill the vacancy will serve for the unexpired term of the predecessor in office.

Place of Board Meetings

4.08 Meetings of the Board of Trustees, regular or special, will be held at the Corporation's offices, or such place or places as the Board of Trustees designates, by resolution duly adopted.

Meetings of the Board

4.09 The Board shall have regular meetings, at least quarterly, on such dates as the Board shall designate and any Special Meetings as are necessary. Following the effective date of any Charter, Meetings of the Board of Trustees and Committees of the Board, including notice to be provided to the Trustees and the general public, shall be in accordance with the Pennsylvania Sunshine Law, 65 P.S. §701, et seq. The election of the Board of Trustees, Committees of the Board and the appointment of Officers shall take place at a regular meeting of the Board during the second quarter of each calendar year.

Call of Special Meetings

4.10 A special meeting of the Board of Trustees may be called by either:

- (a) The President of the Corporation; or
- (b) A number constituting a quorum of the Board of Trustees

Waiver of Notice

4.11 Attendance of a Trustee at any meeting of the Board of Trustees will constitute a waiver of notice of such meeting except where such Trustee attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Quorum of Trustees

4.12 A majority of the whole Board of Trustees will constitute a quorum. The act of a majority of the Trustees present at a meeting at which a quorum is

present will be the act of the Board of Trustees unless a greater number is required under the provisions of the Nonprofit Corporation Law of 1972, the Articles of Incorporation of this Corporation, or any provision of these Bylaws. A Trustee may attend up to two meetings during any calendar year by speaker phone, video conference or other similar manner. A Trustee must notify the President of the Board at least 24 hours in advance if he/she desires to attend a meeting in this fashion.

Conflicts of Interest

- 4.13 The Board of Trustees shall develop a conflict of interest policy which shall comply with the Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”), 65 P.S. 1101 et. seq. with regard to “Conflict of Interest” as defined in the Ethics Act.

Trustees Emeritus

4.14 The Board of Trustees may elect as Trustees Emeritus former Trustees who have provided many years of distinguished service to the Corporation and who are unlikely to seek election to the Board of Trustees at a future date. Trustees Emeritus may attend and participate in meetings of the Board but shall not vote or be counted toward a quorum.

ARTICLE FIVE

COMMITTEES OF THE BOARD

5.01 In addition to the Committees specified under this Article, the Board of Trustees may, from time to time, create such additional committees of the Board as it deems necessary. Unless otherwise stated herein, each Committee Member shall serve for a term of one (1) year.

EXECUTIVE COMMITTEE

Establishment

5.02 The Trustees shall establish an Executive Committee, which shall consist of the President, the Vice-President, the Secretary, and Treasurer of the Corporation, as well as one additional Trustee who shall not be an officer of the Corporation. The Board may designate alternates to the Executive Committee who may replace any absent or disqualified member at any meeting.

Purpose and Powers

5.03 The Executive Committee shall have and exercise all the powers and authority of the Board of Trustees in the management of the business and affairs of the corporation, except those powers expressly reserved to the Board of Trustees, either by statute or in these Bylaws. In no event shall the Executive Committee have the power to fill vacancies on the Board of Trustees, amend or repeal the Bylaws, amend or repeal any resolution of the Board, lease or borrow on behalf of the Corporation for a term in excess of two years, spend any accumulated fund balance or open or close a school.

Voting

5.04 Any action taken by the Executive Board must be approved by a majority vote. For purposes of taking any action, three members of the Executive Board shall constitute a quorum.

BOARD DEVELOPMENT AND NOMINATING COMMITTEE

5.05 The Board of Trustees shall establish a Board Development and Nominating Committee, which shall have at least three members, at least two of which shall be Trustees.

Purpose

5.06 The Board Development and Nominating Committee shall be responsible for nominating for election members of the Board of Trustees, Officers of the Corporation, members of the Executive Committee, the Nominating Committee and any other Chairpersons that the Board of Trustees shall, from time to time establish. The Board Development and Nominating Committee shall also provide nominations for any interim vacancies in the aforementioned positions and recommend opportunities for ongoing board development and leadership.

Nominations

5.07 The Board Development and Nominating Committee shall present to the Board of Trustees those candidates for election no later than two weeks prior to scheduled elections. Each member of the Board of Trustees shall also have the right to nominate candidates for election to available positions and expired terms, provided that said nomination is received no later than one week prior to a scheduled election. Those candidates for election, timely nominated by the Board of Trustees and the Board Development and Nominating Committee, shall be the only candidates considered for available positions.

ARTICLE SIX

OFFICERS

Selection of Officers

6.01 The Board of Trustees shall elect and appoint the Officers of the Corporation which shall be Members of the Board of Trustees. Each Officer will remain in office until a successor to such office has been selected and qualified or he or she is otherwise removed by the Board of Trustees.

President

6.02 The President shall preside over and conduct meetings of the Board of Trustees. The President may also call special meetings of the Board. In addition, the President shall perform those duties that the Board of Trustees shall, from time to time establish.

Vice President

6.03 The Vice President will perform all duties and exercise all powers of the President when the President is absent or is otherwise unable to act.

Treasurer

6.04 The Treasurer will have charge and custody of all funds of this Corporation, will deposit the funds as required by the Board of Trustees, will keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, will render reports and accountings to the Trustees as required by the Board or by law, and will perform in general all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned from time to time by the Board of Trustees.

6.05 The Secretary will keep minutes of all regular, special and committee meetings of the Board of Trustees, will be the custodian of the corporate records and policies approved by the Board, will give all notices as are required by law or by these Bylaws, and, generally, will perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned from time to time by the Board of Trustees.

6.06 Any Officer elected or appointed to office may be removed with or without cause by the Board of Trustees whenever, in their judgment, the best interests of this Corporation will be served.

Chairpersons

6.07 The Board of Trustees will annually review and appoint Chairperson(s) to serve as a liaison of the Board with staff and committees which may be established from time to time. Committees may include members who are not elected members of the Board. Chairpersons will be responsible for the regular reporting of activities and for bringing forward reports and policy recommendations for the approval of the Board of Trustees.

ARTICLE SEVEN

CHIEF EXECUTIVE OFFICER

7.01 The Board may appoint a Chief Executive Officer who will, subject to the Board of Trustees or Committees of the Board supervise and control the affairs of the Corporation. The Chief Executive Officer shall serve at the discretion of the Board and implement its directives and resolutions.

ARTICLE EIGHT

INFORMAL ACTION

Waiver of Notice

8.01 Whenever any notice is required to be given under the provisions of the Nonprofit Corporation Law of 1972, the Articles of Incorporation of this Corporation, or these Bylaws, a waiver of such notice in writing signed by the person or persons entitled to notice, whether before or after the time stated in such waiver, will be deemed equivalent to the giving of such notice. Such waiver must, in the case of a special meeting of the Board, specify the general nature of the business to be transacted. Notice by electronic mail to the person or persons entitled to notice shall be deemed sufficient notice.

ARTICLE NINE

OPERATIONS

Fiscal Year

9.01 The fiscal year of the Corporation will begin on July 1 and end on June 30.

Execution of Documents

9.02 Except as otherwise provided by law or in these Bylaws, checks, drafts, promissory notes, orders for the payment of money and other evidences of indebtedness of this Corporation will be signed by the President and countersigned by the Treasurer. Contracts, leases or other instruments executed in the name of and on behalf of the Corporation will be signed by the President and countersigned by the Secretary and will have attached copies of the resolutions of the Board of Trustees certified by the Secretary

authorizing their execution. By resolution, the Board may authorize one or more of the officers, agents or employees of the Corporation to disburse funds and to execute documents on the Corporation's behalf.

Books and Records

9.03 This Corporation will keep correct and complete books and records of account and will also keep minutes of the proceedings of its Board of Trustees. The Corporation will keep at its registered office the original, or a copy of its Bylaws, including amendments to date certified by the Secretary of the Corporation.

Inspection of Books and Records

9.04 All books and records of this Corporation may be inspected by any Trustee, or his or her agent or attorney, for any proper purpose at any reasonable time on written demand under oath stating such purpose.

Nonprofit Operations

9.05 This Corporation will not have or issue shares of stock. No dividend will be paid, and no part of the income of this Corporation will be distributed to its Officers or Trustees.

Loans to Management

9.06 This Corporation will make no loans to any of its Trustees or Officers, or to any of its key management or other personnel.

ARTICLE TEN

SCHOOL COUNCILS

10.01 The Board of Trustees may establish School Councils. The purpose of a School Council is to provide those closest to the school and most affected by the day-to-day operation of the school with a formal mechanism for participating in its governance. School Councils shall assist and advise the Board of Trustees, Committees of the Board and school administrators as to various matters of concern for their school, including educational, administrative, teacher, parent and student matters. The Board shall set forth the terms and qualifications for all School Council members and designate the responsibilities of the Council.

ARTICLE ELEVEN

INDEMNIFICATION AND LIMITATION ON LIABILITY

Indemnification in Third Party Proceedings

11.01 The Corporation shall indemnify any Trustee or Officer who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than by or in the right of the corporation) by reason of the fact that he or she is or was a representative of the Corporation, or is or was serving at the request of the Corporation as a representative of another Corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding if he or she acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful.

The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in, or not opposed to, the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or conduct was unlawful.

Indemnification in Derivative Actions

11.02 The Corporation shall indemnify any Trustee or Officer who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he or she is or was a representative of the corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such

person is fairly and reasonably entitled to indemnity for such expenses which the Court of Common Pleas or such other court shall deem proper.

Mandatory Indemnification

11.03 Notwithstanding any contrary provision of the articles of incorporation or these By-laws, to the extent that a representative of the corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in either Section 11.01 or 11.02 above, he or she shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Determination of Entitlement to Indemnification

11.04 Unless ordered by a court, any indemnification under Section 11.01 or 11.02 above shall be made by the corporation only as authorized in the specific case upon determination that indemnification of the representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in such paragraph. Such determination shall be made:

- (a) By the Board by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding; or
- (b) If such a quorum is not obtainable, or, even if obtainable, a majority vote of a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion.

Trustee Standard of Care

11.05 A Trustee shall stand in a fiduciary relationship to the Corporation, and shall perform his or her duties as a Trustee, including his or her duties as a Member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the Corporation, and with such care, including reasonable inquiry skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a Trustee shall be entitled to rely in good faith, on the information, opinions, reports or statements, including financial statements and other financial data, prepared or presented by any of the following:

- (i) One or more officers or employees of the corporation whom the Trustee reasonably believes to be reliable and competent in the matters presented;
- (ii) Counsel, public accountants or other persons as to matters which the Trustee reasonably believes to be within the professional or expert competence of such person;
- (iii) A committee of the Board upon which he or she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Trustee reasonably believes to merit confidence.

A Trustee shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

In discharging the duties of their respective positions, the Board, committees of the Board and any individual Trustee may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon persons with whom the Corporation has business and other relations and upon communities which the offices

or other establishments of or related to the corporation are located, and all other pertinent factors. The consideration of those factors shall not constitute a violation of subsection (a) of this Section.

Absent breach of fiduciary duty, lack of good faith or self-dealing, actions taken as a director or any failure to take any action shall be presumed to be in the best interests of the corporation.

ARTICLE TWELVE

NONDISCRIMINATION

12.01 The Corporation shall not discriminate in its admissions, operation or hiring against any person because of race, color, religious creed, ancestry, national origin, age, sex or disability. The Corporation shall comply with all applicable federal, state and local laws concerning nondiscrimination.

ARTICLE THIRTEEN

AMENDMENT

13.01 The power to alter, amend or repeal these Bylaws, or to adopt new Bylaws, insofar as is allowed by law, is vested in the Board of Trustees. No amendment or repeal of the Bylaws shall occur without a two-thirds (2/3) vote of the entire Board of Trustees.

ARTICLE FOURTEEN

DISSOLUTION

14.01 This Corporation shall be dissolved voluntarily by a vote of two-thirds (2/3^{rds}) of the Board of Trustees.

14.02 In the event of dissolution, the assets of the Corporation remaining after payment of creditors shall be distributed in accordance with the Pennsylvania Charter School law, 24 P.S. § 17-1729-A(i).

ARTICLE FIFTEEN

ADOPTION OF BYLAWS

15.01 These Amended and restated Bylaws are adopted by the Board of Trustees by resolution and vote of a majority thereof on _____, 20__.

ATTACHMENT L

Resumes

Curriculum Vita (2010)

James D. Carmine, Ph.D. Associate Professor
Department of Philosophy Carlow University
3333 Fifth Avenue, Pittsburgh, PA 15213
(412) 578-6032
jdcarmine@carlow.edu

Education

State University of New York at Stony Brook
Ph.D., Philosophy, 1988.

University of Colorado at Boulder
M.A., Philosophy, 1980.
B.A., Philosophy, 1977.

Position: 1989 – Present, Carlow College
Associate Professor of Philosophy
Philosophy Program Director and Student Advisor
Pre-Law Advisor.

Areas of Specialization

Political Philosophy, Moral Reasoning for Children, Applied Ethics, Metaphor,
Semiotics, Gender Theory.

Areas of Competence

History of Western Philosophy, Sartre, Freud, Philosophy of Mythology, French
Feminism, Biomedical Ethics, Existentialism

Grants and Assistantships Received

- Penn Hills Public Schools Grant for teaching Philosophy in High School 1997-2011.
- Carlow College Grants for research in ethics, 1996 and 1995.
- Pennsylvania Humanities Council, 1995.
- Curriculum Development Grant, AAC&U, 1994-1997.
- Travel Assistance Grant, Carlow College, 1991.

Recent Program Development

Redesigned Carlow Honors Program
Philosophy in the Public Schools Program in Penn Hills, PA,
grades 3, 6, 11 and 12.

Carlow College, Philosophy Major.

Carlow College, Biomedical Ethics Certificate.

Teaching Experience

Graduate School of Public and International Affairs, University of Pittsburgh:
PIA 2192, Ethics in Public Life, 1996.

Penn Hills Public Schools:

Annual Philosophy Program for Gifted students Grades 3 and 6, 1998-
present.

PH 100, Introduction to Philosophy for High-School Students, 1997-
present.

Carlow College: Associate Professor, Designed and taught over 200 Classes and
50 Independent Studies, 1989-present, including:

PH 100, Introduction to Philosophy.

PH 102, Political Philosophy.

PH 103, Philosophy of Human Existence

PH 105, Introduction to Moral Reasoning.

PH 107 Philosophy of Education. (also linked course with Ed 258)

PH 204, Introduction to Logic.

PH 206, Aesthetics.

PH 207, Philosophy and Law.

PH 210, Biomedical Ethics.

PH 212, Existentialism.

PH/TR 280, Philosophy and Theater.

IS 368, JR/SR Honors Colloquium, Memory: Three Interdisciplinary
Perspectives

PH 302, Contemporary Philosophy: Philosophy of Mythology.

PH 308, Philosophy of Psychology: Freud and Feminism.

PH 349, Argumentative Writing.

PH 355, Feminist Philosophy.

PH 359, Media Ethics.

PH 356, Freud.

SO 463, Global Interdependence (Honors Colloquium).

Elderhostel: Freud as Myth.

Carlow College Committees and Service:

- Chair Sub-committee of curriculum committee to develop writing across the curriculum, 2010-ongoing.
- Act in at least one student theater production each year, 2002-present.
- Advisor to and monthly columnist for *Purple Menace*, student newspaper 2004-2006.
- Director of Liberal Studies Program and student advisor, 1990-2006.
- Chair and Director of Honors Program and student advisor, 2002-2006.
- Chair of Faculty Assembly 1997-1998, 1998-1999.
- Rank and Tenure Committee, 1996-1998.
- Grievance Committee, 1995-1996, 1999-2002.
- Faculty Ad Hoc Administrative Evaluation Committee, 1995-96.
- Faculty Ad Hoc Tenure Committee, 1995-1996.
- Hiring Committee, Mathematics Faculty, 1995, 1996.
- Chair of Faculty Senate 1994-1995.
- Chair of Faculty Workload Ad Hoc Committee 1994-1995.
- Faculty Senate Member 1992-1995.
- Writer for Middle States Accreditation Committee on Faculty 1994-1995.
- Introductory Core Satellite Committee, 1994-1995, 1995-1996.
- Honors Committee 1990-1993, 1995 (instrumental in procuring additional funding for colloquium and release time for director).

- Hiring Committee, Director of Security, 1994.
- Ad Hoc Committee charged with making recommendations for the disposition of faculty Teaching Excellence award funds, 1994.
- Advising Committee 1993-1994.
- Advising sub-committee, 2 presentations on advisor/advisee responsibilities, 1993, 1994.
- Senate sub-committee, Prepared Honors and Dean's List report with recommended motions to curb proliferation of awards, Fall 1993.
- Senate sub-committee, Faculty handbook by-law revisions Sp. 1993.
- Hiring Committee, English Faculty, 1992.
- Admissions Policy Committee 1990-1993.
- Hiring Committee, History Faculty, 1991.

Professional Activities

- Monthly columnist for *Intellectual Conservative.com* 2006.
- Political commentator PCNTV "NightTalk: Get to the Point" 2005-present.
- Developed "Take your Father to School Day" for Pittsburgh Public Schools in 1998, **Promoted as Statewide initiative by Governor Ridge in 2001, became Pittsburgh City Resolution in 2003.**
- School Board Director, Falk School, University of Pittsburgh, 1999-2002
- Keynote speaker at the Penn Hills High School National Honor Society, 2002
- Endorsed Republican Candidate for Mayor of Pittsburgh, PA, 2001.
- 24 Credits toward fifth year teaching certificate, Carlow School of Education
- Served on Charter School Planning Grant Selection Committee, Pennsylvania Department of Education, 2000 and 2001.
- Endorsed Republican Candidate for State Representative, Pittsburgh, PA, 2000.
- Vice President, Children's Rights Council of Pittsburgh, 1998-2004.
- Ethics and Public Relations Consultant; Board Member, National Congress for Fathers and Children, 1996- present.

-Consultant to Grace Ann Geibel, President of Carlow College, Ethics Speeches, 1994 and 1995

Ph.D. Dissertation

A Metaphor of Shame and the Myth of The Primal Scene

Directed by Professor Don Ihde, Dean of Humanities, SUNY Stony Brook.

Using a psychoanalytic approach, I argue that shame is understood only within the context of a circle of discourse, and this understanding is dependent on a family of metaphors. Within a circle of discourse, literal language is coherent with the network of concepts composing that particular semiotic system. I call these dynamic systems "semiotic gestalts." Semiotic gestalts may, however, incorporate expressions that are initially incoherent with their dynamic network. These contextually incoherent, yet meaningful, expressions are termed "systemic metaphors." Systemic metaphors thereby allow semiotic gestalts to use extra-systemic concepts or symbols that are coherent within different systems. I go on to illustrate that much of the work of both Vico and Freud is based on their individual accounts of a primal scene, accounts highly influenced by an incoherent systemic metaphor of "shame." I conclude that the incoherent concept of shame shared by Vico and Freud is in fact coherent within Hesiod's mythological semiotic gestalt, a mythology that has a powerful metaphorical influence on the metaphysical systems of both Vico and Freud.

M.A. Thesis

Metaphor and Imagination: A Sartrean Approach Directed by Distinguished Professor Emeritus Hazel E. Barnes, CU Boulder.

Academic and Professional Presentations:

"Is There Ever an Imperative to Deceive? Autonomy and Confidentiality in Health Care," Carlow University, Biomedical Ethics Conference April 9, 2010.

"Ethics of Trust vs. Ethics of Obligation in Government," Rotary Pittsburgh, October 2001.

"Clinical Psychology as Pseudo-Science" Thomas Jefferson Think Tank, June 2000.

"Philosophy and Moral Reasoning for Children," Fall 1999 PAISTA (Pittsburgh Area Independent School Teachers Association) Conference at Sewickley Academy, October 11, 1999.

"Moral Reasoning for Children," PAGE (Pennsylvania Association for Gifted Education) Conference, Harrisburg, April 23, 1999.

"Philosophy for Children and Families," Blue Cross, Sept. 23, 1998.

"Cloning Women: Ethical, Biological, Theological Perspectives on Cloning," Organizer and Moderator, Open Forum Carlow College, March 19, 1997..

"Secondary Effects of the Primary Custody Doctrine in Child Custody Disputes: Family Abuse a Social Dysfunction." Indiana University of PA, Childhood in America, Feb. 18, 1997.

"The Right to Privacy and Pivotal Legal Cases," Blue Cross, June 1996.

"Ethics: Strategies to Resolve Conflict in the Workplace," panelist, Carlow College Division of Nursing Program: sponsored by Jewish Healthcare Foundation, February 22, 1995.

"Three Kinds of Students," Address, Fall Honors Convocation, Carlow College, December 16, 1994.

"The Philosophical Myth of a Woman's Natural Function," Five Lectures in the Invention of the Modern Woman, Myth and Fact, Carlow College 1991-94.

"Representation and Other Beginnings," Moderator, International Association of Philosophy and Literature, Duquesne University, May 15, 1993.

"Can Only Women Mother: A Deconstruction of Father/Mother Binarism," Lecture, Carlow Brown Bag Series, March 17, 1993.

"Descartes and the Enlightenment," Lecture, Department of Fine Arts, Carnegie Mellon University, February, 1993.

"Philosophy and the Greco Roman Mystery Cults," Lecture, Department of Fine Arts, Carnegie Mellon University, November, 1992.

"Madonna: A postmodern view of a feminist rock star," Lecture, Carlow College Faculty-Staff Reading Group, February, 1992.

"Existentialism," Lecture, Department of Fine Arts Carnegie Mellon University, February, 1992.

"Mind, Body and the Enlightenment" Lecture, Department of Fine Arts, Carnegie Mellon University, January, 1992.

"The Seductress as Mediating Trickster or The Unnaturalness of Nature," Paper, International Conference on Myth and Fantasy, Atlanta, October 27, 1991.

"Trickster Myth," Moderator, International Conference on Myth and Fantasy, October 27, 1991.

"Imagination and Seduction," Moderator, Society for Women In Philosophy, University of Pittsburgh and Duquesne University, November 1-2, 1991.

"St. Wilgefortis: Bearded Virgin Martyr as Oxymoronic Return of the Repressed Serpentine Medusa," Paper, Medieval Renaissance Conference III, Clinch Valley College, Sept. 23, 1989.

"Oxymoronic Revolution: From LeGuin's Left Hand of Darkness to Marlowe's Doctor Faustus," Paper, International Association for Philosophy and Literature conference, Emory University, May 4-6, 1989.

"Beasts: The Role of the Ancient Pagan Semitic Symbols as Types and Antitypes in Apocalyptic Visions," Paper, with Art Historian Dr. Nightlinger, IAFA conference, Ft. Lauderdale, March 17, 1989.

"Fabulous Art II," Moderator, International Association for Fantastic in the Arts conference, March 18, 1989.

"Freud's Mythological Axioms," Lecture, Graduate Humanities Seminar, Hu 528, Marymount University, Feb. 14, 1989.

"Techniques for Teaching Logical and Critical Reasoning," Lecture, Graduate Student Teaching Practicum, Stony Brook, November, 1986.

Publications:

"Off the Grid: Rights, Religion, and the Rise of the Eco-Gentry," *Hunting: Philosophy for Everyone*, ed. Nathan Kowalsky, Wiley-Blackwell: Oxford 2010.

"Fundamentalism is not Fascism," *Intellectual Conservative.com*.

- “The Democratic Party is the Mental Illness Party,” *Intellectual Conservative.com*, June 30, 2006.
- “Oh Well, Boys Will Be Girls: Essential Problems of Boys and Girls” *Intellectual Conservative.com*, June 6, 2006.
- “Betrayal in the Humanities Requires Student Bill of Rights,” *Intellectual Conservative.com*, May 9, 2006.
- “Bad Religions and Good Religions,” *Intellectual Conservative.com* December 14, 2005.
- “Liberal Racism in American Education,” *Intellectual Conservative.com*, November 29, 2005.
- “Three Moral Paradoxes: The Good and Evil, the Wickedly Good and the Wicked Victim” *Intellectual Conservative.com*, November 21, 2005.
- “Americans Certainly Do Love Their TT’s: A Marxist Lesson for the Right,” *MensNewsDaily.com*, MND Guest Commentaries and News September 10, 2005.
- “Impairment Begins with the First Marriage: Popenoe’s New Study” *MensNewsDaily.com*, MND Guest Commentaries and News, July 21, 2005.
- “Economies of Helplessness” *MensNewsDaily.com*, MND Guest Commentaries and News, June 13, 2005.
- “Terrorism, War, and Fascism,” *Sensibilities*, La Roche College Center for the Study of Ethics, Spring 2002, v5, issue 2, pp. 1-6.
- “Child-Custody in the Age of Boomers” *Boomers Magazine*, November 1999.
- “Take Dad to School,” Editorial, Weekend Perspectives, *Pittsburgh Post-Gazette*, June 6, 1998.
- "Values-based Education" *Carlow Journal*, August 1996.
- "Social and Economic Justice: American Ideals and Policy in a Post-Industrial City."
Wrote and presented opening comments and case studies; moderated debates, Wilkins School Community Center. Sponsored by Pennsylvania Humanities Council, September 21, 1995. Broadcast on WDUQ radio.
- Over 50 on-line publications on *Blogcritics.com*.

Tanya B. Smith

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Experience:

Independent Training Consultant/PQAS Certified Instructor CI-0553000

(August 2009 – Present)

Created and facilitated several training modules regarding knowledge areas of child development, parent involvement, and early literacy.

Community College of Allegheny County: Boyce Campus/Braddock Hills Center

- Adjunct Faculty (Psychology and Early Childhood & Development) (January 2001 – Present)
- Academic Advisor (August 2010 – Present)
- Taught eight different courses in the departments of psychology and early childhood and development.
- Developed and measured learning outcomes for all courses and students.
- Assessed student performance and maintained attendance and grade records
- Utilized a variety of instructional methods to create an effective learning environment including discussion and applied group activities.
- Attended professional development activities to assure currency in both discipline, knowledge and instructional methods.
- Received consistent scores of high 4s – 5s/5 on Student Opinion Surveys.

Beginning with Books Center for Early Literacy

- Parent Education Coordinator/Trainer/Consultant
(Full-time: January 2002 – June 2004)
(Consultant: June 2004 – Present)
- Facilitated parent education groups.
- Developed new training modules for parent programs.
- Implemented a complete training and certification program for community agencies and educators.

- Provided early literacy training and consulting services to school districts, childcare centers, community agencies, and the Connecticut State Department of Education.
- Enhanced program effectiveness and design through research and practice in emergent literacy, family literacy, parent involvement, adult learning principles, and bilingual education.
- Supervised parent education staff, interns, and volunteers.
- Wrote reports and proposals to foundations, corporations, and other funding sources.
- Prepared budgets and monitored spending for programs.

Safety Kids, Inc.

- Consultant/Curriculum Development (June 2001 – June 2003)
- Developed kind and caring curriculum for bully prevention and education.
- Attended training in safety kids curriculum.
- Provided various other clerical duties on an as needed basis.

Allegheny Children's Initiative & Enhanced Treatment for Children

- Behavioral Specialist/Mobile Therapist (August 1998 – March 2000)
- Implemented individual and family therapy as prescribed by treatment team.
- Assessed need areas of the child in relation to medical necessity.
- Focused on a range of treatment modalities that addressed the individual needs of the child and family, including reality therapy, behavioral modification, and others.
- Provided direct supervision and consultation on the implementation of treatment to Therapeutic Staff Support (TSS) and Mobile Therapist (MT).

Continuing Education/Professional Development:

Beginning with Books: Early Literacy Conference (Fall 2008 - Presenter, Fall 2007, Fall 2006 - Presenter, Fall 2005, Fall 2004, Fall 2003, Fall 2002)

Pennsylvania Association for the Education of Young Children (PAEYC) Conference (Spring 2010 - Presenter, Spring 2008, Spring 2006, Spring 2004)

PQAS Training and Certification (Spring 2004) University of Pittsburgh, Office of Child Development

Education:

The Erikson Institute: Chicago, IL

Pursuing Masters of Science: Early Childhood Education

Projected Graduation: May 2013

The Pennsylvania State University: University Park, PA

Masters of Education: Counseling

May 1998

The Pennsylvania State University: University Park, PA

Bachelors of Arts: Liberal Arts

May 1990

Sarah Hummel

EDUCATION

September 2009-August 2010
Pittsburgh

University of

Master of Education in Early Intervention

- GPA 4.0

September 2004 – April 2006

University of Pittsburgh

Bachelor of Science in Psychology

- GPA 3.5
- Member of Phi Theta Kappa (National Honors Society); Dean's list 2002-2006
- Graduated Magna Cum Laude

January 2006-April 2006

- Internship Shadyside Hospital; Hospital Elder Life Program(HELP)

Continuing EDUCATION

Currently Completing Course Requirements for BCBA

University of Pittsburgh
Projected Completion-
December 2011

- Applied Behavior Analysis 1

August 2010-Present

Currently Completing Certification Requirements
for Yoga Instruction

Amazing Yoga
Present

CPR and First Aid Certification

July 2010

Training Seminar: *Infant Mental Health and Its
Impact on Family Relations*

April 12, 2010

experience

Service Coordination

June 2010-Present

Service Coordination Alliance for Infants and Toddlers

- Facilitate communication between therapists and families.
- Develop goals and outcomes based on family's priorities.

- Collaborate with professionals and therapists to develop strategies to achieve stated outcomes.
- Meet deadlines for paper work within the Pelican system.
- Provide families with community resources based on their wants and needs.
- Provide information to families about developmental milestones and autism spectrum disorder.

Preschool Classroom

January 2010-April 2010

Student Placement AIU DART Preschool

- ***Assisted classroom teacher in writing IEP goals.***
- Developed intervention plans based on child's individual needs.
- Provided families with information on potty training in the home.
- Provided families with emotional support about challenges they are experiencing with their child.
- Embedded child specific goals into classroom routines.
- Collaborated with professional to create intervention goals and strategies.
- Administered assessment tools to identify child's specific areas of strength and need.
- Created social interaction plan to increase child's interaction with peers.

Home Based Therapy
2009

September 2009-December

Student Placement Early Intervention Specialists (EIS)

- ***Assisted in identifying and implementing behavior strategies for children ages 0-3 with behavioral and developmental delays to reach goals stated in the child's IFSP.***
- Administered screening and assessment tools to identify each child's individual needs.
- Utilized appropriate positioning and handling strategies in children with low muscle tone.
- Provided families with emotional support.
- Assisted families in identifying their priorities and creating goals.
- Collaborated with professionals to create a specific plan based on each child's needs.
- Assisted in writing an evaluation report.
- Provided families with information regarding community resources.

OTHER PROFESSIONAL EXPERIENCE

Heartland Homes

April 2008 – December 2008

Sales Manager

- Performed needs analysis through Professional Selling Skills and the Critical Path of Sales in order to influence clients purchasing decision
- Created and executed business revitalization plan in two underperformed communities

resulting in 20% increase in sales.

- Managed 29 clients with homes under construction; maintained \$18 million in under construction revenue.
- Coordinated communication between customers, construction entities and vendors in order to meet and exceed customer expectations of the building process.
- Utilized numerous networking and marketing techniques in order to develop a pipeline of qualified prospects.
- Collaborated with marketing team, local businesses and organizations in order to brand “high-end” condominium lifestyle; 300 person attendance doubled company expectation of turnout.
- Implemented strategic and consistent follow-up protocol in order to establish long term relationships with prospect database.

Ryan Homes

May 2006 – April 2008

Sales and Marketing Associate

Developed clear, complete and mutual understanding of clients needs through in depth questioning in order to guide customers through the new home building process

- Created business development plans on a monthly basis consisting of realtor presentations, direct mail, community events and strategic follow-up phone calls.
- Employed problem solving and decision making skills; coordinated production staff, mortgage entities and administrative staff resulting in increased customer satisfaction.
- Enabled continuity of operations by facilitating enhanced team communication during community transitions; successfully transitioned 13 communities.

In Home Child Care

February 2008 – September 2009

- In accordance with Early Intervention specialist, implemented developmental exercises in order to facilitate achievement of proper milestones.
- Performed various duties including preparing and serving meals and bathing and dressing the infant.
- Engaged in educational activities such as flash cards, reading and motor skill development

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South Orange, NJ E-mail
07079 Samppl@aol.com

Samuel L Howard

Objective

Professional experience

2006 - Present Imagine Schools

Executive Vice President Missouri, Georgia, South Carolina, Pennsylvania, New Jersey New York City

- Overall Program Management Responsibility State Operations
- Contract Negotiations, Site expansions
- Supervision of Office Staff and Regional Directors, Regional CFO,HR
- Assessment Results, New Staff Development, Teaching Shared Values, Mentoring
- Enrollment 2009/10 8630 students
- Government and Authorizer Relations
- Board relations, and Training
- New School Development
- Budget Development
- Fiscal Development
- Opening new states
- School Plant acquisition
- Academic Achievement , Community Development, Professional Development

2005- 2006 Imagine Schools

Senior Vice President Missouri, Michigan

- Overall Program Management Responsibility State Operations
- Contract Negotiations
- Supervision of Office Staff and Regional Directors

- Assessment Results
- Recruitment
- Government and Authorizer Relations
- Board relations
- New School Development
- Budget Development
- Fiscal Development

2004 – JUNE 2005 Imagine Schools

Regional Vice President Missouri

- Overall Program Management Responsibility State Operations
- Contract Negotiations
- Supervision of Office Staff and Regional Directors
- Assessment Results
- Recruitment
- Government and Authorizer Relations
- Board relations
- New School Development
- Budget Development

2003-February 2004 Chancellor Beacon Academies Philadelphia, PA

Regional Vice President Michigan

- Overall Program Management Responsibility State Operations
- Contract Negotiations
- Supervision of Office Staff and Regional Directors
- Assessment Results
- Recruitment
- Government and Authorizer Relations
- Board relations
- New School Development
- Budget Development

2003 -Sept 2003 Chancellor Beacon Academies Philadelphia, PA

Vice President of School Operations

- Overall Program Management Responsibility
- Contract Negotiations
- Supervision of Office Staff
- Assessment Results
- Recruitment

2002 – March 2003 Chancellor Beacon Academies Philadelphia, PA

Director of School Operations

- Fiscal Management
- Curriculum Management
- Staff Selection
- Staff Evaluation

2001 - 2002 Pittsburgh School District Pittsburgh, PA

Principal Overbrook Elementary

- Comprehensive Education Program

2000 - 2001 Pittsburgh School District Pittsburgh, PA

Principal Madison Elementary

- Comprehensive Education Program with a French Language emphasis
- Special Programs: Little Planet, Read to Succeed, Writers Workshop ,Jumpstart, Academy of Readers, and a Reading One-to-One Site

1999 - 2000 Pittsburgh School District Pittsburgh, PA

Acting Assistant Superintendent East Area Schools

Responsible for Educational issues with the East Region of The Pittsburgh School District, reporting to The Superintendent of Schools

1999 - 1999 Pittsburgh School District Pittsburgh, PA

Principal McNaugher Education Center

- System-wide Alternative Education Center for students designated with Social and Emotionally issues, Student placements are made through the Special Education Department of the School District of Pittsburgh

1998 - 1999 Pittsburgh School District Pittsburgh, PA

Principal Arlington Middle School

- Comprehensive Middle school
- New American School Project

1986 -1998 Pittsburgh School District Pittsburgh, PA

Principal Belmar Elementary School

- Comprehensive School
- Site-based Budget Pilot
- New American School Pilot Site
- WorkSampling Assessment Pilot School
- Early Childhood Initiative School
- Vision 21 BankStreet College Collaborative Site
- Full School Looping
- Danforth Site Community Pre-K to Pilot School

- Technology site Jostens and Lightspan Computer Assisted Learning
- University Collaborative Teacher Training Site
- Award incentive recipient from the State of Pennsylvania for Academic Achievement and Attendance

1978 - 1986 Pittsburgh School District Pittsburgh, PA

Dean of Instruction Reizenstein Middle School

- Three House Comprehensive Middle School
- Largest Middle School in the District School
- Evaluated Instruction
- Coordinated Special Education Programs
- Community Relations
- Managed Transportation
- Coordinated Staff Development Activities

1972 - 1978 Pittsburgh School District Pittsburgh, PA

Administrator-in-Charge Halls Grove Education Center

- School District of Pittsburgh 's Comprehensive Alternative School Program, grades 4-12, for non-standard student population. I administered all aspects of school, the school program including staff, student, and curriculum evaluation, assessments and a plethora of other duties.

1969 - 1972 Pittsburgh School District Pittsburgh, PA

Special Education Teacher of Educable Mentally Retarded

- I taught Special Education students who were identified as Educable Mentally retarded in elementary and middle school.

Additional professional activities

Educational Consultant Education Reform, Speaker on Educational Topics Radio & Television, Consultant for Principals Summer Leadership Academy Houston Independent School, Consultant BankStreet College Topic Scheduling, Co-Chair Technology Steering Committee School District of Pittsburgh, Member and Endorser School District of Pittsburgh Strategic Plan, Member Restructuring Steering Committee School District of Pittsburgh, Member of the Urban League of Pittsburgh Charter School Design Team and Advisory Committee, Served as a Federal Program Evaluator and Chair, Member Middle States Accreditation Team, Member State of Pennsylvania Special Education Evaluation and Program Assessment Team, Consultant on Use of Technology in the Classroom

Education

[1965 - 1969] Cheyney State University Cheyney, PA
B.S.

- Elementary Education
 - Educable Mentally Retarded
- [1971 - 1973] University of Pittsburgh Pittsburgh, PA
M.Ed.
- Higher Education Administration
 - Elementary Education Administration
- [1975 - 1976] University of Pittsburgh Pittsburgh, PA
Certificate
- Human Resource Management College of General Studies
- [1978 - 1980] University of Pittsburgh Pittsburgh, PA
Certificate
- Superintendents Letter of Eligibility
 - Executive Director of I.U. Letter of Eligibility
- [1982 - 1984] University of Pittsburgh Pittsburgh, PA
Graduate
- Western Pennsylvania Principals Academy
- [1995 -1996] Annenberg Institute Providence, RI
Graduate
- Annenberg Institute Principals Academy for Educational Reform
- [Present] University of Pittsburgh Pittsburgh, PA
Doctoral Candidate
- School of Administrative Policy Studies

**Military
Background**

1969 – 1993 Member US Army and Army Reserve

I entered the military as an Enlisted Soldier and became a Commissioned Officer. I served as a Combat Arms Commander, Battalion Survey and Reconnaissance Officer, Adjutant General Company Commander, Chief of Training for Enlisted Soldiers 2073rd USAR School, and Staff Officer for Training Division of Enlisted Soldiers 99th ARCOM Headquarters. I was a Medical of Honor Recipient. I retired in June of 1993.

Certification

Elementary Education

Special Education Mentally Retarded Mixed Category

Elementary Principal

Letter of Eligibility Executive Director of the Intermediate Unit

Superintendents Letter of Eligibility

Professional memberships

Member Pennsylvania Association Elementary and Secondary School Principals, Member National Alliance of Black School Educators, Member Reserve Officers Association, Member Pennsylvania School Board Association,

Interests and activities

Member of various community organization and volunteer focusing on civic improvement and home school partnerships.

Awards received

“Innovation in Technology Award”, presented by The New York Institute of Technology and The Oracle Corporation

“Educator of the Year”, presented by The Greater Pittsburgh Alliance for Black School Educators

“Man of the Year”, presented by The Champions Associations in conjunction with Allstate Insurance Company

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EXECUTIVE SUMMARY: Proven strengths include analytical and problem solving skills, as well as strong educational research abilities. My passion is to equip teachers and administrators to reach the whole child and bridge the gap between home and school. I have extensive experience in working in urban settings, dealing with teachers and communicating with parents in helping students be successful.

EXPERIENCE: 10/2007 - 11/2008 Imagine Charter Schools Arlington, VA

Regional Director NY, NJ, PA

3/2010- Present Imagine Charter Schools Arlington, PA

Modeled, coached, provided authentic staff development, and created a reference manual for the Regional Executive Directors, to be used with their principals and teachers in Pennsylvania, New York and Missouri Regions.

12/2003 - 7/2007 Plainfield Public Schools Plainfield, N.J.

Chief of Staff

Responsible for attending to the instructional and non-instructional needs of the schools. Reviewed records to compile list of overdue reports. Assisted in the preparation of budget needs and annual reports of the organization. Compiled reports for various county and state

officials. Addressed community and civic groups to enlist their support. Worked closely with teachers sharing my experiences to help them sharpen their craft. When the Human Resources Director left the district, I had to also take on this massive job of heading the Human Resources Department. Wrote, designed and produced along with HR staff a Human Resource Manual, Teachers' Handbook and Substitute Handbook

9/1970 - 10/2003 Newark Public Schools Newark, N.J.

Special Assistant, Administrator and Teacher

Set up and maintained records for personnel of entire system according to established procedures. Participated in conferences with administrators, staff, parents, children and other concerned parties. Planned and conducted in-service (used power-point presentations). Assisted program administrators in the preparation of budget and the development of program policy goals. Observed and Evaluated teacher performance. Established relationships with community organizations. Planned and monitored budget and building maintenance. Developed programs through meetings with staff, review of activities and issuance of directives.

Education:	William Patterson University	Wayne, New Jersey
	Master of Arts	1983
	New Jersey City University	Jersey City, New Jersey
	Bachelor of Arts	1970

License:	State of New Jersey Certificates:	
	Principal/Supervisor	Issued 03/1987
	Teacher of the Handicapped	Issued 05/1970

Elementary School Teacher Issued 05/1970

Affiliations: American Association of School Administrator's (A.A.S.A.)
National Council of Exceptional Children (C.E.C.)
New Jersey Association of School Administrators (N.J.A.S.A.)
Association of Supervision and Curriculum Development) (A.S.C.D.)

Other: May 31 - June 3, 1990 Presenter: Effective Schools
National Conference Educating Black
Children
Los Angeles, California

July 1989 Presenter: Crisis vs. Discipline
Rutgers University

Presenter: Implementing Effective Schools
Research
Atlantic City, New Jersey

October 1988 In-service: Creating an Effective School
Englewood School District
Englewood, New Jersey

June 1987 Presenter: Effective Schools Implementation
Process
Pleasantville Urban Reading Conference
Smithville, New Jersey

References:

Anzella K. Nelms, Deputy Supt. Newark Public Schools (Retired)
akingnelms@verizon.net

Samuel Howard, Vice President of Imagine Charter Schools
sam.howard@imagineschools.com

Soundaram Ramaswami, Professor at Kean University
Soundaram.ramaswami@gmail.com

ATTACHMENT

M

Financing- PDE 2028

ATTACHMENT
N

***Staff Qualifications &
Responsibility***

A person with the following qualifications will be recruited and hired to operate our school as the Principal:

1. A passion for meeting the needs of each student
 - A belief that can be demonstrated that each student can learn to high academic standards
 - Experience in “thinking outside the box” to ensure each student’s educational needs are served
 - A demonstrated record of taking personal responsibility as a school leader for ensuring the success of each child.
 - Established practice in holding adults accountable for attaining academic achievement for all children

2. An Entrepreneur who can build the vision for our school into a reality
 - Ability to articulate a clear vision of the culture, goals and educational philosophy of our proposed school
 - Experience with and passion for project-based learning and integrating it into all content areas
 - Ability to focus key on and prioritize goals and results with persistence, determination, and relentless drive to achieve them, keeping the big picture in mind
 - Analyze complex problems and establish a strategic plan of action for effective solutions
 - Resilience to overcome the challenges and diversions inherent in the start-up of a visionary school
 - Adaptability to implement an array of solutions to achieve results

3. A community-oriented leader
 - Zeal for a “customer” oriented approach to promoting, building and improving the school to attain enrollment goals and high levels of parent and community satisfaction
 - Ability to interface with key community leaders and politicians to maintain and build their support for and involvement in our school
 - Drive to effectively involve a wide-array of community organizations in partnership with the career and character education aspects of our school

4. An educator with strong leadership in teaching and learning
 - Ability to model and assess exemplary instructional practices, distinguishing between excellent, strong, weak and poor teaching
 - Experience in providing constructive feedback to improve instruction
 - Evidence of ability to conduct excellent teaching
 - Demonstrated commitment to a comprehensive curriculum which includes all subject areas

5. Commitment to staff growth and development

- Ability to construct build a culture of reflecting and learning and accepting feedback from one's own experiences to grow
- An unyielding commitment to building a school culture where staff focus continuously on successes and challenges and how this learning can help them individually and as a group to improve results for children
- Acumen to orchestrate a direction for the development of staff aligned with their learning needs

6. Strong communication and interpersonal skills

- Demonstrates poise and strong verbal and written skills to motivate and express thoughts clearly across diverse school and community audiences
- Models active listening skills
- Values the perspective of students, adults, parents, and community members, understanding their points of view, needs and how to meet these needs
- Remains calm, competent under pressure situations, expressing confidence in a way forward

7. A credentialed leader

- Holds a licensed school administrator supervisor certification in Pennsylvania
- Has a minimum of ten years experience in education, with teaching experience included
- Orchestrates smooth school business and facility operations
- Prepares and manages balanced school budgets

The Principal's responsibilities will include:

- Supporting the mission of the charter school and providing visionary leadership by example to motivate and inspire all members of the community to fulfill its goals and objectives.
- Supporting and developing the MicroSociety themes of our charter school and the infusion of projects related to them into the other academic content areas as appropriate.
- Managing the daily operations of the school.
- Working with others to network and advocate for educational and financial resources to provide the greatest amount of resources possible for the charter school.
- Providing leadership to teachers via coaching and mentoring activities and supervision to teachers to other school staff.
- Collaborating with parents and community organizations to build support for the success of each student and the school.
- Reporting regularly on school operations the extent to which the school is attaining its goals and objectives to the Board of Trustees, and making revisions in Board policy operational in the school and community.
- Maintaining a working relationship with the PCO.
- Building positive relationships with all students.

- Creating a learning community with staff.
- Building and maintaining positive staff morale.
- Establishing and nurturing a climate of collaboration and shared decision-making where all staff can make contributions to improving the performance of the charter school.
- Ensuring that the Pennsylvania Academic Standards and the charter school's mission and academic goals are achieved through the development and implementation of the Imagine Schools comprehensive curriculum.
- Identifying and using multiple methods of assessment to create a robust system of measuring student learning.
- Interpreting assessment results to evaluate and modify the curriculum as needed to sustain growth in student achievement.
- Ensuring an environment that is safe and conducive to learning.
- Maintaining student records in accordance with the requirements of the Penn Hills Public Schools and the PA Department of Education.
- Designing and implementing regular assessments of the school's goals and objectives.
- Providing appropriate feedback on assessments to the school, parent, and partner communities and to the Board of Trustees.
- Serving as the school's Affirmative Action Officer (or designee).
- Ensuring all appropriate school and student records are maintained.
- Ensuring educational equity and access at all times through adherence to Pennsylvania statutes and administrative codes which define responsibilities, policies and procedures under which our charter school must operate.
- Leading and managing the school's technology plan and exhibiting knowledge of computer hardware, software applications appropriate for teaching and learning, teaching platforms and student information systems, and computer systems suitable for education programs.

Selection of Financial Staff

Once our charter is awarded, we will begin the process to hire a highly qualified school business administrator, using these criteria:

The qualifications of the School Business Manager:

- Have office management and clerical experience in a school environment.
- Demonstrate working knowledge of school administrative systems.
- Have thorough knowledge of GAAP and of financial management systems.
- Possess highly effective interpersonal skills to provide excellent customer service.
- Have experience using Microsoft Office Pro software, and the ability to effectively use accounting, word processing, spreadsheet, and presentation and database applications.
- Have the ability to complete written reports and correspondence.
- Be able to effectively use PC, copier, fax machine, and the telephone, and to conduct local network and Internet searches.
- Demonstrate excellent organizational, decision-making and problem solving skills.
- Know how to use ADP software.
- Possess strong critical thinking and creative problem solving skills.

- Have the desire to make the school's mission a success and the belief that all children can achieve to high academic standards.

The responsibilities of the School Business Manager:

- Implement the Imagine Schools' Financial Procedures Manual by administering all policies and procedure processes.
- Maintain databases and report key data for the school, including attendance, lunch programs, and other data as required by school reporting requirements.
- Establish an accounting system that meets the government GAAP requirements for educational accounting and reporting.
- Adhere to financial protocols established by the Board of Trustees.
- Manage financial processing and record keeping for the school, including invoice processing, cash management, and procurement.
- Provide financial information and monthly reports to the principal and the Board of Trustees in accordance with GAAP.
- Prepare and distribute year-end financial statements.
- Prepare and submit all required financial reports to the Penn Hills Public Schools and the Pennsylvania Department of Education.
- Collect and update all human resources data for the school, including processing new hires, submitting payroll data and changes to Imagine Schools, and acting as the first point of contact for school staff regarding payroll and employee benefit issues.
- Maintain all files and records for the school as may be required to efficiently locate information and complete any and all reports.
- Conduct other clerical duties as required by the principal to manage the school office.

Members of the Board of Trustees and the principal, with input from Imagine regional staff will engage in the process to select a highly qualified and proficient business administrator. For recruitment we will advertise in the Pittsburgh Business Times, The Pittsburgh New Courier and engage the recruitment networks of Imagine Schools.

We will seek to have this person on-board before the start of the school year on a part-time basis, hopefully no later than May, 2011, to establish the financial infrastructure necessary to conduct effectively all of the responsibilities connected to this important position. The financial software system described below will assist in maintaining our records on a regular basis and in preparing the full range of financial reports required by the principal, the Penn Hills Public Schools and the Pennsylvania Department of Education. The principal will be responsible for daily financial operations during the period before the school office manager is hired.

Teachers (full-time and/or Part Time) Certification and Qualifications

- B.A. or B.S. degree in an appropriate field of study from an accredited institution.
- Pennsylvania Teacher Certification, or working toward attaining the same within a two-year period.
- A minimum of two years classroom experience preferred. Elementary and/or middle school experience preferred.
- Experience with standards-based curriculum and instruction and the use of a wide array of assessment instruments.
- A deep commitment to the interest in the charter school's mission.
- Skills in teamwork and collaboration with colleagues.
- Proficiency in or the desire to adapt to interdisciplinary teaching.
- Strong critical thinking and creative problem solving skills.
- A commitment to personal growth, professional development and lifelong learning.
- Evidence of achieving improvements in student academic learning, especially for students who have been at-risk of school failure.
- Desire to make the school's mission a success and the belief that all children can achieve to high academic standards.

The teachers' responsibilities will be:

- Implementing curriculum.
- Designing learning units and lesson plans consistent with the charter school's curriculum, goals, objectives and character education themes.
- Identifying and coordinating educational excursions aligned to the themes of the school.
- Conferring with students individually to implement and manage student's personalized learning plan.
- Reviewing and monitoring student portfolio work to provide feedback for improvement.
- Facilitating an ongoing personal connection between the students' parent/guardian and the charter school through regularly communicating with them and through parent/teacher conferences and other events.
- Collaborating with administration to ensure that the curriculum, activities, and instruction are meeting expectations for high academic achievement.
- Designing and implementing portfolio and rubric systems of assessments.
- Creating and maintaining a classroom environment conducive to learning and to engaging a student experientially.
- Differentiating instruction to meet the learning needs of students.
- Participating in school planning and decision-making processes.
- Participating in teacher planning groups and tutoring individual students.
- Advising to teach mediating concepts and how to be mediators of conflict.
- Maintaining active communication with charter school administrators and other faculty and staff members.
- Mentoring teachers as needed.
- Other responsibilities as assigned by the principal or lead teacher.

Academy Lead Teachers' responsibilities will be:

All of the responsibilities listed for teachers above in addition to:

- Provide a general overview orientation of the Imagine Values and for teachers who are new to the *school* at the beginning of the year
- Coaching teachers and overseeing the development and implementation of curriculum and assessment systems.
- Being instructional leaders to guide the work of all instructional staff.
- Facilitating the development of curriculum, being integrally involved in the professional development which supports it.
- Monitoring staff as they implement new instructional practices.
- Schedule and chair leadership team meetings at least twice a month.
- Facilitate discussion among teachers, especially regarding conflict.
- Meet with new teachers throughout the year to provide support and training.
- Meet with principal: formally, twice a month, informally, at least once a week.

Qualifications related to these four additional responsibilities will be added to the Lead Teacher job description.

The MicroSociety Lead Teacher responsibilities will be: (Part Time)

Communication

- Write and distribute a weekly memo or newsletter to teachers regarding updates of the *MicroSociety* program.
- Schedule and chair leadership team meetings at least twice a month.
- Facilitate discussion among teachers, especially regarding conflict.
- Meet with principal: formally, twice a month, informally, at least once a week.
- Write and distribute a monthly memo or newsletter for parents.
- Recruit and actively engage parents in *MicroSociety* ventures/agencies and events.
- Dialogue with MSI Consultant monthly, e.g. return phone calls, and respond to email, fax, and letter.
- Inform MSI about major program challenges and seek assistance with problem solving for them.

Administration

- Schedule and lead monthly *MicroSociety* program planning meetings.
- Schedule *MicroSociety* activities before the beginning of the school year, within constraints of calendar and school schedule.
- Stock the warehouse and obtain other supplies before the program begins each fall, and maintain a sufficient level of inventory as the school year progresses.

- Fulfill venture and agency needs for new supplies within a week of request.
- Maintain records for *MicroSociety* program cash accounts.

Public Relations

- Organize events for community members to learn about *MicroSociety*, and offer connection opportunities on the spot, e.g. match partners with venture facilitator and students.
- Develop and follow a protocol for reaching out to potential partners, e.g. letter, follow up phone call, matching skills with program needs.
- Coordinate and schedule all community partner involvement and maintain contact with parents and visitors.
- Train students to act as tour guides to all visitors.
- Inform *MicroSociety* about all visitors to the school by keeping a visitors log and turning it in to your consultant each month.

Fund Raising

- Identify and prioritize funding needs within the program before the program starts, and develop a plan to acquire the funds.
- Write proposals and successfully acquire funding for the school's *MicroSociety* program.
- Inform *MicroSociety* about all proposals, and –when needed – request assistance in writing them.

Training/Coaching

- Provide a general overview orientation for teachers who are new to the *MicroSociety* program at the beginning of the year
- Meet with new teachers throughout the year to provide support and training.
- Visit ventures and agencies **REGULARLY**.
- Visit ventures and agencies to observe curriculum connections at least once a month.
- Visit classrooms to observe integration of *MicroSociety* program and curriculum.
- Work with leadership team to select lesson plans to use and to develop a schedule for teaching them throughout the school year.
- Be available to coach staff with *MicroSociety* program implementation and curriculum integration.

Certification and Qualifications for Instructional Aides are:

- Compliance with the guidelines established in Pennsylvania.
- A minimum of 60 credit hours in core academic content areas.
- A minimum of one year of previous experience in a related work force or in the elementary or middle school classroom.

- A commitment to personal growth, development and lifelong learning.
- A strong commitment to the mission of the charter school and/or experience with helping to make a similar school's mission become a reality.
- Belief that all students can learn and achieve high academic standards.

The responsibilities of the Instructional Aide will be:

- Working cooperatively with teachers to assist in the delivery of instruction.
- Assisting students to become independent learners by encouraging them to follow the assignments and routines established by the teacher.
- Tutoring students and assisting them to attain their instruction.
- Supervising student/group/team activities, planned projects, and field trips.
- Listening and responding to students.
- Assisting with lunchroom decorum, recess, and transitional times (student arrival and dismissal, classroom transition, and assemblies).
- Assisting teachers in portfolio and rubric assessments, including scoring, commentary and conferencing.
- Assisting in the creation of a classroom environment that is safe, organized, respectful, and conducive to learning at all times.
- Other responsibilities as assigned by the teacher.

Qualifications of the School Office Manager will be:

- An Associate's degree **and** office management experience in a school environment.
- Working knowledge of school administrative systems.
- Must possess highly effective interpersonal skills to provide customer service;
- Must have experience using Microsoft Office Pro software, and ability to effectively use word processing, spreadsheet, presentation and database applications;
- Must be able to efficiently use PC, copier, fax machine, telephone, local network and Internet and possess the ability to complete written reports/correspondence.
- There is light to moderate lifting with this position.
- Ability to work cooperatively and constructively with other staff, vendors and customers in a multi-cultural environment; demonstrate ability to work as a member of a team; high energy, clear goal orientation, and strong work ethic;
- Effective verbal and written communication skills;
- Excellent organizational skills and ability to prioritize multiple tasks; follow policies and procedures in company manuals and provide excellent customer service to internal and external clients.
- A valid driver's license is required.

Responsibilities of the School Office Manager:

- Effectively implements the School Procedures Manual by administering all policies and procedures processes.

- Captures and reports key data for the school, including attendance, lunch programs, and other data as required by school reporting requirements.
- Collects and updates all Human Resources data for the school, including processing new hires, submitting payroll data and changes to Human Resources Department, and acts as the first point of contact for school staff regarding Human Resources issues.
- Maintains all files and records for the school as may be required to efficiently locate information and complete any and all reports.
- Other clerical duties as required by the Principal to manage the school office.
- Serves as Enrollment Specialist to include managing enrollment tracking and data base; initial and primary point of contact for prospective students and parents; delegates follow-up as needed with principal, teachers, and other staff for student/parent contacts; assists with information sessions and other recruiting activities.
- Maintains charter authorizer compliance manual.
- Provides Board support for meetings and communications to include preparation of agendas, assembly and mailing of monthly Board packets, required signatures and approvals for school operations and policies, taking minutes and recording Board actions and necessary follow-up.
- Maintains student records – health/immunizations, report cards, attendance, etc.
- Parent/Student Support – Distribute medications/documenting medication administration; daily contacts for early dismissal/illness; records transfers for incoming students and exiting students.
- Facility Support – Water testing, driveway, phone and computer operations; communications with landlord as needed.
- Maintains calendar of due dates/compliance requirements in all areas.
- Communicates with ISD and other agencies reference required documentation and reporting.

Qualifications for the School Administrative Assistant are:

- Have an associate’s degree.
- Have office experience at a corporate level.
- Highly effective interpersonal skills to provide excellent customer service.
- Experience using Microsoft Office Pro software.
- Ability to effectively use word processing, spreadsheet, presentation and database applications.
- Ability to complete written reports and correspondence.
- Able to efficiently use PC, copier, fax machine, telephone, and local network and Internet searches.
- Ability to work cooperatively with other staff, vendors and customers in a multicultural environment.
- Demonstrated ability to work as a member of a team.
- High energy, clear goal orientation, and strong work ethic.
- Effective verbal and communication skills.
- Excellent organizational skills and the ability to prioritize multiple tasks.
- A valid driver’s license with the ability to travel.

Responsibilities of the School Administrative Assistant are:

- Greet customers in person and on the phone.
- Screen calls as required.
- Schedule and provide logistical support for meetings, travel and events and office operations.
- Maintain files for the school electronically and manually.
- Draft correspondence and format documents as assigned.
- Keep the principal's schedule and coordinate his/her travel schedule and make travel arrangements as necessary.
- Assist principal with broadcast correspondence to the school.
- Provide contact support to regional Imagine Schools' staff.
- Assist with school administrative and operations issues, including compiling information required in reports to the Penn Hills Public Schools and the Pennsylvania Department of Education.
- Provide quality customer service at all times.

Certification and Qualifications for the School Social Worker are:

- Masters degree in Social Work from an accredited institution.
- Two years of experience in the field of social work, preferably in an educational setting.
- Excellent organizational and communication skills.
- Strong critical thinking and creative problem solving skills.
- Interest and/or experience in making the mission of the charter school a reality.
- A desire for personal growth, development and lifelong learning.
- The belief that all children can learn and achieve high academic standards.

Responsibilities of the School Social Worker are:

- Counsel students to assist them resolve conflicts and achieve in school.
- Counsel students' parents/guardians if needed, to develop a plan for the family to support their child's success in school.
- Maintain a data base of and provide appropriate referrals to health and human services for students and their families.
- Confer with teachers to assist them with classroom management challenges and to help them serve the needs of students receiving counseling.
- Provide professional development sessions to teachers as scheduled by the principal.
- Provide workshops to parents/guardians on child and adolescent growth and development.
- Conduct other responsibilities as assigned by the principal.

The qualifications of the school nurse are:

- An educator holding a valid Pennsylvania certificate as a School nurse, which is valid to: provide information services in school health related areas; assess, document and manage the health care needs of children in grades K-12, including those with disabilities; and recognize symptoms and consequences of safety and environmental factors.
- At least two years of experience of providing school health services in a K-8 school setting.
- Excellent organizational skills.
- Ability to communicate and collaborate effectively with professionals, parents/guardians, and the community-at-large.
- Knowledge of and experience with maintaining accurate records and a student data base as it relates to the provision of health care services.
- Strong critical thinking and problem solving skills, especially in dealing with health emergencies.
- Interest in and knowledge of how to make the mission of the school a reality.
- A demonstrated pursuit of personal growth, professional development and lifelong learning.
- The belief that all children can learn and achieve high academic standards.

Responsibilities of the school nurse are:

- Provide information and services in school health related areas including:
 - Promotion of health education and health practices,
 - Assessment of community and school health needs,
 - Physical and mental health assessment of children and youth,
 - Development, management and evaluation of the school health program,
 - Prevention, identification, and control of communicable diseases,
 - Counseling techniques, referral, and health care management of children and youth,
 - Case management of health needs of children and youth,
 - Competence in dealing with health and related issues of diverse populations,
 - Child and adolescent development,
 - Educational psychology
- Recognize symptoms and consequences of safety and environmental factors including:
 - Child abuse; substance abuse; teenage pregnancy; violence; homelessness and poverty; emergency response and crisis intervention planning; and a safe and healthy school environment.
- Assessing, documenting and managing the health care needs of children and youth with disabilities in the least restrictive environment including:
 - Technological care; nutrition; medication; participation in multidisciplinary meetings; and development of an individualized plan of health care.
- Providing services in accordance with regulatory, ethical and professional issues and responsibilities governing the provision of health care services in the charter school including:
 - Federal, state and local laws and regulations which impact children and youth,
 - Pennsylvania State Professional Nurse Law,
 - Pennsylvania school code and regulations,

- American Nursing Association/National Association of school Nurses code of ethics,
- Privacy and confidentiality,
- Child and parental rights
- Staying current with professional journals, and attending professional development sessions.
- Providing professional conduct with integrity and ethical behavior aligned with the Pennsylvania's Code of Professional Practice and Conduct for Educators and with local, state, and federal laws and regulations.
- Effectively collaborating with the other professionals in the charter school.
- Effectively communicating with parent/guardians, other agencies and the community at large to support learning by all students.

Qualifications for the Custodian are:

- A high school diploma.
- Up to two years of experience maintaining buildings preferred, especially in a school setting.
- Strong organization and communication skills.
- Solid critical thinking and creative problem-solving skills.
- Interest in and support for making the mission of the school a success.
- Ability to work constructively with staff in a multi-cultural environment.
- Knowledge of all of the processes and procedures necessary to maintain a clean, well ordered school facility.
- Belief in children and their ability to learn to high academic standards.

Responsibilities of the Custodian are:

- Maintain the school facility on a daily basis.
- Provide cleaning and janitorial services as needed on a daily basis.
- Replenish supplies/materials/equipment as needed.
- Maintain the grounds of the school facility during the day to provide for general upkeep and a neat appearance.
- Ensure a safe school environment, free of debris and other hazards.
- Conduct other duties as assigned by the principal.

Food Service Coordinator Qualifications are:

- A high school diploma with post-secondary coursework in food service, management, and nutrition.
- Three years of experience working in a food service program.
- Strong interpersonal skills.
- Solid oral, written and computational skills.
- Knowledge of word processing, database, and spreadsheet software.
- Knowledge of nutrition, cafeteria safety procedures, regulations policies and contracts.
- Ability to work cooperatively and constructively with other staff, vendors, and customers in a multi-cultural environment.
- Demonstrated ability to work as a member of a team.

- A high energy personality with a strong goal orientation and work ethic.
- Excellent organizational skills and the ability to prioritize multiple tasks, follow procedures in policy manuals and provide excellent customer service to internal and external customers.

Responsibilities of the Food Service Coordinator are:

- Develop breakfast and lunch menus that meet nutritional requirements and reflect the customers eating preferences to the greatest extent possible.
- Prepare and serve breakfast and lunch meals.
- Stock food items as required.
- Implement all applicable regulations governing the school food service.
- Complete written reports, financial reports, warrants, and purchases in accordance with State and Federal regulations and local policy, as required.
- Ensure that the food service program is in compliance with the regulations of the Department of Public Health.
- Maintain certificates as required for the ongoing operation of the food service program.
- Utilize the kitchen to prepare and serve food and to clean-up after meals.
- Complete cash transactions and keep financial and statistical information.

A review of these criteria indicate that our charter school will seek strong leadership in the school on a day to day basis from the principal, lead teachers, specialty teachers, teachers, and other school staff. We will seek impassioned and highly qualified staff that will be able to achieve the goals we have set for children.

Attachment

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2011-2012

Proposed Staff

Development

Schedule

THE PENN HILLS CHARTER SCHOOL OF ENTREPRENEURSHIP
TENTATIVE
STAFF DEVELOPMENT SCHEDULE

Name of Workshop	Participants	Number of Hours	Month
Introduction to Imagine School Culture	All Staff	3	August 2011
Pennsylvania Academic Standards Clarification Project	All Staff	3	August 2011
Using the School Curriculum	All Staff	3	August 2011
Micro Basics <ul style="list-style-type: none"> ▪ Receive an overview of the MicroSociety program and its major components, including a brief history ▪ Experience Live Micro, a hands-on immersion activity, followed by reflection and processing ▪ Identify and discuss student venture and agency possibilities ▪ Demonstrate and discuss the MicroSociety literacy support program: The Reading Industry 	All Staff	3	August 2011
Getting Started <ul style="list-style-type: none"> ▪ Clarify the roles for facilitators, coordinator, and administrators ▪ Examine Micro Adventures start-up lesson plans ▪ Develop a timeline for Program implementation, based on the Micro Benchmarks ▪ Analyze data to determine school needs and consequently the primary focus for the Program for the year. Set goals based on the focus 	All Staff	7	August 2011
Climate and Classroom Management – the Micro Way <ul style="list-style-type: none"> ▪ Survey school climate ▪ Learn why laughter is good for people, then develop some strategies and an Action Plan for incorporating it more into everyday times and places, such as the staff lounge ▪ Reflect on styles of teaching and classroom management techniques and how they tie to the Micro Guiding Principles ▪ Begin an Action Plan, using the behaviors template provided, for school-wide climate, safety, behavior improvement – work with students and Climate and Communication Team 	Teachers	5	August 2011
Project-based Education	Teachers	4	August 2011
Using Assessment data to Inform Differentiated Instruction	Teachers	4	August 2011
Making Data Driven Decisions	All Staff	2	August 2011
Meeting the Needs of English Language Learners	Teachers	2.5	August 2011
Meeting the Needs of Special Needs Students	Teachers	2.5	August 2011

Name of Workshop	Participants	Number of Hours	Month
Classroom/School Environment and Management and anti-discrimination policies <ul style="list-style-type: none"> • Child Abuse and Neglect • Bullying, Harassment and Intimidation • Drug Free Schools 	All Staff	2.5	August 2011
Effective Preparation and Use of Student Success Plans	Teachers	2.5	August 2011
Components of a Successful Character Education Program	All Staff	2.5	August 2011
Parent Involvement Practices	All Staff	2.5	August 2011
Looking at Student Work Portfolios/Student Exhibitions	All Staff	2.5	September 2011
Curriculum Mapping Review/Break-out Sessions (Nov.-Dec.)	All Staff	5	September 2011
Small Group Learning <ul style="list-style-type: none"> ▪ Examine the keys to successful use of small groups as well as the rationale for using them ▪ Participate in a small group activity that is also a team-builder, and see it modeled from the student point of view, then processed from the teacher point of view 	All Staff	5	October 2011
Curriculum Mapping Review/Break-out Sessions (Jan.-March)	All Staff	5	November 2011
Benchmark Testing Results Review/Planning (Fall)	All Staff	5	November 2011
Assessing progress of each student in mastering Pennsylvania Academic Standards	All Staff	5	January 2012
Planning a Micro Night Participants will ... <ul style="list-style-type: none"> ▪ Understand what a Micro Night is ▪ Explore the reasons for hosting a Micro Night ▪ Create an Action Plan to make it happen ▪ Ask questions 	All Staff	2.5	February 2012
Infusing Character Education into the Curriculum	All Staff	2.5	February 2012
Curriculum Mapping Review/Break-out Sessions (April-June)	All Staff	5	March 2012
Instructional Practices in a Micro Classroom <ul style="list-style-type: none"> ▪ Self-assess teaching and learning practices currently being used by comparing them to those research-based best practices for student achievement recommended for use in Micro schools ▪ Set short term goals for implementing at least one new strategy 	All Staff	2.5	March 2012
Infusing Character Education into the Curriculum	All Staff	2.5	March 2012
School Wide Benchmarking Results (Spring)	All Staff	5	May 2012

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Discipline Code

GUIDE TO STUDENT MISCONDUCT AND DISCIPLINARY RESPONSE

<p>Level I Student Misconduct</p> <p>Misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.</p> <p>This misbehavior can usually be handled by an individual staff member but sometimes requires the intervention of other school support personnel.</p>	<p>Example of Level I Misconduct</p> <ol style="list-style-type: none"> 1. Disruptive behavior; 2. Classroom tardiness; 3. Cheating; 4. Failure to complete assignments or carry out teacher directives; 5. Failure to follow instructions; 6. Wearing hats or other apparel disruptive to the educational process.
<p>Level I Disciplinary Action</p> <ol style="list-style-type: none"> 1. There is an immediate intervention by the staff member who is supervising the student or who observes the misbehavior. 2. Misbehavior requires a teacher to contact parent; conference with the counselor and/or administrator may be needed. All student misbehavior and parent contacts must be documented; 3. Parent must be notified if a student is kept for detention, and no students in grades K-5 may be kept beyond 3:15 p.m. 4. A proper and accurate record of the offenses & disciplinary action is maintained by the staff member. 	<p>Examples of Level I Disciplinary Actions</p> <ol style="list-style-type: none"> 1. Verbal reprimand from teacher/administrator; 2. Behavioral contract; 3. Conference; 4. Withdrawal of privilege; 5. Behavioral adjustment program; 6. Detention; 7. Contact parent; 8. Peer mediation.

<p>Level II Student Misconduct</p> <p>Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.</p> <p>These infractions, which usually result from the continuation of Level I misbehavior, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level is misbehavior which does not represent a direct threat to the health and safety of but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.</p>	<p>Examples of Level II Misconduct</p> <ol style="list-style-type: none"> 1. Abusive language 2. Continuation of unmodified Level I misbehavior; 3. School tardiness; 4. Truancy; 5. Smoking on school property; 6. Using forged notes or excuses; 7. Scholastic dishonesty; 8. Cutting class; 9. Radio; 10. Walkman/CD Player; 11. Wearing Gang-Related Apparel or accessory which indicates gang membership or affiliation.
<p>Examples of Level II Disciplinary Action</p> <ol style="list-style-type: none"> 1. Parent/guardian conference; 2. Behavioral contract; 3. Probation contract; 4. Peer counseling; 5. Peer mediation; 6. Referral to outside agency; 7. Behavioral adjustment program; 8. Counseling by guidance counselor, social worker, psychologist, attendance counselor; 9. Confiscated items only returned to parents; 	<p>Level II Disciplinary Action</p> <ol style="list-style-type: none"> 1. The student is referred to the administrator for appropriate disciplinary action; 2. The administrator meets with the student and/or teacher and effects the most appropriate response; 3. The teacher is informed of the administrator's actions; 4. A proper and accurate record of the offense and the disciplinary action is maintained by the administrator; 5. A parental conference is held.

<p>Level III Student Misconduct</p> <p>Acts directed against persons or property.</p> <p>These acts can most frequently be handled by the disciplinary mechanism in the school. Corrective measures which the school undertakes, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.</p>	<p>Examples of Level III Student Misconduct</p> <ol style="list-style-type: none"> 1. Alcohol; 2. Gambling; 3. Graffiti; 4. Fighting; 5. Vandalism; 6. Stealing; 7. Threats to others; 8. Intimidation and bullying; 9. Continued disruptive behavior; 10. Smoking on school property; 11. Chronic tardiness; 12. Chronic Cutting; 13. Chronic absenteeism; 14. Chronic truancy; 15. Extreme defiance; 16. Gender, racial or ethnic harassment; 17. Sexual harassment/assault; 18. beepers; 19. Cellular phones.
<p>Level III Disciplinary Action</p> <ol style="list-style-type: none"> 1. An administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences; 2. An attendance record form is issued to attendance counselor by teacher; 3. An administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action; 4. An administrator notifies police when appropriate; 5. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator and staff member; 7. There is restitution of damages by the parent or guardian of any minor, to be collected in any court of competent jurisdiction, together with costs of suit. 	<p>Examples of Level III Disciplinary Action</p> <ol style="list-style-type: none"> 1. Parent/guardian conference required; 2. Behavioral adjustment program; 3. Alternative programs; 4. Suspension; 5. Counseling with guidance counselor, social worker, psychologist, attendance counselor; 6. Referrals to outside agencies; 7. Restitution for vandalism; 8. Clean graffiti; 9. Confiscated items will not be returned; 10. Referral to Affirmative Action Officer.

<p>Level IV Student Misconduct</p> <p>Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school.</p> <p>These acts are often criminal and are so serious that they may require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and action by central office administrators.</p>	<p>Examples of Level IV Student Misconduct</p> <ol style="list-style-type: none"> 1. Weapons; 2. Pulling fire alarms; 3. Unmodified Level III misconduct; 4. Extortion; 5. Bomb threat; 6. Theft/possession/sale of stolen property; 7. Possession/use/transfer of dangerous weapons; 8. Assault and battery; 9. Arson; 10. Alcohol possession and use; 11. Use/furnishing/selling/possession of unauthorized or illegal substances.
<p>Level IV Disciplinary Action</p> <ol style="list-style-type: none"> 1. The administrator verifies the offense(s), confers with the staff involved and meets with the student. The student is immediately removed from the school environment. Parents are notified; 2. School officials contact a law enforcement agency and assist in prosecuting the offender; 3. A complete and accurate report of the student's infraction is immediately submitted to the Board of Trustees for action; 4. The student is given a full due process hearing before the Board of Trustees or designee within twenty-one (21) days following the day of removal; 5. Any weapons violation by a student results in an immediate suspension to be followed by a charter school board hearing; 6. A classified student may be suspended for up to ten (10) days while a re-evaluation is undertaken to determine the student's most appropriate placement; 7. Refer to the Child Study Team. 	<p>Examples of Level IV Disciplinary Action</p> <ol style="list-style-type: none"> 1. Suspension; 2. Expulsion; 3. Alternative schools/services; 4. Other actions which result in appropriate placement.

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Attendance Policy

Attendance

Daily attendance at school equates with school success. All students are expected to attend school regularly unless they are ill or a family emergency must keep them out of school. Students are to attend all classes and are to be in class on time. School begins at 8:00 a.m. We encourage you to plan family vacations around the school calendar.

Absences

If your child is going to be absent from school, parents should leave a message on the school's answering machine before school hours. The office will let the teacher know that the child will not be in school that day and to collect work that the child misses.

Upon the student's return, a dated note, stating the specific reason for the absence, signed by the parent or guardian, is required no later than one day following an absence. If the child has been under the care of a doctor, please include a doctor's note.

Excused absences from school include: illness, doctor or dentist appointment, death in the immediate family, observance of a religious holiday, or a court order. All other absences are deemed unexcused. Unexcused absences may result in a violation of Pennsylvania law and the Penn Hills Charter School of Entrepreneurship attendance policy.

Pupils absent from school for any reason are responsible for the completion of assignments missed because of their absence. No pupil excused for a religious holiday shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in a failing grade for that marking period or retention at grade level. An excessive number of unexcused absences will be reported to the student's school district of residence and may result in legal action against the parent/guardian of the student by referring the matter to the District Magistrate. The Magistrate may find the parent/guardian guilty of a summary offense pursuant to applicable law.

Tardies

It is important that children arrive at school on time. If your child is tardy, they must report to the main office, WITH A PARENT, to receive an late slip from the administrative assistant. Parents must sign their children into school when they are tardy. Students tardy 3 times will be charged with a day absence.

In compliance with the Pennsylvania School Code, the following sections apply to all students at the Penn Hills Charter School of Entrepreneurship.

11.24 Unaccounted absences

Students whose names are on the active membership roll, who are at anytime in the school term absent from school for ten (10) consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The district has been provided with evidence that absence may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued

Authority

Provisions of this 11.24 amended under section 1317(a) of the Administrative Code of 1929 (71P.S. 367(a)); and sections 1327, 1330, 1372, 1511 and 2603-B of the Public School Code of 1949 (24 P.S. 13-1327, 13-1330, 13-1372, 15-1511 and 26-2603-B)

Source

The provisions of this 11.24 amended December 19, 1986, effective December 20, 1986, 16 Pa.B. 4874; amended October 22, 2004, effective October 23, 2004, 34 Pa.B. 5798. Immediately preceding text appears at serial page (252441).

11.25 Temporary excusals due to illness or other urgent reasons

- a. A principal or teacher may, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, excuse a student for nonattendance during a temporary period, but the term “urgent reasons” shall be strictly construed and does not permit irregular attendance. A school district shall adopt rules and procedures governing temporary that may be granted by principals and teachers under this section. Temporary excusals may not exceed 3 months.
- b. A school district, charter or independent school may provide students temporarily excused under section with homebound instruction for a period not to exceed 3 months. A school district, charter or independent school may request approval from the Department to extend the provision of homebound instruction, which shall be reevaluated every 3 months. When a student receives homebound instruction, the student may be counted for attendance purposes as if in school. A school district shall be reimbursed for homebound instruction provided to a student under section 2510.1 of the Public School Code of 1949 (24 P.S. 25-2510.1)
- c. A school district shall adopt policies that describe the instructional services that are available to students who have been excused under this section. The policies must include statements that define the responsibilities of both the district and the student with regard to these instructional services.

Authority

The provision of this 11.25 amended under section 1317(a) of the Administrative Code of 1929 (71P.S. 367(a)0; and sections 1327, 1330, 1372, 1511 and 2603-B of the Public School Code of 1949 (24 P.S. 13-1327, 13-1330, 13-1372, 15-1511 and 26-2603-B)

Source

The provisions of this 11.24 amended December 19, 1986, effective December 20, 1986, 16 Pa.B. 4874; amended October 22, 2004, effective October 23, 2004, 34 Pa.B. 5798. Immediately preceding text appears at serial page (252441) to (252442).

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Discipline Code***